

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
Hamilton High School Library/Zoom/Facebook Live
Wednesday, January 20, 2021**

5:30 p.m. Public session for purposes of opening the meeting only via Zoom:
5:30 p.m. Closed session to discuss closed session items listed below via Zoom (For Board Only)
6:00 p.m. Reconvene to open session no **later** than 6:30 p.m. via Facebook Live or Zoom (see below)

Hamilton Unified School District Board Meetings are open to the public. We are still adhering to social distancing for public safety so in-person seating capacity in the Hamilton High School Library is limited to thirteen attendees. As authorized by the Governor's Emergency Executive Orders issued on March 12 and 17, 2020, the Hamilton Unified School District Board of Education will continue to conduct Board of Education meetings by video conference until further notice. Please join the meeting by attending the livestream via Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/83991686943?pwd=cFJ6Y2REa0R6NXdaT1dyMGJ5TUfoUT09>

Meeting ID: 839 9168 6943

Passcode: board

Dial in by phone

+1 669 900 6833

Meeting ID: 839 9168 6943

Passcode: 032752

1.0 OPENING BUSINESS:

- a. Call to order and roll call

_____ Hubert "Wendell" Lower, President
_____ Genaro Reyes

_____ Rod Boone, Clerk
_____ Ray Odom

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. Government Code Section 54956.9, Subdivision (a), Existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.
- d. Conference with Real Property Negotiators. Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- e. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.
- f. Conference with Real Property Negotiators (Gov. Code Section 54956.8) APN: 032-230-015 Agency Negotiators: MJD, DWK. Negotiating parties; District and Westermann Farms, a California Limited Partnership. Under negotiation: price and terms of payment.

Report out action taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports.
- b. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (p. 6)
 - ii. Nutrition Services Report by Sean Montgomery (p. 7)
 - iii. Operations Report by Alan Joksch (p.8)
- c. Principal and Dean of Student Reports (written)
 - i. Kathy Thomas, Hamilton Elementary School Principal (p. 10)
 - ii. Maria Reyes, District Dean of Students (p. 11)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 12)
 - iv. Sylvia Robles, Adult School (p. 14)
- d. Chief Business Official Report by Kristen Hamman (p. 15)
- e. Superintendent Report by Jeremy Powell (p. 16)

8.0 PRESENTATIONS:

- a. None

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. Form 700 – Annual Statement of Economic Interests (P. 17)
- b. HUSD Enrollment History for 5 years (p. 21)
- c. Bond Status (Fund 21) Update (p.22)
- d. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 25)

11.0 DISCUSSION ITEMS:

- a. Spring 2021 Instructional Schedule (handout)
- b. Local Plan Section B: Governance and Administration FY 2020-21 SELPA (p. 27)
- c. Gamut CSBA Policy Conversion Reconciliation – First Reading and Discussion (p. 75)
 - i. Deletion of Board Policy BP 0520.2 – Title I Program Improvement Schools
 - ii. Deletion of Board Policy BP 0520.3 – Title I Program Improvement Schools
 - iii. Deletion of Board Policy BP 1020 – Youth Services
 - iv. Deletion of Board Policy BP 4112.24 – Teacher Qualifications Under the No Child Left Behind Act
 - v. Deletion of Board Policy BP 6161.3 – Toxic Art Supplies
 - vi. Deletion of Board Policy BP 6162.52 – High School Exit Examination
 - vii. Renaming Board Policy BP 6146.5 – Elementary/Middle School Promotion/Graduation Requirements to Elementary/Middle School Graduation Requirements
 - viii. Renaming Board Policy BP 6164.5 – Student Study Team to Student Success Teams
 - ix. Renaming Board Policy BP 9240 – Board Development to Board Training
 - x. Renummer Board Policy (current) BP 3541.2(a) to CSBA BP 3541.2 – Transportation for Students with Disabilities
 - xi. Deletion of Administrative Regulation AR 0520.2 – Title I Program Improvement Schools
 - xii. Deletion of Administrative Regulation AR 0520.3 – Title I Program Improvement Districts
 - xiii. Deletion of Administrative Regulation AR 4112.24 – Teacher Qualifications Under the No Child Left Behind Act
 - xiv. Deletion of Administrative Regulation AR 6162.52 – High School Exit Examination
 - xv. Renaming Administrative Regulation AR 6164.5 – Student Study Team to Student Success Teams
- d. Gamut CSBA December 2020 Policies for First Reading and Discussion (p. 78)
 - i. Administrative Regulation AR 0430 – Comprehensive Local Plan for Special Education
 - ii. Board Policy BP 1312.3 - Uniform Complaint Procedures
 - iii. Administrative Regulation AR 1312.3 – Uniform Complaint Procedures
 - iv. Board Policy BP 4119.25/4219.23/4319.25 – Political Activities of Employees

- v. Administrative Regulation AR 4119.25/4219.25/4319.25 – Political Activities of Employees
- vi. Board Policy BP 4140/4240/4340 – Bargaining Units
- vii. Board Policy BP 5113.2 – Work Permits
- viii. Administrative Regulation AR 5113.2 – Work Permits
- ix. Board Policy BP 5126 – Awards for Achievement
- x. Administrative Regulation AR 5126 – Awards for Achievement
- xi. Board Policy BP 5141.31 – Immunizations
- xii. Administrative Regulation AR 5441.31 – Immunizations
- xiii. Board Policy BP 5148.3 – Preschool/Early Childhood Education
- xiv. Administrative Regulation AR 5148.3 – Preschool/Early Childhood Education
- xv. Board Policy BP 6146.1 – High School Graduation Requirements
- xvi. Board Policy BP 6146.2 – Certificate of Proficiency/High School Equivalency
- xvii. Administrative Regulation AR 6146.2 – Certificate of Proficiency/High School Equivalency
- xviii. Exhibit E 6146.2 – Certificate of Proficiency/High School Equivalency
- xix. Board Policy BP 6170.1 – Transitional Kindergarten
- xx. Board Bylaw BB 9012 – Board Member Electronic Communications
- xxi. Board Bylaw BB 9320 – Meetings and Notices

12.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

13.0 ACTION ITEMS:

- a. Determine Extracurricular Activities for Independent Study Students (p. 225)
- b. Approve Spring 2021 Instructional Schedule (p. 226)
- c. Adopt CSBA Policies for 2nd Reading Review and adoption (p. 227)
 - i. Exhibit E 1113 (New Exhibit) District and School Web Sites
 - ii. Board Policy BP 3280 Sale or Lease of District-Owned Real Property
 - iii. Board Policy BP 3530 Risk Management Insurance
 - iv. Administrative Regulation AR 3530 Risk Management Insurance
 - v. Board Policies BP 4119.11/4219.11/4319.11 Sexual Harassment
 - vi. Administrative Regulations AR 4119.11/4219.11/4319.11 Sexual Harassment
 - vii. Administrative Regulations AR 4119.12/4219.12/4319.12 Title IX Sexual Harassment Complaint Procedures
 - viii. Exhibits E 4119.12/4219.12/4319.12 (New Exhibit) Title IX Sexual Harassment Complaint Procedures
 - ix. Board Policy BP 4157/4257/4357 Employee Safety
 - x. Administrative Regulation AR 4157/4257/4357 Employee Safety
 - xi. Administrative Regulation AR 4157.1/4257.1/4357.1 Work-Related Injuries
 - xii. Board Policy BP 5113.1 Chronic Absence and Truancy
 - xiii. Administrative Regulation AR 5113.1 Chronic Absence and Truancy
 - xiv. Administrative Regulation AR 5113.11 Attendance Supervision
 - xv. Board Policy BP 5145.7 Sexual Harassment
 - xvi. Administrative Regulation AR 5145.7 Sexual Harassment
 - xvii. Administrative Regulation AR 5145.71 Title IX Sexual Harassment Complaint Procedures
 - xviii. Exhibit E 5145.71 (New Exhibit) Title IX Sexual Harassment Complaint Procedures
 - xix. Board Policy BP 6161.1 Selection and Evaluation of Instructional Materials
 - xx. Administrative Regulation AR 6161.1 Selection and Evaluation of Instructional Materials
 - xxi. Exhibit E 6161.1 Selection and Evaluation of Instructional Materials
 - xxii. Exhibit E (1) 9323.2 Actions by the Board

14.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on December 9, 2020 (p. 233)
- b. Minutes from Special Board Meeting on December 17, 2020 (p. 239)
- c. Approve 2019-20 School Accountability Report Cards (SARC): Hamilton High School, Ella Barkley High School, Hamilton Elementary School and Hamilton Community Day School. (p. 241)
- d. Warrants and Expenditures (p. 279)
- e. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 1. Hamilton Elementary School
 - a. none
 2. Hamilton High School
 - a. none
 - ii. In
 1. Hamilton Elementary School
 - a. none
 2. Hamilton High School
 - a. 9th Grade x 2
 - b. None

f. Personnel Actions as Presented:

i. New hires:

Sheila Skemp	Long Term Substitute Teacher - Position ending June 2021	HUSD
Chloe Patton	Long Term Substitute Teacher - Position ending June 2021	HUSD
Giovanni Martinez Barron	Child Nutrition Assistant, Short-Term - Position starting December 14, 2020 and ending June 4, 2021	HES/HHS
Derek Nall	JV Girls Basketball Coach	HHS
Trevor Heyl	Temporary Multiple Subject Teacher (5th Grade)	HES
Mariesa Fitzgerald-Adams	Special Education Paraprofessional	HUSD
Rosa Rivera	Office Assistant I	HES
Jonathan Romano	District Custodian	HUSD
Cierra McCarthy	District Custodian	HUSD
Dianna Camarena	Social Services Coordinator	HUSD

ii. Resignations/Retirement:

Sheila Skemp	Multiple Subject Teacher, Long Term Substitute - Position ending December 2020	HUSD
Chloe Patton	English Teacher, Long Term Substitute - Position ending December 2020	HUSD
Marisa Fitzgerald-Adams	Paraeducator/Library Media Technician - Position ending December 2020	
Rosa Rivera	Temporary Office Assistant I - Position Ending December 2020	HES
Jonathan Romano	Short-Term District Custodian - Position Ending December 2020	HUSD
Cierra McCarthy	Short-Term District Custodian - Position Ending December 2020	HUSD
Dianna Camarena	Office Assistant I	HES
Dianna Camarena	Temporary District Case Manager/Parent/Family Coordinator	HUSD

15.0 ADJOURNMENT:

Technology Report

Board Meeting on January 20, 2021

Frank James, Director of Technology

Derek Hawley, Information Systems Technician

Completed and in Progress Tasks – January 2021

- **NEC Phone Project:** Over the course of December and the beginning of January we onboarded the NEC VoIP system. The PBXs were installed, the Phone numbers have been ported over, all phones have been swapped out, paging has been tied into outside speakers at both sites and Auto Attendant messages have been recorded. This was a fairly big project that will save the District roughly \$2000 a month. We have a few small issues to iron out but for the most part all aspects are working properly.
- **Staff Support:** We have continued to support staff (roughly 40 tickets through this period). The primary focus has been the onboarding of this NEC project though.
- **HUSD Equipment:** Several Projectors have been swapped out and we have also deployed some new DocuCams to staff. The priority on these has been classrooms that have broken/missing equipment.

HUSD Food Service Report

Board Meeting on January 20, 2021

Sean Montgomery, Director of Nutrition and Student Welfare

Meal Counts for our first two days of the second semester:

		Monday January 11	Tuesday January 12
State Pre-School	Breakfast	6	8
	Lunch	6	8
Elementary School	Breakfast	362	340
	Lunch	362	325
Boys & Girls Club	Suppers	112	110
	Snacks	75	69
High School	Breakfast	25	27
	Lunch	23	24

We have just started the spring semester and we are all adjusting to the new schedules. Our challenge is to find a variety of healthy, appealing foods that are individually wrapped and can be transported in brown lunch bags.

Elementary School:

A.M. Cohort

- After health screening, students are given a breakfast with juice and milk at point of entry.
- At end of their school day students receive a lunch to take home.
- Students enrolled in the Boys & Girls Club take their lunch back to classrooms to consume.

P.M. Cohort

- After health screening, students receive a lunch and a snack (breakfast) that they can take to their classroom.

High School:

A.M. Cohort

- Breakfast can be picked up at a table set up in the parking lot near the cafeteria when students arrive at 8:50 p.m.
- Lunch to go can be picked up when they depart at 11:16 a.m.

P.M. Cohort

- Lunch can be picked up at a table set up in the parking lot near the cafeteria when students arrive at 12:10 p.m.
- Students can pick up a snack (breakfast) at 1:37 p.m.

HUSD Maintenance Report

Board Meeting on January 20, 2021

Alan Joksch, Director of Maintenance and Transportation

Facilities

- We have been spraying the classrooms and offices weekly with probiotics to kill germs.
- We clean and sanitize daily, with extra attention given to surfaces and plexiglass shields in classrooms.
- A crew from Wizard Cleaners have been coming on Fridays to help with extra disinfecting.
- Over Winter break, all rooms were deep cleaned and set up for increasing numbers of returning students.
- Cafeterias, Kitchens and the Gym floors were scrubbed.
- The filters in the Rabbit Air Purifier units were replaced. All bathrooms were cleaned and sanitized.
- New privacy partitions were installed in three of the unisex restrooms.

Maintenance

- A new power circuit has been run from the panel on room 20 to the Marquee and the pump timer at the High School in order to eliminate the electrical issues the old system was having.
- Lights were replaced in the High School Library, classrooms and in the eaves at Ella Barkley.
- Fences and Gates were repaired at the Elementary and at the Preschool.
- Several trees were pruned away from buildings with a couple being removed all together.
- Gutters were then cleaned, leaves and branches were removed.
- A New tree has been planted in front of HHS Room 20 as we continue working to clean up the area around the High School Gym parking lot.
- Clean up and organization is ongoing at both maintenance shops.

Transportation

- We will continue to provide bus services to the Capay, Ord Bend and Orland areas.
- We are adding a mid-day run to cover the split-day schedule.

HAMILTON ELEMENTARY SCHOOL

Board Meeting on 1/20//2021

Submitted by

Kathryn Thomas, Principal

Enrollment: 415

Attendance: December

Grade	Mode	Percentage
TK	Synchronous/Asynchronous	90.77%
K	Asynchronous only (packets)	93.82%
1	Synchronous/Asynchronous	94.33%
2	Synchronous/Asynchronous	93.31%
3	Synchronous/Asynchronous	95.71%
4	Synchronous/Asynchronous	95.71%
5	Synchronous/Asynchronous	95.72%
6	Synchronous/Asynchronous	94.65%
7	Synchronous/Asynchronous	97.81%
8	Synchronous/Asynchronous	96.28%

Campus News:

- We had a very successful return on Monday, 1/11/2021. We have a total of 365 students who have returned for in-person instruction. 50 of our students are enrolled in Independent Study program with Accelerate Education.
- 1st semester grade report cards went out on 12/30/20
- Our Boys and Girls Club partners joined forces with HES support staff and administration to provide extended care for our students. They have now doubled their numbers to serve our families, and we are using every space possible to accommodate their services.

HAMILTON ELEMENTARY SCHOOL

Board Meeting on 1/20//2021

Submitted by

Kathryn Thomas, Principal

Instructional News:

- Teachers will continue to meet with their intervention groups on Fridays and are planning to serve small groups in order to address learning loss.
- RTI (response to intervention groups will be in place to support both ELA and Math for 7th and 8th graders. Targeted Mathematics interventions will be taking place the week of 1/18 and facilitated by Raquel Bocast.
- As a school, we will continue our professional development on formative assessment using our newly purchased DNA/Illuminate with a goal of analyzing the data surrounding academic achievement and student learning needs.
- We were able to purchase 300 e-book titles (both Spanish and English), appropriate for Tk-8th grade, which will soon be available for classroom and student use. Training on our Destiny system will take place for our teachers during an upcoming PLC Friday as requested. Students then will be able to “check out” a book electronically.

Coming Up:

- SST Meetings 2/3/2021
- Progress Reports mailed 2/11/2021
- Student recognition 2/25 and 2/26: Caring and Kindness

Alternative Education Report

Board Meeting on Wednesday January 20, 2020

Maria Reyes, Dean of Students

Greetings from Alternative Ed

The start of the Spring semester has gone smoothly. Social distancing is happening on a daily basis. We begin the 2020 Spring Semester with AM or PM student cohorts and students are screened daily at the start of each school day. The HUSD maintenance department is doing a great job, with daily classroom cleaning.

Students are adjusting well with this new schedule as they continue to work on earning credits towards graduation requirements or returning to the high school.

As needed we will continue with home visits and check in with students and families. Students continue to use their Chromebook devices to complete homework and online assignments.

Looking forward to a great Spring Semester!

Enrollment:

12th grade = 5

11th grade = 3

8

Hamilton High School
HUSD Board Report
January 2021
(created 1/12/21)

1. **2020-21 Current Enrollment:** HHS Grades 9-12= 290; EBHS=8. Total 9-12= 298 students. *(this is + 2 since December)*
2019 Enrollment: HHS Grades 9-12= 263; EBHS=13. Total 9-12= 276
HHS 2020= +27 enrollment; Total Grades 9-12= +22
 - a. 43% of students are still from out-of-district schools.
 - b. We have two students pending enrollment once they complete their current school Fall semester.
 - c. As of January 12, we have been in session for 88 school days!
 - d. **Attendance continues to be solid with over 98% attendance for the latest attendance month! A testament to our Students and our Teachers, with great support from our Parents!**
2. **Current Learning Methods- Students Return to in-person, with a new am/pm min day schedule.**
 - a. Myself and Cristina Rios made personal, real time contacts (phone, other media communication, home visits) with each of our HHS families to ensure accuracy and to answer/address questions and concerns related to the new schedule due to the late change in schedule, the holiday season, and a new phone system. Nevertheless, we were able to mostly complete by Sunday January 10. Parents had/have many questions and concerns related to health/safety protocols, group concerns due to their work or daycare schedules, social or respectable distancing in the classes, and why there no longer be our 1st Semester distance learning (zoom) which many liked due to the pandemic and the personalized rapport with our HHS teachers.
 - i. **We welcomed back two sets of student in-person cohorts this week- January 11th (am/pm groups)! We love our students and it is great to see them here!! The groups were divided up by last name (A-L for the am; M-Z for the pm) which has worked effectively and efficiently and appreciated by the parents. Adjustments in placement were made by discretion and for reasons of parents work, child care, and coordinating with elementary, which had used a different dividing method. As of January 12, we have 137 students for the am group and 130 for the pm group. We have 24 students in Quarantine (travel/health); and we have 23 students on some form of Independent Study.**
 - ii. **Health screenings** are conducted daily between 7:35 and 8:10am (am group) and 11:35-12:10 (pm group), primarily in cafeteria parking lot but also near Room 1. Students are asked health questions in addition to a vital temperature check and then stickered so that teachers know the screening has occurred. Students and staff have been great in adherence and compliance of the safety expectations. **Special Thank You to my head checkers- M. Reyes/K. Langan/E. Johnson/C. Rios who, along with myself, have helped run a smooth and efficient health screening process while ensuring our students get to class on time.**
 - iii. As Second Semester began on January 11 and a finalized schedule and an Independent Study program was determined just prior to leaving for Winter Break, we are keen to the number within each classroom to ensure the most respectable social distancing possible. With anything more than a 50% hybrid am/pm model return of students, full consideration for additional staff will need to be considered to ensure safety spacing, learning loss mitigation, and student class offerings. With the current am/pm model, we still have some classes that may have distancing issues- even with the two groups. We are helped by the fact that we currently have 24 students on Quarantine due to either travel or other health reasons. Those students will start returning in-person on Tuesday January 19 and we may then have to move classes to the library to ensure safety and respectable spacing for our students and staff.
 - iv. **HHS Teachers are continuing their amazing hard work** within the classroom realm and spent much of their Winter Break adjusting their lessons and curriculum to match the new schedule period lengths (40 minute periods). HHS Teachers will continue as the main communication and resource personnel for our students and families - building connections, building rapport, ensuring access to resources and support will be vital as we adjust and transition this semester. HHS Teachers will continue as strong professionals and will continue with their dedication and providing the best educational experience for our students!
 - v. **Ongoing Top Priority** emphasized to our teachers for our HHS students continues to be the health and well-being of all of our students and their families. Teachers are asked to check-in, via various methods, with the students to see how they are doing emotionally, socially, and physically. Grace, compassion, and heart are to be exhibited to our students during this time. This is the primary concern emphasized as we try to reduce the stress and anxiety of our students- all else is secondary and I am adhering our staff to "do no harm" either socially, emotionally, or educationally. How we continue to treat and react to our students during this historic and health-concerning pandemic will be an important factor in their development. I will continue to make home visits to our families to ensure students are attendant, engaged, and active participants as we transition to in-person instruction.
 - vi. **School Athletics.** We were able with permission to begin workouts in a safe and supervised environment in late November. Special thanks to all of our coaches for their efforts and especially to Aaron Elliott and Andrea Jones for their superb organization of the workouts and of the adherence to the safety protocols

and to Erin Johnson for the continuous open dialogue and communication regarding county and state decisions about athletics! Our goal and requests since August was to be allowed to conduct workouts as we use our influence through various avenues to encourage the county health department, other boards, and state CDPH to allow our student-athletes to participate in workouts and interscholastic athletics. We take full advantage of the permission granted to have the workouts that began in November...

- vii. HHS Staff was very generous in donating to the ham/turkey giveaways that Mr. O conducted due to Winter Break- delivering nearly 70 to local HHS families! Special Thank you to HHS Staff for their commitment to our families, especially during the pandemic. Additionally, the generosity from HHS for the MEChA Giving Tree was outstanding and about 40 families were presented with gifts- Thank You to the HHS Community for their donations!

3. **Upcoming Dates/Events:**

- a. **Martin Luther King Jr. Holiday Observed- January 18, 2021**
- b. **3rd Quarter Progress Reports- February 11, 2021**
- c. **Lincoln's Birthday Holiday Observed- Friday February 12, 2021**
- d. **President's Day Holiday Observed- Monday February 15, 2021**

4. **Future Concerns:**

- a. **2020-21 HHS Schedule-** staffing and class sizes at HHS will remain serious and impactful concerns for when we return to full or hybrid on- site instruction. Under online and even with a hybrid model to some extent, class sizes will not be as problematic as full in-person. This will take precedent in decision making and would have been an issue even with no pandemic existing due to staff cuts.
- b. **Funding for Student Needs:** Gear-Up UC Davis grant has stated that HUSD Cohort (all 8th & 9th graders currently enrolled make up the cohort=123). The grant is for \$35, 000 and with 80 9th graders and 43 8th graders, I believe the grant will be divided by student percent of total per grade.

Submitted:



Cris Oseguera
Principal
Hamilton High School

Hamilton Adult Education
Board Meeting Report-January 20, 2021
Silvia Robles/Director

Completed and in Progress Tasks – December, 2020

1. Enrollment and students served to date for all 2020-2021 programs:

- Citizenship.....12
- Computer Basics Spring 20218
- CPR/First Aid scheduled for March0
- ESL.....24
- Floral Design February/March/April.....10
- Forklift Training starts back up in March0
- High School Diploma.....20
- Job Readiness scheduled February/March.....0

TOTAL:74

2. Assist participants with the barriers and challenges of distance learning
3. Review High School Diploma Class credits with students
4. Second Quarter Data Integrity Report in progress, DUE 1/31/21
5. Class schedule Spring Semester 2021
6. December- In search of an Adult Ed Teacher for Computer Basics
7. January- In search of an Adult Ed Teacher for Advanced ESL, will be posting announcement soon

**Hamilton Unified School District
General Fund - Unrestricted and Restricted
January 20, 2021 Board Report**

	2020-21 Revised Budget First Interim	2020-21 Year To Date As of 1/12/2021	2019-20 Revised Budget First Interim	2019-20 Year To Date As of 1/12/2020
Revenues				
LCFF Sources	\$ 7,711,013	\$ 4,007,466	\$ 7,873,467	\$ 3,930,172
All Other Federal Revenue	\$ 1,154,128	\$ 888,053	\$ 279,569	\$ 116,130
Other State Revenue	\$ 553,009	\$ 274,532	\$ 382,413	\$ 142,308
Other Local Revenue	\$ 150,442	\$ 123,166	\$ 79,577	\$ 63,908
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 9,568,592	\$ 5,293,217	\$ 8,615,026	\$ 4,252,518
Expenditures				
Certificated Personnel Salaries	\$ 3,059,086	\$ 1,492,599	\$ 3,470,510	\$ 1,600,207
Classified Personnel Salaries	\$ 1,054,399	\$ 510,199	\$ 1,191,536	\$ 583,879
Employee Benefits	\$ 1,737,160	\$ 878,912	\$ 1,985,517	\$ 929,043
Books and Supplies	\$ 929,401	\$ 497,309	\$ 447,944	\$ 216,867
Travel and Conferences	\$ 103,456	\$ 3,267	\$ 118,453	\$ 18,498
Dues and Memberships	\$ 15,920	\$ 8,546	\$ 12,000	\$ 14,843
Other Insurance	\$ 93,766	\$ 93,766	\$ 100,695	\$ 100,695
All Other Utilities	\$ 275,450	\$ 114,117	\$ 275,450	\$ 145,360
Rents/Leases/Repairs	\$ 64,745	\$ 24,345	\$ 77,099	\$ 39,539
Other Operating Expenditures	\$ 603,494	\$ 374,617	\$ 300,480	\$ 161,911
Capital Outlay	\$ 337,122	\$ 356,233	\$ 402,972	\$ 187,532
Other Outgo	\$ 1,000,084	\$ 24,446	\$ 903,813	\$ -
Total Expenditures	\$ 9,274,083	\$ 4,378,356	\$ 9,286,469	\$ 3,998,374
Net Increase (Decrease) in Fund	\$ 294,509	\$ 914,861	\$ (671,443)	\$ 254,144
Beg. Fund Bal. (2019-20 Unaudited Actuals)	\$ 887,322			
Projected End. Fund Bal.	\$ 1,181,831			

HUSD Superintendent's Report
Board Meeting on January 21, 2021
Jeremy Powell, Ed., D.

It feels like the first days of school!! We have returned over 90% of our students to campus using our AM/PM schedule. Once again, students' laughter and excitement are filling the halls and classrooms of Hamilton Unified School District—of course with safety at the forefront of our minds. We are continuing daily temperature checks and questions as students enter the school facilities. Our maintenance staff is diligently cleaning classrooms, restrooms, and high touch items between sessions of students. Our transportation staff is ensuring a safe ride by screening students before they enter our busses, and our Nutrition staff is providing Grab-and-Go meals for all students. Walking through classrooms, you can once again see our expert teachers and support staff providing instruction to our students.

District Highlights for December & January:

- The Maintenance Department has been hard at work continuing to serve our teachers and students with extra effort put forth in providing a clean and sanitary learning environment.
- Our new Marquee continues to shine bright during these short days!
- Nutrition Services continues to serve our students fresh and healthy meals. They have expanded service to include our Pre-school and High School.
- Technology has completed the phone system transition to NEC. This project will help the District in two ways: 1) tremendously reduce our phone costs month to month and 2) is the first step in our overall safety plan to unify our emergency systems and allow for announcements throughout the District both in-classroom and outside.
- COVID Independent study has begun with an initial enrollment of just over 60 students. The District is using Accelerate Education, which is a web-based program, to provide the instruction for our students. Parents are the primary teachers and we have two certificated teachers working to provide additional support to students as needed.
- Glenn County Public Health is hoping to have COVID-19 vaccinations available to our staff by mid-February.
- The latest round of federal stimulus was signed into law on December 27, 2020 which provides additional funding for schools nationwide. The funding methodology will be based on Title I, Part A allocations. Our estimated funding is approximately \$547,000.

Make sure to Follow us on:

- HUSD App: Download from App Store or our website
- Instagram: HamiltonUnified
- Twitter: @hamiltonunified
- Facebook: HamiltonUnifiedSchool District

Upcoming Events:

- January 26th-27th: HES Kindergarten Registration
- February 12th: Lincoln's Birthday, no school
- February 15th: President's Day, no school
- February 17th: HULC
- February 24th: HUSD Board Meeting

Hamilton USD

Exhibit

Conflict Of Interest

E 9270

Board Bylaws

RESOLUTION 18-19-104 ADOPTING A CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code 87300-87313, requires each public agency in California to adopt a conflict of interest code; and

WHEREAS, the Governing Board of the Hamilton Unified School District has previously adopted a local conflict of interest code; and

WHEREAS, past and future amendments to the Political Reform Act and implementing regulations may require conforming amendments to be made to the district's conflict of interest code; and

WHEREAS, a regulation adopted by the Fair Political Practices Commission, 2 CCR 18730, provides that incorporation by reference of the terms of that regulation, along with an agency-specific appendix designating positions and disclosure categories shall constitute the adoption and amendment of a conflict of interest code in conformance with Government Code 87300 and 87306; and

WHEREAS, the Hamilton Unified School District has recently reviewed its positions, and the duties of each position, and has determined that (changes/no changes) to the current conflict of interest code are necessary; and

WHEREAS, any earlier resolutions, bylaws, and/or appendices containing the district's conflict of interest code shall be rescinded and superseded by this resolution and Appendix; and

NOW THEREFORE BE IT RESOLVED that the Hamilton Unified School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED THIS 26 day of September, 2018 at a meeting, by the following vote:

AYES: 5 NOES: 0 ABSENT: 0

Attest:  9.26.18
Secretary/President

Conflict of Interest Code of the

Hamilton Unified School District

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Governing Board members and designated employees shall file a Statement of Economic Interest/ Form 700 in accordance with the disclosure categories listed in the attached Appendix. The Statement of Economic Interest shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. Category 1: A person designated Category 1 shall disclose:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
- b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.

2. Category 2: A person designated Category 2 shall disclose:

- a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
- b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

3. Full Disclosure: Because it has been determined that the district's Board members and/or Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:

- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
- b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

Designated Position Disclosure Category

Governing Board Members 1

District Superintendent/Principal Alternative Education 1

Chief Business Official 1

District Accounts Clerk 1

Principal, Hamilton High School 2

Principal, Hamilton Elementary School 2

Assistant Principal, Hamilton Elementary School 2

Director of Maintenance, Operations and Transportation 2

Dean of Students 2

Director of Technology 2

Director of Nutrition and Student Welfare 2

Activities Director 2

Disclosures for Consultants

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

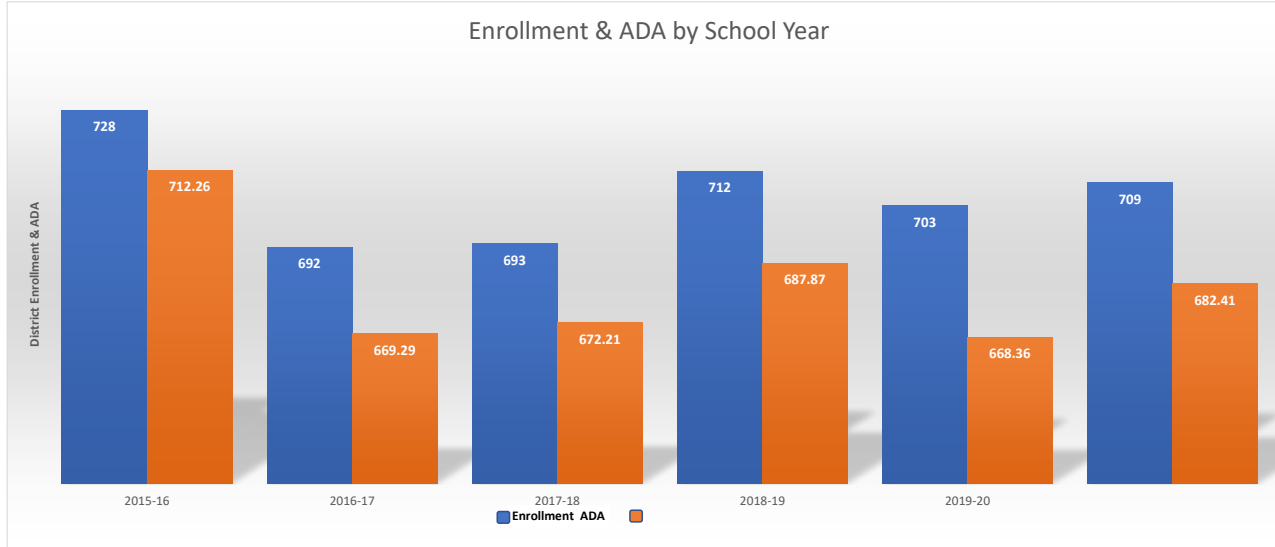
1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

HUSD ENROLLMENT OVER SIX YEARS 2015-2021

1	2	3	4	5	6
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
304 HHS	264 HHS	269 HHS	286 HHS	265 HHS	288 HHS
9 EBHS	14 EBHS	12 EBHS	9 EBHS	13 EBHS	8 EBHS
415 K-5	414 K-5	279 K-5	292 K-5	272 K-5	269 K-5
6-8	6-8	133 6-8	125 6-8	153 6-8	144 6-8
728 ENROLLMENT	692 ENROLLMENT	693 ENROLLMENT	712 ENROLLMENT	703 ENROLLMENT	709 ENROLLMENT
712.26 ADA	669.29 ADA	672.21 ADA	687.87 ADA	668.36 ADA	682.41 ADA

Enrollment and ADA totals above are based on P2 Data Reporting except current year based on current reporting
2020-21 ADA based on Month 4 report



2020-21 8/11-8/17/20		
#STU	GRADE	
13	TK	
42	K	
41	1	
47	2	
40	3	
42	4	
50	5	
41	6	
60	7	
44	8	
74	9	
65	10	
80	11	
74	12	
713 TOTAL		

2020-21 8/05-8/30/20			ADA
#STU	GRADE		
13	TK		12.11
42	K		41.11
40	1		40.53
45	2		43.11
40	3		37.84
42	4		40.11
49	5		48.05
41	6		39.21
59	7		59.68
44	8		43.05
76	9		73.68
66	10		62.63
79	11		76.85
74	12		70.57
710 TOTAL			688.53

2020-21 09/07-10/02			ADA
#STU	GRADE		
13	TK		12.08
43	K		41.30
40	1		40.16
43	2		42.95
40	3		38.14
42	4		40.51
48	5		47.81
41	6		39.78
60	7		59.54
44	8		43.32
77	9		74.35
67	10		63.62
77	11		77.41
74	12		72.13
709 TOTAL			693.1

2020-21 11/2-11/27			ADA
#STU	GRADE		
13	TK		11.93
41	K		35.59
40	1		38.14
43	2		41.11
40	3		37.34
42	4		39.70
48	5		46.21
39	6		39.21
60	7		59.61
43	8		42.23
78	9		75.15
68	10		64.46
77	11		75.94
73	12		70.94
705 TOTAL			677.56

2020-21 11/2-12/25			ADA
#STU	GRADE		
13	TK		11.91
41	K		39.40
40	1		38.05
44	2		41.08
40	3		37.44
42	4		39.79
49	5		46.21
40	6		38.95
61	7		59.59
43	8		42.91
78	9		75.56
68	10		64.97
77	11		76.04
73	12		70.51
709 TOTAL			682.41

Building Fund 21 (Bond) Expenditures for 2020-21
For January 20, 2021 HUSD Board Meeting
Total Expenditures through January 12, 2021

PO #	Date	Vendor	Description	Amount
PV 1	7/22/2020	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00
423	9/23/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 490.50
423	10/21/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,256.00
423	12/2/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 90.00
423	12/9/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 12,913.50
PV 12	10/7/2020	Department of Toxic Substances Control - DTSC	Property purchase testing	\$ 577.58
21-150	8/19/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,360.00
21-150	9/16/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,480.00
21-150	10/14/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,920.00
21-150	11/10/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,200.00
21-150	12/9/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 2,520.00
PV 32	11/10/2020	Hamilton Unified Revolving Fund for Glenn County	File a parcel map in Glenn County	\$ 1,136.00
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,097.38
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,186.63
21-152	8/19/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,650.00
21-152	10/21/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 540.00
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,105.00
448	9/2/2020	Sacramento Valley Mirror	Legal ad for public hearing related to high school expansion	\$ 82.00
Total expenditures through 1/12/21				\$ 45,094.59

**Building Fund 21 (Bond) Expenditures for 2019-20
For HUSD Board Meeting August 26, 2020**

PO #	Date	Vendor	Description	Amount
423	9/27/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 802.00
423	10/30/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,126.00
423	11/13/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 165.00
423	12/11/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,969.00
423	1/8/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518/1103	\$ 807.00
423	5/6/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 754.50
423	5/20/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,833.50
423	6/24/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,194.50
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,179.50
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 9,317.00
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,057.63
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,445.00
19397	10/16/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 2,960.00
19397	10/23/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 171.62
19397	12/11/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,940.58
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,895.93
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 560.00
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 4,475.12
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,252.38
19397	6/17/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,366.98
19515	9/27/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 4,692.02
19515	10/2/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 5,009.48
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 9,667.98
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 14,715.59
19515	6/17/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 15,933.69
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 430.49
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 9,341.19
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 2,588.26
20202	9/27/2019	Department of Toxic Substances Control - DTSC	Property Purchase Testing	\$ 14,480.00
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,040.00
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00
20219	11/13/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00
20219	12/11/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,080.00
20219	1/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,520.00
20219	2/12/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,380.00
20219	3/11/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00
20219	4/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,320.00
20219	5/20/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,920.00
20219	6/17/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00
20219	6/30/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,180.00
20247	11/20/2019	Timios Title	Title Report for new property	\$ 400.00
20287	10/9/2019	Robertson Erickson Inc.	Survey for land	\$ 3,250.00
20287	6/30/2020	Robertson Erickson Inc.	Survey for land	\$ 3,250.00
20495	6/30/2020	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 4,800.00
PV 98	3/11/2020	Sacramento Valley Mirror	Legal Ad - Notice of Prep. of a Prelim. Environmental Assess.	\$ 90.20
PV 119	6/17/2020	Sacramento Valley Mirror	Legal Ad - Expansion Project	\$ 139.40
Total expenditures through 6/30/2020				\$ 193,861.54

2018-2019 Bond and Property Related Expenses

PO #	Vendor	Description	Amount	Reimbursable
19-567	California Appraisals	Appraisal for future site	\$ 4,000.00	Yes
19-134	Educational Facilities Program Management LLC	Bond Development & Election	\$ 34,440.00	Yes
PV#69	Glenn County Elections	Bond Election Fees	\$ 3,466.00	No
19-309	Holdrege & Kull (NV5)	Environmental Site Assessment	\$ 4,600.00	Yes
19-397	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 4,060.62	Yes
19-524	HUSD Revolving Fund	New property project	\$ 1,500.00	Yes
19-514	Placeworks Inc.	Title 5 Risk Assessment	\$ 15,210.00	Yes
19-515	Placeworks Inc.	CEQA Review; Expansion Project	\$ 5,877.75	Yes
18-639	School Works Inc.	Development Fee Study	\$ 6,000.00	No
19-596	Western Valuation Professional	Appraisal - new property	\$ 3,500.00	Yes
423	Dannis Woliver Kelley	matter # 10518 Property Purchase Negotiation	\$ 6,470	Yes
423	Dannis Woliver Kelley	matter # 10418 2018 Bond Discussions	\$ 1,017	No

Total Amount Expended \$ 90,140.87

Reimbursable Total \$ 79,657.87

HAMILTON UNIFIED SCHOOL DISTRICT
HAMILTON HIGH SCHOOL SITE EXPANSION-PERMITTING STATUS
BOARD INFORMATION & DISCUSSION ITEM

January 20, 2021

CURRENT SITE PURCHASE STATUS & TIMELINE- (Defer to Supt. & Legal Counsel)

CDE SITE PERMITTING REQUIREMENTS

DEPARTMENT OF TOXIC SUBSTANCES CONTROL (NV5)

- Final PEA completed; submitted to DTSC 2/11/2020. Required 30-day Public Comment Period opened 2/17/2020; closed 3/20/2020. Public Comment Hearing completed at Board Meeting 2/26/2020. No adverse comments from DTSC received; No Further Action (Final Approval Letter) from DTSC (see attached) received 4/29/2020. No further action required by the District; requirements completed.

CALIFORNIA ENVIRONMENTAL QUALITY ACT (PLACEWORKS)

- CEQA Final Report now completed; Initial Study/Mitigated Negative Declaration on District Agenda for review 4/22/2020 (see separate Agenda item). Notice of Intent to Adopt and 30 Public Comment period from 4/20/2020 through 5/20/2020; no public comments received to date. Board adoption and final Notice of Determination on August 26, 2020 Board Agenda for approval. Final Notices of Determination filed with Glenn County Planning Commission and California Office of Planning and Research. CEQA requirements completed.

TITLE 5 REPORTS (PLACEWORKS)

- Pipeline Safety Study: Research & Report Complete. SUMMARY-No mitigation measures required.
- Railway Safety Study: Research & Report Complete. SUMMARY: No special risks or mitigation required.
- Dam Inundation Study: Research & Report Complete. SUMMARY: Dam Inundation: No special risks or mitigation required.

EDUCATIONAL SPECIFICATIONS (iep2)

- Initial Steering Committee Meeting held 2/11/2020; meetings now being scheduled for site faculty, support staff, administrators, parents, students and community members in late January-February 2021.

GEOLOGICAL HAZARDS STUDIES (EFPM/LLC)

- Geological Hazards Study completed by EFPM/LLC after consultation with Department of Education/Facilities Division. Now in review at CDE.

FINAL SITE SURVEY

HAMILTON UNIFIED SCHOOL DISTRICT
HAMILTON HIGH SCHOOL SITE EXPANSION-PERMITTING STATUS
BOARD INFORMATION & DISCUSSION ITEM

January 20, 2021

- Fieldwork for final site survey for escrow closure and recording completed by Robertson Erickson Surveying & Engineering in August 2020; final report now being sent to Title Company for filing.

PLANNING COMMISSION SUBMITTAL (EFPM/LLC)

- Request for Glenn County Planning Commission review (per Section 21151.2. Public Resources Code) submitted on 6/10/2020, with a requested return within 45 days. Public hearing and comments by Planning Commission at its August 19, 2020 Commission Meeting (see attached Glenn County Planning Commission Staff Report). Planning Commission submission requirement completed.

WILLIAMSON ACT FILINGS (EFPM/LLC)

- Initial Williamson Act abatement filings to County Planning Office and State Department of Conservation reviewed by District Legal Counsel and submitted to the State Department of Conservation and the Glenn County Planning Commission on 6/15/2020. Approval by Department of Conservation on 7/23/2020; review and comment by Glenn County Planning Commission at its August 19, 2020 Commission Meeting (see above). Department must file copy of final executed purchase agreement with Department of Conservation.

DEPARTMENT OF EDUCATION FILINGS

- CDE Initial Filings & SFPD 4.03 now being completed, including all completed studies/documents noted above.

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

January 2020

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Glenn County SELPA's geographic service area is the geographic boundaries of the following school districts:

- Capay Joint Union School District
- Glenn County Office of Education
- Hamilton Unified School District
- Lake Elementary School District
- Orland Unified School District
- Plaza Elementary School District
- Princeton Unified School District
- Stony Creek Joint Unified School District
- Willows Unified School District

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

2.1 Governing Body

The governing body of the SELPA is the Governance Committee. Members of the Governance Committee include the superintendent of each school district, the county superintendent of

SELPA

Fiscal Year

schools, and the SELPA Director. The SELPA Director is a non-voting member.

2.1.1 Procedure for Change to LEA Membership

2.1.2 Addition of an LEA or Charter LEA -A request by a charter school to participate as an LEA in the Glenn County SELPA will not be treated differently from a similar request made by a school district. For more information, see the SELPA's Policies and Procedures, for the Charter School policy and procedure. In reviewing and approving such a request, the following requirements shall apply:

The new LEA shall participate in state and federal funding for special education and will receive the funding in the same manner as other LEAs of the SELPA as specified in the SELPA funding allocation plan.

The new LEA shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

2.1.2 Procedure for Change to LEA Membership

Addition of an LEA - Any LEA in Glenn County may request to join the Glenn County SELPA. The procedures for such action follow:

- The Superintendent/director of the LEA requesting to join must submit written notice to the SELPA Administrator on or before September 1 of the school year preceding the school year in which the LEA anticipates adding
- The SELPA Director will notify the SELPA Governance Committee
- The SELPA Governance Committee will take action to approve or disapprove the LEA joining the SELPA within 100 days of application
- If approved, the new LEA will become a voting member effective on July 1 of the next fiscal year

Withdrawal of an LEA - Any LEA in Glenn County SELPA may request to withdraw from the Glenn County SELPA. The procedures for such action follow:

- The Superintendent of the LEA requesting withdrawal must submit written notice to the SELPA Administrator on or before September 1 of the school year preceding the school year in which the LEA anticipates withdrawing
- The SELPA Director will notify the SELPA Governance Committee
- The SELPA Governance Committee will take action to approve or disapprove the LEA withdrawing from the SELPA within 100 days of application
- If approved, the withdrawal will become effective on July 1 of the next fiscal year

2.2 Governance Structure and Administrative Support

The Glenn County SELPA's legal status is that of an unincorporated association. Each LEA shall be responsible for adoption and implementation of the Local Plan as outlined.

The LEAs within the Glenn County SELPA join together to assure access to special education

SELPA Fiscal Year

and services for all eligible individuals who reside in the geographic area served by these agencies. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the Local Plan (See Education Code Section 56205.) Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable Federal and State law.

2.3 Responsibilities of Participating Agencies

In adopting the Local Plan, each participating local education agency (LEA) agrees to carry out the duties and responsibilities assigned to it within the plan. LEAs are responsible for the identification, referral, evaluation and IEP development for students residing within their attendance areas. LEAs will employ a student study team process (SST) to ensure that the resources of the general education program have been considered and, where appropriate, utilized prior to referring students for a special education evaluation.

All LEAs will retain primary responsibility for the education of individuals with exceptional needs residing in their respective boundaries, including students attending charter schools where an LEA of the SELPA has granted that charter, and will participate in all meetings to develop, review, and/or revise the individualized education programs for such students, including such meetings conducted by other agencies which are providing services to such students. LEAs may either provide services directly or through agreement with a program operator within the SELPA, a public agency other than a public school or a non-public school or agency. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve disabled individuals who cannot be served in the LEA of residence programs. Such cooperation ensures that a range of program options is available throughout the Glenn County SELPA.

2.4 Implementation of Administrative Functions

The Glenn County Office of Education shall serve as the responsible local Administrative Unit (AU) for the SELPA to perform functions such as receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the Local Plan.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

3.1 Policy Development: Each district Governing Board and the County Superintendent of Schools, in adopting this Local Plan, adopt the SELPA policies and procedures contained herein. District Governing Boards also participate in the governance of the Glenn County SELPA through their designated representative to the Governance Committee. The governing boards provide the Governance Committee with the authority to act as the Board designee to

approve and amend policies as necessary.

Individual LEAs may elect to utilize alternative procedures to meet their specific needs provided that they consult with the SELPA Director to assure their compliance with federal and state laws and their conformity with the general intent of the SELPA's procedural framework.

3.2 SELPA Governance Committee

The Governance Committee serves as the decision making body for the SELPA. The membership of the Governance Committee shall include a superintendent, or designee, from each of the participating LEAs and the Glenn County Superintendent of Schools.

Superintendents must notify the SELPA Director prior to a meeting when appointing a designee in their absence. When possible, notification should be at least 24 hours prior to the meeting. Superintendents may appoint a designee for a period of up to one school year. Appointments for extended periods of time must be submitted in writing to the SELPA Director prior to the date of the first meeting the designee is scheduled to attend. The SELPA Director as a non-voting member shall assist in the preparation of agendas, gather special education program information, and complete other duties as requested by the Governance Committee.

The Governance Committee meets monthly during the school year to implement the business of the SELPA and to provide the necessary direction and guidance to the SELPA Director with regard to SELPA related issues. The Committee may meet more or less often depending on the needs of the SELPA, but no less than 4 times per year. All meetings shall comply with Brown Act requirements and be posted accordingly. Summary minutes of each meeting shall be distributed to each superintendent at least 3 calendar days prior to the next Governance Committee meeting.

Voting in the Governance Committee shall be on a one agency-one vote system. A two thirds vote of the total number of eligible voting members of the Governance Committee, including at least one vote from each of the following, a unified school district, a joint unified school district and an elementary school district, is required in order to approve an action item. Two thirds of the voting members, including at least one representative from each of the following, a unified school district, a joint unified school district and an elementary school district, must be present to constitute a quorum. If a school district is without a superintendent, either the person designated to act as temporary superintendent or a person designated by the district governing board will be considered a valid voting member of the Governance Committee until the permanent superintendent is available.

Unless otherwise agreed upon, the Governance Committee shall annually elect one of the members to act as chairperson which will be voted on at the February SELPA Governance meeting with the term beginning July of the current year. If the chairperson is unable to attend a Committee meeting, the chairperson will appoint a substitute from among the remaining Committee members to act as chairperson for the meeting. Examples of the duties of the chairperson include the following:

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- Review and become familiar with agenda items prior to each meeting
- Consult with the SELPA Director as appropriate regarding agenda items
- Facilitate the meeting process

The duties of the Governance Committee include but are not limited to the following:

- Establish policies and procedures for the implementation of the local plan.
- Approve SELPA financial actions including distribution of special education funding, development of cost containment agreements and procedures, and review the budgets of the AU and other program operators
- Monitor the appropriate use of State, Federal, and local funds allocated for special education programs. Annually reviews the prior year expenditures and the proposed budgets of the SELPA AU and the LEAs providing special education programs and services, regionalized services, and program specialist services
- Review and approve needed modifications, and adopt amendments to the permanent portion of the Local Plan.
- Approve the SELPA-wide annual service and budget plans, and subsequent modifications as needed.
- Approve operation manuals and handbooks to assist in the implementation of the Local Plan.
- Establishes operational procedures and renders decisions regarding the administration, implementation, and operation of special education programs and services in accordance with the Local Plan
- Approve the type, number, location and relocation of special education programs and services with consideration of recommendations from the Advisory Cabinet.
- Review in-service/staff development programs, including parent education activities developed by the Advisory Cabinet.
- Consider recommendations from the SELPA Director
- At the request of any LEA, reviews administrative decisions or recommendations made by the SELPA Director
- Provides for public input at each meeting

In addition to carrying out the responsibilities identified in the Local Plan, the SELPA Governance Committee may form specific subcommittees to focus on special issues. Such subcommittees shall report to the SELPA Governance Committee. Agenda items for the Governance Committee may originate from the Governance Committee, the Advisory Cabinet, another subcommittee appointed by the Governance Committee or from individual members of these

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groups.

3.3 Policy and Procedure Adoption

Policies and procedures are formulated and refined by the aforementioned committees. Policies and procedures may originate at the Governance Committee or Advisory Cabinet level. Once a program policy or procedure is approved through the Advisory Cabinet, it moves forward to the Governance Committee for final approval. Once approved by the Governance Committee policies and procedures must be implemented by each participating member of the SELPA. Individual LEAs may develop additional policies and procedures provided they are consistent with those adopted by the SELPA.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

4.1 Responsibilities of District Governing Boards, the County Board of Education and the County Superintendent of Schools

The Governing Board for each participating school district, the County Board of Education and the County Superintendent of Schools have overall responsibility for the development, implementation, and operation of the Local Plan, which assures access to special education and services for all disabled individuals, birth to age 22 years, residing in the geographic region served by the Local Plan. Responsibilities for governing board members and the County Superintendent of Schools include the following:

4.2 Plan Adoption: The Governing Board of each participating school district and the Glenn County Office of Education have individual responsibility for approving and adopting this Local Plan and any significant revisions thereto.

This Local Plan shall be considered the general policy under which school districts and the county office of education, as participants in the Local Plan and members of the Glenn County SELPA, share in the management and operation of special education programs and services to meet their shared responsibility for providing a free appropriate public education for individuals with exceptional needs.

The respective Governing Boards shall have input into the development or significant revision of a Local Plan through their appointments to the Community Advisory Committee, their administrative representation on the Governance Committee, and their individual approval/ adoption process.

Adoption of this Local Plan, and any substantive revision thereto, shall be the final step in the policy making process for the management of the SELPA. Thus, the District Governing Boards and the County Superintendent of Schools serve as approval agencies, reviewing and adopting the Local Plan and, thereby, continuing their individual commitments to the implementation of

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the Local Plan.

Proposed additions to, or modifications of, existing policies concerning the management of the SELPA may originate at any administrative level, from site administrator to Governing Board member, or through recommendation of the Community Advisory Committee. The development of such additions or modifications shall be the responsibility of the SELPA Advisory Cabinet (see Section 1.10 of the local plan) with the assistance of the SELPA Director. Approval of such additions or modifications shall be the responsibility of the SELPA Governance Committee (see Section 1.9 of the local plan) with the assistance of the SELPA director. If such additions or modifications are of a significant nature, they must also be considered a revision of the Local Plan and would be, therefore, subject to the Local Plan approval process.

The Governing Board of each school district and the County Superintendent of Schools, in adopting this Local Plan also adopt the organizational structure, the governance mechanism, the operational agreements, and the coordinated identification, referral, assessment, instructional planning, implementation, and review framework contained herein. Any substantive revisions to these elements will be subject to the Local Plan approval process.

4.3 Program Operation: The Governing Board of each school district and the County Superintendent of Schools has the responsibility to operate those programs which have been assigned to them through the annual budget and service plans developed for the Local Plan Area. Each school district and the county office of education will retain control over the recruitment and hiring of personnel necessary to staff the programs they respectively operates.

4.4 Fiscal Authority: The Governing Board of each school district and the County Superintendent of Schools will retain authority over the budgets for the special education programs which they operate. However, special education program budgets shall be made available for review upon the request of the SELPA Governance Committee. The special education budget for each program operator shall be developed and reviewed utilizing procedures established by the SELPA.

The individual school districts and the county office of education will also adopt fiscal and budgetary procedures that assure funds apportioned to their respective LEAs under Part 30 of the Education Code and Part B of the Individuals with Disabilities Education Act are expended exclusively for the purposes for which they were intended.

4.5 Responsibilities of District and County Program Administrators

District and county administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the policies and procedures contained in the Local Plan.

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

5.1 Charter Schools (E.C. 56207.5 (a-c))

It shall be the policy of this SELPA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

6.1 Community Advisory Committee:

Each district Governing Board and the County Board of Education shall appoint representatives to the Community Advisory Committee as specified elsewhere in this Local Plan. The appointing boards will solicit nominees for these appointments from the representative groups, including School Site Councils, and will invite periodic reports from their appointees.

Involvement of parents and community in the local education process is a goal of high importance to the Glenn County SELPA. The involvement of special and general education teachers is of equally high value. It is expected that this goal will be facilitated through the CAC. The CAC of Glenn County is formed to advise Districts, County Offices of Education, and the SELPA Director on matters pertaining to the local plan and planning and implementation of special education programs and services throughout the Glenn County SELPA.

6.2 Membership

All parents are encouraged to participate in the CAC. The composition of the voting members of the CAC will be determined by the SELPA Director according to EC 56191 and 56192. Voting members will be appointed by their respective school district or county office governing board. Members shall be appointed for at least 2 years with appointments annually staggered to ensure that no more than half of the membership serves the first year of the term in any one year.

All District and County Boards are encouraged to have at least one representative at all times. As a group, parents shall be a majority of the total committee with the parents of children with disabilities comprising the majority of parents. Members of local PTA/PTO's, education specialist teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented. All members of

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CAC shall be charged with the responsibility of serving the SELPA region as a whole.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

7.1 Responsibilities

The SELPA has established the CAC to serve in an advisory capacity to the SELPA. The CAC will have the opportunity to review and provide input on policy and budget development matters prior to action by the Governance Committee. Special education teachers, general education teachers, administrators, and parent members of the CAC shall participate in regular consultations regarding policy and budget development. The CAC meets regularly during the school year. The bylaws for the CAC are on file at the SELPA Office. The responsibilities of the CAC include, but are not limited to, the following:

- Advise the SELPA Director, the Superintendent of the AU, the Governance Committee and Superintendent's Council regarding the development, amendment and review of the Local Plan, programs, and services.
- Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
- Make recommendations for annual priorities to be addressed by the SELPA.
- Assist in parent education and in recruiting parents, volunteers, and agencies that may contribute to the implementation of the Local Plan.
- Encourage community awareness and involvement in the development and review of the Local Plan.
- Support activities on behalf of children with disabilities.
- Facilitate communication between schools, parents, and community.
- Assist in parent awareness of the importance of regular school attendance.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

8.1 FISCAL RESPONSIBILITIES

All Federal and State special education funds shall be allocated to the GCOE for distribution to

the LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of Federal and State special education funds shall be made by the Governance Committee.

8.2 Responsibilities for Distribution of State and Federal Funds

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Governance Committee has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The GCOE shall be responsible for the distribution of special education funds according to an approved Local Special Education Funding Allocation Plan.

8.3 Provision of Special Education Services to Students with Disabilities

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies are committed to policies and procedures to assure that students have access to appropriate services provided in the least restrictive environment.

The SELPA Director in collaboration with program specialists, administrators of special education, the Advisory Cabinet and Governance Committee will identify, on a regular basis, any unmet needs of students within the SELPA. With the assistance of the SELPA Director, LEAs will identify resources that could provide the appropriate services within the SELPA. When services are required beyond the programs and services being provided by any LEA or the County Office, the Advisory Cabinet shall develop a plan for consideration by the Governance Committee.

The Advisory Cabinet will annually review the continuum of services and delivery model for all special education services provided within the SELPA and report their findings and recommendations to the Governance Committee.

8.4 Preparation of Program and Fiscal Reports

The SELPA Director and the CBO of the GCOE, or designee, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state. LEAs shall provide information as necessary in order to compile reports.

Annual Budget Plan - The SELPA Director and the CBO of the GCOE, or designee, shall develop the annual budget plan for review and approval by the Governance Committee. Adoption of the annual budget plan will follow a 15-day posting of a public hearing notice and Brown Act rules as applied to public meetings and agendas. The annual budget plan will be

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adopted according to timelines provided by the CDE.

Annual Service Plan – The SELPA Director shall develop the annual service plan for review and approval by the Governance Committee. Adoption of the annual service plan will follow a 15-day posting of a public hearing notice and Brown Act rules as applied to public meetings and agendas. The annual service plan will be adopted according to timelines provided by the CDE.

Amendments to the Annual Service and Budget Plans - The governing boards of the local education agencies agree to designate authority to the Governance Committee to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

8.5 Joint Fiscal Oversight Committee: The Joint Fiscal Oversight Committee will have a Superintendent as Chair that reports back to the SELPA Governance. Positions to be included in the Committee are:

- 3 Superintendents from the following types of districts: Elementary, Unified, and Joint as defined by the Local Plan voting structure.
- 2 Chief Business Officers, with one of the CBO's being from the same district as the Chair Superintendent if possible.
- CBO from County Office of Education
- Director of Special Education Glenn County Office of Education
- The SELPA Director as an ex-facto member

The SELPA governing committee shall appoint by unanimous decision the Chair person, the Superintendents, and the CBO's.

Purpose and responsibility of Joint Fiscal Oversight Committee:

- Coordinate timely submission of data for fiscal reporting purposes
- Coordinate timely submission of fiscal reports
- Review and recommend budget priorities to the Governance Committee
- Submits to the Governance Committee an Annual list of required fiscal reports and dates due
- Shall submit all agenda and minutes of each committee meeting to Governance Committee
- Shall meet prior to each SELPA Governance Committee Meeting

The committee will be consistent with Brown Act Regulations: postings, agenda, minutes and

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monthly reporting to the SELPA governance committee.

Appointments for membership will be made in April with July 1 membership for three year staggered terms: with initial appointments being made with three members: one person nominated for a one-year term, one for two-year term, and one for three-year term. The initial chair will be the nominee for the two-year term.

Meeting Frequency: Minimum of 3 times per year to be aligned with fiscal cycles.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

Local educational agencies (LEAs) are responsible for the students ages 3 to 22 within the geographical area consistent with California education code.

For children from Birth to age 3 will be served by Glenn County Office of Education Early Start program. Far Northern Regional Center also provides for services for children from birth to three as outlined in the Local Intera-agency Agreement between Far Northern Regional Center and GCOE.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Each participating LEA's governing board has the responsibilities outlined below. The LEA governing boards designate authority to the Superintendents' Council to approve SELPA-wide policies and procedures, Annual Budget and Service plans and any subsequent modifications. As it is not a participating member, the COE does not participate in the policy making process.

- Approve the Local Plan.
- Implement policies and procedures approved by the Superintendents' Council. The Governing Board may appeal unacceptable provisions as prescribed in the appeals policies.
- Appoint members to the Special Education Community Advisory Committee (CAC) in accordance with CAC bylaws and LEA policies. Encourage parental involvement through the members of CAC, receive and consider requests and recommendations from their CAC representatives and other parent groups.
- Review formal complaints forwarded by the respective LEA Superintendents as outlined in the LEA's Uniform Complaint Procedures.

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- Address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan.
- Notify the California Department of Education, impacted LEAs, SELPAs and participating county offices of education of the intent to elect an alternative option from those specified in California Code, Section 56195.1, at least one year in advance.

Exercise authority over the programs they directly maintain consistent with the Local Plan for the SELPA and individual LEA policies. Such programs may include students with disabilities who reside in other LEAs or SELPAs.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Each Superintendent, as chief administrative officer of the participating LEA and the COE, is responsible for implementation of the local plan in that LEA. The COE also serves a role as the AU.

Superintendents of the participating LEAs are responsible for serving on the SELPA Governance Committee for the SELPA which instructs the SELPA Administrator regarding the implementation of the local plan. Under the direction of the SELPA Governance, the SELPA Administrator develops, implements, and administers the SELPA budget for the establishment of designated services. The SELPA Administrators serves as an ex-officio member of all committees.

Each LEA Director, or the person performing these duties, is to provide leadership in the development, implementation, evaluation and improvement of special education programs and services within the LEA.

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The role of each LEA and the COE for coordinating the administration of the local plan includes:

Individual LEAs' are responsible for:

- Exercising authority over the programs they directly maintain consistent with the local plan and individual LEA policies (may include students with disabilities who reside in other LEAs or SELPAs)
 - Developing, implementing, and evaluating, and improving of special education programs and services within the LEA
 - Gathering, interpreting, and reporting special education program data and annual performance plan indicators, regarding current program operations and effectiveness
 - Cooperating among LEAs pertaining to the implementation, administration and operation of the local plan
 - Recommending allocation of resources within the SELPA in accordance with the local plan and the Glenn County SELPA Allocation Plan
 - Establishing, modifying, and implementing procedures for the operations of the local plan
 - Establishing and implementing guidelines and procedures to ensure that students with disabilities have access to appropriate programs and services regardless of his/his district of special education accountability
- The SELPA Administrator is responsible to plan, organize, coordinate, direct and manage program

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activities and services related to the local plan implementation. They are also responsible for providing leadership on legislative issues impacting the SELPA programs.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

11a.1 SELPA ADMINISTRATION

LEA Governing Boards agree that the Governance Committee shall identify the need for and designate the positions necessary for the operation of SELPA functions.

11a.2 Administrative Unit

The Glenn County Office of Education serves as the AU for the Glenn County SELPA. The AU is responsible for but not limited to the following functions:

- Coordinates the governance, administration, and implementation of this Local Plan
- Receive funds that fall under SELPA authority
- Distributes federal local assistance funds and state aid funds to assist LEAs to provide special education services and programs in accordance with the Annual Budget Plan and Annual Service Plan.
- Provides regionalized programs and services and program specialist services
- Directly operates special education programs and services as determined by the SELPA governance
- Monitors the use of special education funds including maintenance of effort requirements.

The County Superintendent of Schools shall be designated as the Superintendent of the Administrative Unit. SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Director according to the Administrative Unit's policy and practices. The SELPA Director shall use a selection process that includes representation from appropriate members of the educational community. Evaluations will be conducted according to the policies of the Administrative Unit.

11a.3 SELPA Director

The SELPA Director provides assistance and serves as a special education administrative resource to all the participating LEAs. The fundamental role of the SELPA Director is to provide leadership and facilitate the decision making process. The SELPA Director's role includes the

provision of information, consultation, technical assistance, leadership and mediation. It is the SELPA Director's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education's interest over the interest of any other LEAs. In the event there are differences of opinions and/or positions on issues, it is the SELPA Director's responsibility to attempt to assist the LEAs with reaching a mutually agreeable resolution of the issue(s).

The Governance Committee shall participate in the selection, direction, discipline and annual evaluation of the SELPA Director. The governance committee shall appoint two of its members, one program operator and one non-program operator, to assist the County Superintendent in the selection and annual evaluation of the SELPA Director. Selection, evaluation and discipline of the SELPA Director will be according to the Glenn County Office of Education HR procedures and timelines. The evaluation process will include input from other Governance Committee members as appropriate. As an employee of the County Superintendent of Schools, the SELPA Director is subject to the policies and procedures of the Administrative Unit and the County Superintendent for daily direction relative to his/her duties.

11a.4 Responsibilities of the SELPA Director

The duties of the SELPA Director include but are not limited to the following:

- Formulates SELPA policy recommendations for governance committee review and approval.
- Serves as liaison between the SELPA's member agencies and the Office of Special Education of the California State Department of Education, other public agencies, and other SELPAs.
- Administers the implementation of the Local Plan, the provision of regionalized services, and the delivery of program specialist services.
- With input from the SELPA Advisory Cabinet, develops and provides forms and procedures manuals that will assist the Districts in complying with procedural safeguards.
- Provides the Advisory Cabinet and the Governance Committee with ongoing fiscal and programmatic "state of the SELPA" reports including the identification of any needs or revisions to which those bodies should attend.
- Assists the State Department of Education in conducting investigations of complaints including conducting local investigations, or assisting therein, when so requested by the Department and/or the local education agency under investigation.
- Facilitates the implementation of due process procedures throughout the SELPA.
- Assists LEAs in identifying non-compliant practices and procedures and in developing

action plans to correct findings of non-compliance;

- Monitors the SELPA and coordinates the provision of services to assure that all individuals with exceptional needs have equitable access to all programs and services in the Glenn County SELPA regardless of where they reside in the County.
- Provides LEAs with advice and consultation so as to assist them in providing FAPE and in utilizing compliant practices and procedures throughout the referral/assessment/IEP development/service delivery process.

11a.5 Regionalized Services

The SELPA shall assure that all functions as listed below are performed in accordance with the governance structure and processes as described in the Local Plan:

- Coordination and implementation of the SELPA's Local Plan.
- Assist LEAs in the development/implementation of policies and procedures to assure procedural safeguards for individuals with exceptional needs and their parents including:
 - o Assurance of equal access to all programs and services in the SELPA region;
 - o Advice to parents on the availability of free or low cost legal services and sources from which independent assessments can be obtained;
 - o The development of resolution processes for complaints and the correction of identified compliance concerns; and,
 - o The implementation of due process procedures;
- Develop and facilitate the implementation of coordinated systems for identifying, referring, and assessing individuals with exceptional needs, determining eligibility for the provision of special education services, developing individualized education programs for those found eligible for special education services, determining appropriate educational placements for such individuals, and reviewing the progress of such individuals in those programs and placements;
- Implement a coordinated system of personnel development, including parent education programs;
- Implement a coordinated system of curriculum development and alignment with the respective areas of the core curriculum;
- Implement a coordinated system of internal program review including the coordination of the SELPA's self-review for compliance with state and federal special education requirements;

- Implement a coordinated system of data collection and maintenance of management information;
- Implement a coordinated system for the evaluation of the Local Plan's effectiveness;
- Coordinate interagency agreements;
- Coordinate services to medical facilities, licensed children's institutions, and family foster homes;
- Coordinate services provided by certified non-public schools and agencies;
- Coordinate services provided to students who have been placed in private schools by their parents;
- Serve as liaison to the State Department of Education and prepare program and fiscal reports required of the SELPA;
- Fund the incidental expenses of and provide logistical support to the Community Advisory Committee;
- Coordinate the specialized transportation within the SELPA;
- Assure a full educational opportunity for all disabled children birth to 22 years of age;
- Receives and distributes funds for the support of special education programs and services;
- Coordination of career and vocational education and transition services
- Through the use of program specialists and other support personnel provide direct instructional program support to staff

11a.6 Program Specialists

The governing boards of the local education agencies and the SELPA recognize the importance of program specialists to provide unique and necessary services to agencies, staff and pupils within the Glenn County SELPA. Program specialist services include, but are not limited to, the following:

- Observes the instruction of individuals with exceptional needs, advises teachers on techniques of instruction for such students, providing demonstration teaching as necessary and, at the request of administration, assists special education teaching personnel in the improvement of their instructional performance
- Plans programs, coordinate curricular resources and participate in the evaluation of the

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effectiveness of programs for children with disabilities.

- Assists with local education agency staff development, program development and innovation of special methods and approaches.
- Provides coordination, consultation and program development in one or more specialized areas of expertise.
- Upon request, participates in IEP/IFSP team meetings where technical assistance is needed
- Provides LEAs with advice and consultation so as to assist them in providing FAPE and in utilizing compliant practices and procedures throughout the referral/assessment/IEP development/service delivery process
- Assists in developing training for parents and members of the Community Advisory Committee.
- Provides staff development and technical assistance for general and special education teachers, administrators, support staff, and parents
- Assists as a liaison to various community agencies such as Department of Health Services, Department of Human Services, Regional Centers, California Children's Services, Department of Rehabilitation, and Probation Department.
- Reviews and disseminates current research relating to special education programs, practices and curriculum.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

11b.1 Responsibilities for Distribution of State and Federal Funds

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Governance Committee has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The GCOE shall be responsible for the distribution of special education funds according to an approved Local Special Education Funding Allocation Plan.

c. The operation of special education programs:

11c.1 LEAs shall operate special education programs and services as specified in the Local Plan. Programs will be assigned or re-assigned pursuant to Section 56207 of the California Education Code and local SELPA policy. The annual service plan provides a list of authorized program operators and the special education programs and services provided by each.

LEAs that operate special programs, including the Glenn County Office of Education shall:

- Operate programs under the guidelines established by the Local Plan Policies and Procedures.
- Provide ongoing instructional and procedural support to special education staff
- Conduct referral, identification, and placement of special education students in accordance with applicable State and Federal requirements and policies and procedures of the Local Plan
- Assure equal access to all programs and services operated by the District/County Office.
- Follow procedural safeguards in accordance with State and Federal laws and regulations.
- Utilize the same management information forms, procedures, and system.
- Follow interagency agreements between the State Department of Education and other State Public Agencies, as well as agreements between the SELPA and other local Public Agencies.
- Assume responsibility for any unfunded deficits associated with the operation of special education programs subject to SELPA funding policies.
- Recruit, employ, evaluate and, when appropriate, dismiss staff.

Program operators who operate regional programs/services and/or provide special education services to students from other school districts will involve LEAs when reviewing the efficacy of programs and when changing the nature and availability of programs. Prior to eliminating or re-designating any program or service, program operators will inform the Governance Committee of their intentions.

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

11d.1 Monitoring the Use of Special Education Funds

It is the intent of the SELPA that the needs of students with disabilities, as identified in the IEP/IFSP, shall be met. Funds allocated for special education programs shall be used for services to students with disabilities.

11d.2 Federal funds under Parts B and C of IDEA may be used for the following activities:

For the costs of special education, related services, and supplementary aids and services provided in the general education class or other education-related setting for a student with a disability in accordance with the IEP, even if one or more non-disabled children benefit from these services.

For the development and implementation of a fully integrated and coordinated services system.

For the provision of applicable services and activities to infants and toddlers (birth-36 months) and their families who are eligible for early intervention services under Part C, as defined in State and Federal law.

11d.3 The Governance Committee is responsible for the fiscal review of all special education programs provided in the SELPA. The SELPA Director and CBO of the GCOE, or designee, shall be responsible for monitoring annually the appropriate use of all funds allocated for special education programs through the Annual Budget process and maintenance of effort requirements. LEAs shall provide fiscal reports as requested by the Governance Committee. Final determination and action regarding the appropriate use of special education funds shall be made by the Governance Committee after consideration of recommendations from the SELPA Director and CBO.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

12.1 DISTRIBUTION OF SPECIALIZED EQUIPMENT AND MATERIALS

Funding for specialized books, materials and equipment and funding for specialized services for identified special education students with low incidence disabilities shall be made available through the SELPA. The use of funds must relate to the unique educational needs resulting from a student’s low incidence disability. The SELPA Director shall allocate funds for specialized books, materials, equipment and services to low incidence students enrolled

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in public special education and general education classrooms, enrolled in non-public and private schools by a public school, or served in the student’s home pursuant to an approved IEP. The primary goal for the use of these funds is to serve students in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is

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adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

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8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their

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parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

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Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

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Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds

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and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

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Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:	<input type="text" value="1"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration"/>
Document Location:	<input type="text" value="Policy and Procedure Manual available at the SELPA Office and each LEA District Office"/>
Description:	<p>Direct Instructional support provided by program specialists: Not Applicable</p> <p>Role of the RLA/AU: The RLA/AU is responsible for the receipt and distribution of special education funds to LEAs and SELPA accounts for the operation of special education programs and services, providing for administrative support, and employment of SELPA staff to coordinate implementation of the plan.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. They will facilitate the review, revision, and administration of the local plan. They will also facilitate development and approval of SELPA policies and procedures necessary to implement the local plan.</p> <p>Role of the individual LEAs: The individual LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the Superintendents' Council, will approve any policies and procedures needed to implement the local plan. Each LEA will approve and implement the local plan as well as any LEA policies and procedures needed to implement the plan. The LEAs through their representative to the Superintendents' Council directs the SELPA Director regarding the implementation, administration and operation of the local plan. The Special Education Directors provide input on the modification and implementation procedures for the operation of the local plan.</p>

2. Coordinated system of identification and assessment:

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Reference Number:

Document Title:

Document Location:

Description:

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

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Document Location:

Description:

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

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Description:

development, and innovation of special methods and approaches.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education.
Role of the individual LEAs: Individual LEAs will determine their staff development and parent and guardian education, based on their local needs. They will also provide input to the SELPA Administrator for any regional staff development needs. Consistent with education code requirements, they will assist in coordinating with other staff development programs in the LEAs.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, coordinate curricular resources for students with disabilities, as requested.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core, as determined appropriate.
Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as

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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

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Reference Number:	<input type="text" value="7"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration"/>
Document Location:	<input type="text" value="Policy and Procedure Manual available at the SELPA Office and each LEA District Office"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: Enter into any requested contracts on behalf of the SELPA to ensure a coordinated system of data collection and management.</p> <p>Role of the Administrator of the SELPA: The SELPA Administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA Administrator, or designee, will provide technical assistance and staff development to LEAs as requested and/or deemed necessary by the SELPA.</p> <p>Role of the individual LEAs: Individual LEAs are responsible for data entry, accuracy, and integrity. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness. The LEAs will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission as required by the California Department of Education.</p>

8. Coordination of interagency agreements:

Reference Number:	<input type="text" value="8"/>
Document Title:	<input type="text" value="Local Plan, Section B Governance and Administration"/>
Document Location:	<input type="text" value="Policy and Procedure Manual available at the SELPA Office and each LEA District Office"/>
Description:	<p>Direct Instructional support provided by the program specialist: Not applicable.</p> <p>Role of the RLA/AU: Not applicable. Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.</p> <p>Role of the individual LEAs: Through their representative to the</p>

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Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, assure pupils have a full educational opportunity regardless of the district of special education accountability.

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Description:

Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the licensed children’s institutions and foster family homes and LEAs as appropriate.
Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children’s institutions shall be the responsibility of the district in which the foster family home or the licensed children’s institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.
Role of the RLA/AU: The RLA/AU reviews, sign and submit as appropriate any required special education local plan area reports.
Role of the Administrator of the SELPA: The SELPA Administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.
Role of the individual LEAs: Individual LEAs will submit required accurate data in order for the SELPA to submit timely reports. The LEAs gather, interpret, and report special education program data and quality indicators regarding current program operations and effectiveness.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Not applicable.

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Description:

Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide fiscal and logistical support CAC meetings, events, and trainings that are approved by the Superintendents' Council.
Role of the individual LEAs: The LEA through their representative to the Superintendents' Council will ensure the SELPA has sufficient resources to provide fiscal and logistical support for the CAC. LEA Directors shall facilitate communication between their CAC representative from the LEA. Each LEA is responsible to appoint members to the CAC in accordance with CAC bylaws and LEA policies. Each LEA's governing board encourages parental involvement through the members of CAC, receives and consider requests and recommendations from their CAC representatives and other parent groups.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, provides staff development as requested by the LEAs.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance, training and support in coordinating transportation as requested by the LEAs.
Role of the individual LEAs: Each member LEA is responsible for providing transportation for their students with disabilities as determined by their IEP teams.

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

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Document Location:

Description:

Direct Instructional support provided by the program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA, support staff development, program development, and innovation of special methods and approaches.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development as needed. The SELPA Administrator, or designee, may provide targeted or intensive support to LEAs based on identified needs in the Annual Performance Report and assist LEAs in completing any monitoring activities required by the CDE. The SELPA Administrator, or designee, will serve on committees as interagency agreements that address this area as they are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.
Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal laws. They may also provide staff development in this area. Additionally, through their representative to the Superintendents' Council, the LEAs will approve interagency agreements. Each individual LEA is responsible for implementing approved interagency agreements, as appropriate.

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by program specialist: The program specialists and others that are assigned to carry out these duties, whether they are employed by the SELPA or the LEA assure pupils have a full educational opportunity regardless of the district of special education accountability.
Role of the RLA/AU: Not applicable.
Role of the Administrator of the SELPA: Through approval of the Annual Services Plan the SELPA Administrator will ensure that the full continuum of services is provided. The SELPA Administrator will be

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Description:

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Description:

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

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- Design and implement alternative dispute resolution strategies
 - Coordinate mediation and due process issues for LEAs as requested
 - Serve as liaison with other public agencies (such as: San Diego Regional Center, San Diego County Health and Human Services)
 - Provide support to LEAs in the area of positive behavior intervention
 - Coordinate program reviews and the effectiveness of the Local Plan
 - Assist in the preparation, implementation and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process
 - Conduct audits or reviews for the LEAs as requested
- Role of the RLA/AU: The RLA/AU will hire staff to perform these duties upon request of the Superintendents' Council.
- Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will hire, supervise, evaluate, and discipline the program specialists who are employed by the SELPA, and provide technical support needed for the implementation of the duties above for those carrying out these functions regardless of their employer. The SELPA Administrator will annually request an allocation for the services of the staff required to provide the function in EC 56836 to serve SELPA-wide needs from the Superintendents' Council.
- Role of the individual LEAs: Each LEA individually decides on its allocation of staff who perform the duties of programs specialists listed above. LEAs may request to enter into an MOU with the SELPA on an individual basis for the services of a program specialist within their LEA. The individual LEAs will select, direct the work, supervise, evaluate and discipline staff that they employ to carry out these functions.
- Individual LEAs, through their representative to the Superintendents' Council, determine annually the allocation the services of the staff required to provide the functions in EC 56836 to serve SELPA-wide needs.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

Document Location:

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Description:

and preschool children by member local educational agencies (LEAs) through the following ways. For children from Birth to age 3 will be served by Glenn County Office of Education Early Start program. Far Northern Regional Center also provides for services for children from birth to three as outlined in the Local Intera-agency Agreement between Far Northern Regional Center and GCOE.

For students ages three through five, each LEA is responsible for providing services to eligible students for whom they are the district of special education accountability. This can be accomplished through LEA programs, intra- or inter-SELPA transfers.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Document Title:

Document Location:

Description:

Members of the public, including parents or guardians of students with disabilities who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator through:

- Contacting their school of attendance to communicate with the site administrator
- Contacting their LEA to communicate with a district administrator
- Contacting the SELPA office to request communication with the SELPA Administrator
- Contacting their LEA governing board as they are responsible to address questions and concerns of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan
- Providing public comment at the SELPA Governance Committee meeting

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

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Document Title:

Document Location:

Description:

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present the issue in writing to the SELPA Administrator who unless a longer time is agreed upon, will attempt to resolve the problem within. Two weeks. The written correspondence should specify the nature of the complaint and the requests action, if any. The Superintendents (Or Assistant Superintendent) shall be kept informed of resolution efforts by their respective Director in writing.
If this course of action fails, either Superintendent, or designated Assistant Superintended, may present a written request to the SELPA Director or SELPA Governance Committee chair for placement of the issue on the SELPA Governance Committee agenda.
The Chair of the SELPA Governance Committee shall place the item on the next SELPA Governance Committee agenda. If the nature of the conflict requires immediate resolution, the Chair of the SELPA Governance Committee will call a special Superintendents' Council meeting.
The SELPA Governance Committee may resolve the disagreement or refer the parties to the appeals process delineated in the local plan. If the conflict involves a parental complaint, the parents may address the SELPA Governance Committee.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for

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evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041)

Reference Number:

Document Title:

Document Location:

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Description:

The SELPA will provide technical support to any districts identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

GAMUT CONVERSION RECONCILIATION CHECKLIST

Please return this completed checklist with approval dates within 45 days of receipt.

CSBA Consultant: Greg Francis | gfrancis@csba.org | 916.669.3287

District: Hamilton USD	District Contact: Tiffany Wilhelm
Contact Phone: (530) 826-3261	Contact Email: twilhelm@hudschools.org

Instructions:

- 1) Read through each category of changes below.
- 2) Add the changes that must be reviewed by the board to the agenda of an upcoming board meeting. You can usually bundle these as one item on the agenda. Depending on your local process, you may need a first reading and a second reading. The final approval can usually be included in a consent agenda.
- 3) Once all changes have been made, enter the dates of approval in the final column.
- 4) Return this completed checklist to gfrancis@csba.org. CSBA will then finalize your GAMUT Policy Plus site.

CHANGES THAT MUST BE REVIEWED AND APPROVED BY THE BOARD

1) Policies and Bylaws to Delete

Several policies in your manual are no longer relevant due to changes in governing laws and regulations. **Please bring the following policies to your board for deletion. Enter the date when the board approved deletion in the final column.**

REQUESTED ACTION: Board approves deletion of these policies

POLICY CODE	DISTRICT POLICY TITLE	REASON	DATE OF BOARD APPROVAL
BP 0520.2	Title I Program Improvement Schools	Policy deleted 10/17 as the federal program improvement requirements have been replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.	
BP 0520.3	Title I Program Improvement Schools	Policy deleted 10/17 as the federal program improvement requirements have been replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.	
BP 1020	Youth Services	Policy deleted 7/18 and key concepts moved to BP 1400 - Relations Between Other Governmental Agencies And The Schools.	
BP 4112.24	Teacher Qualifications Under The No Child Left Behind Act	Policy deleted 5/16 since federal law P.L. 114-95 repealed requirements that teachers meet criteria of “highly qualified” teachers, as defined.	
BP 6161.3	Toxic Art Supplies	Policy deleted 5/18 and key concepts incorporated into BP 3514.1 - Hazardous Substances.	

GAMUT CONVERSION RECONCILIATION CHECKLIST
Hamilton Unified School District

POLICY CODE	DISTRICT POLICY TITLE	REASON	DATE OF BOARD APPROVAL
BP 6162.52	High School Exit Examination	Policy deleted 12/17 due to repeal of requirement to pass high school exit exam as condition of graduation.	

2) Policies and Bylaws to Rename

Several policies in your manual have slightly different titles than the ones in our coding system. Formally changing the title of a policy is not a substantive change, but it does require formal board approval. **Please bring the following policies to your board for renaming. Enter the date when the board approved renaming in the final column.**

REQUESTED ACTION: Board approves renaming of these policies

POLICY CODE	DISTRICT POLICY TITLE	REASON	DATE OF BOARD APPROVAL
BP 6146.5	Elementary/Middle School Promotion/Graduation Requirements	Policy title mismatch. CSBA title is Elementary/Middle School Graduation Requirements	
BP 6164.5	Student Study Team	Policy title mismatch. CSBA title is Student Success Teams	
BB 9240	Board Development	Board Bylaw title mismatch. CSBA title is Board Training	

3) Policy to Renumber

Ask your board to renumber your current **BP 3541.2(a) Transportation For Students With Disabilities** to CSBA’s number for this policy, which is simply **BP 3541.2**.

CHANGES THAT DO NOT REQUIRE BOARD REVIEW

In addition to changes to board policies and bylaws, we found several administrative regulations and exhibits that need to be changed. Since these elements are under managerial discretion, these changes do not need board approval, although we highly recommend sharing them with your board as courtesy.

1) Regulations and Exhibits to Delete

Several regulations (and exhibits) in your manual are no longer relevant due to changes in governing laws and regulations. **Please ask your superintendent to approve deletion of these regulations. Enter the date when the superintendent approved deletion in the final column.**

GAMUT CONVERSION RECONCILIATION CHECKLIST
Hamilton Unified School District

POLICY CODE	DISTRICT POLICY TITLE	REASON	DATE OF SUPERINTENDENT APPROVAL
AR 0520.2	Title I Program Improvement Schools	Regulation deleted 10/17 as the federal program improvement requirements have been replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.	
AR 0520.3	Title I Program Improvement Districts	Regulation deleted 7/16 (and policy deleted 10/17) as the federal program improvement requirements have been replaced by a new system of comprehensive and targeted improvement established by the Every Student Succeeds Act.	
AR 4112.24	Teacher Qualifications Under The No Child Left Behind Act	Regulation deleted 5/16 since federal law P.L. 114-95 repealed requirements that teachers meet criteria of “highly qualified” teachers, as defined.	
AR 6162.52	High School Exit Examination	Regulation deleted 12/17 due to repeal of requirement to pass high school exit exam as condition of graduation.	

2) Regulations and Exhibits to Rename

Several regulations (and exhibits) in your manual have slightly different titles than the ones in our coding system. **Please ask your superintendent to approve renaming of these regulations. Enter the date when the superintendent approved renaming in the final column.**

POLICY CODE	DISTRICT POLICY TITLE	REASON	DATE OF SUPERINTENDENT APPROVAL
AR 6164.5	Student Study Team	Regulation title mismatch. CSBA title is Student Success Teams	

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2020

District Name: Hamilton Unified School District

Contact Name: Tiffany Wilhelm Phone 530-826-3261 Email: twilhelm@husdschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 0430	Comprehensive Local Plan for Special Education	New Law	
BP 1312.3	Uniform Complaint Procedures	New Federal Regulation	
AR 1312.3	Uniform Complaint Procedures	<p style="background-color: yellow;">Fill in Blanks</p> <hr/> Superintendent <hr/> PO Box 488 <hr/> Hamilton City, CA 95951 <hr/> <p style="background-color: yellow;">OPTION 1: ■</p>	
BP 4119.25 4219.25 4319.25	Political Activities of Employees	Policy Update	
AR 4119.25 4219.25 4319.25	Political Activities of Employees	Policy Update	
BP 4140 4240 4340	Bargaining Units	Policy Update	
BP 5113.2	Work Permits	New Law	
AR 5113.2	Work Permits	New Law	
BP 5126	Awards for Achievement	Policy Update	
AR 5126	Awards for Achievement	Policy Update	
BP 5141.31	Immunizations	New Law	
AR 5141.31	Immunizations	New Law	
BP 5148.3	Preschool/Early Childhood Education	New State Regulation	

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2020

District Name: Hamilton Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 5148.3	Preschool/Early Childhood Education	New Law	
BP 6146.1	High School Graduation Requirements	<p>Fill in Blanks</p> <p>_____</p> <p>(list course projects if any)</p> <p>_____</p> <p>_____</p>	
BP 6146.2	Certificate of Proficiency/High School Equivalency	Policy Update	
AR 6146.2	Certificate of Proficiency/High School Equivalency	Policy Update	
E 6146.2	Certificate of Proficiency/High School Equivalency	NEW EXHIBIT	
BP 6170.1	Transitional Kindergarten	New Law	
BB 9012	Board Member Electronic Communications	New Law	
BB 9320	Meetings and Notices	<p>Fill in Blanks</p> <p>The board shall hold one regular meeting per month. Regular meetings shall be held at 6:00 p.m. on the 4th Wednesday of the month in the Hamilton High School Library unless otherwise noted on the agenda.</p>	

CSBA POLICY GUIDE SHEET December 2020

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Administrative Regulation 0430 - Comprehensive Local Plan for Special Education

Regulation updated to reflect **NEW LAW (SB 98, 2020)** which extends, from July 1, 2021 to July 1, 2023, the date by which the Special Education Local Plan Area (SELPA) must include in its local plan an annual assurances support plan demonstrating how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to reflect the relationship between the state uniform complaint procedures (UCP) and **NEW FEDERAL REGULATIONS (85 Fed. Reg. 30026)** regarding Title IX complaints of sexual harassment. Policy also reflects **NEW STATE REGULATIONS (Register 2020, No. 21)** which limit the applicability of the UCP for complaints regarding special education and child nutrition programs, add procedures for addressing complaints regarding health and safety deficiencies in license-exempt California State Preschool Programs (CSPP), and delete the referral of complaints of fraud to the California Department of Education (CDE). The list of programs subject to the UCP revised and reorganized to more directly reflect CDE's 2020-21 Federal Program Monitoring (FPM) instrument.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to provide optional language stating that the compliance officer for purposes of the UCP will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment. Section on "Notifications" reflects CDE's 2020-21 FPM instrument which requires additional content for the annual notification to students, parents/guardians, employees, and others. Regulation also updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which (1) clarify that for complaints related to the local control and accountability plan (LCAP) the date of the alleged violation is the date when the County Superintendent of Schools approves the LCAP, (2) designate the final written decision as the "investigation report" and specifies required components for that report, (3) change the timeline for filing an appeal to CDE from 15 calendar days to 30 calendar days, (4) expand the basis upon which an appeal may be filed, (5) require the district to submit specified documents to CDE within 10 days after the district has been notified that an appeal has been filed, (6) require the district to investigate and address any allegations that CDE determines were not addressed in the district's investigation, (7) require CDE to issue a written decision regarding an appeal within 60 days of CDE's receipt of the appeal unless extended by written agreement or documentation by CDE of exceptional circumstances, and (8) authorize either party to request reconsideration by the Superintendent of Public Instruction or designee within 30 days of the appeal decision. Section on "Health and Safety Complaints for License-Exempt Preschool Programs" reflects a requirement of new state regulations to include in the annual UCP notification a list of which district programs are licensed or exempt from licensing.

Board Policy 4119.25/4219.25/4319.25 - Political Activities of Employees

Policy updated to recognize the importance of employee political activity, voting, and civic engagement, and reflect Pickering v. Board of Education Township High School District regarding the prohibition against dismissing or demoting an employee due to engagement in constitutionally protected political activity.

Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees

Regulation updated to reflect law which makes it a misdemeanor to use any reproduction of the district's seal in any campaign literature or mass mailing with the intent to deceive voters, the prohibition against posting or distributing political campaign materials in classrooms or through distance learning platforms, and the court's decision in San Leandro Teachers Association v. Governing Board of San Leandro Unified School District regarding the district's ability to refuse to permit the use of school mailboxes for union

communications involving candidate endorsements. Regulation also updated to delete material regarding employee organization communications which do not constitute political activity, now addressed in 4140/4240/4340 - Bargaining Units, and to delete material regarding employee activities during a concerted action or work stoppage.

Board Policy 4140/4240/4340 - Bargaining Units

Policy updated to reflect Public Employment Relations Board decisions regarding the wearing of union buttons, clarify material regarding employees in management, senior management, and confidential positions, divide material regarding "Access to Employee Orientations" and "Access to Employee Contact Information," and add section on "Communications with Employees" with material formerly in AR 4119.25/4219.25/4319.25 - Political Activities of Employees.

Board Policy 5113.2 - Work Permits

Policy updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency.

Administrative Regulation 5113.2 - Work Permits

Regulation updated to reflect **NEW LAW (AB 908, 2020)** which prohibits consideration of grades, grade point average, or school attendance in the event of an extended campus closure due to a natural disaster, pandemic, or other emergency and provides flexibility in the work permit application process during such a closure. Regulation also updated to clarify that (1) students who have graduated early from high school or have received a certificate of proficiency need a "certificate of age" rather than a work permit to be employed; (2) a work permit is not required for students who are serving with written parent/guardian permission as unpaid trainees, volunteers, or in an in-school placement, nor for students who are employed in agricultural, horticultural, viticultural, or domestic labor during non-school hours when the work is performed for or under the control of the parent/guardian; (3) a student applying for a full-time work permit needs to appear in person with the student's parent/guardian except during an extended school closure; (4) a work permit shall not be denied based on a student's grades, grade point average, or school attendance when a student will be participating in a government-administered employment and training program that will occur during a school vacation or recess; (5) work permits are required to be issued on forms provided by or authorized by CDE; and (6) impairment of a student's health can be the basis for revocation of a work permit.

Board Policy 5126 - Awards for Achievement

Policy updated to add optional language for the presentation of biliteracy awards to students who are English learners upon their reclassification as fluent English proficient. New optional section on "State Seal of Civic Engagement" addresses awards for students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Policy also clarifies that a district committee established by the board to administer a scholarship and loan fund is subject to the open meeting requirements of the Brown Act.

Administrative Regulation 5126 - Awards for Achievement

Regulation updated to add eligibility criteria for the Golden State Seal Merit Diploma which had been removed while the criteria were in flux. Regulation also adds eligibility criteria for the State Seal of Biliteracy and reflects **NEW LAW (SB 98, 2020)** which authorizes the Superintendent of Public Instruction to provide alternative criteria for students on track to graduate in 2020 or 2021 who were not able to take the English Language Proficiency Assessments for California or who did not receive a letter grade in English language arts due to COVID-19, and waives the requirement to take the California Assessment of Student Performance and Progress for students who were not able to take the exam. New section on "State Seal of Civic Engagement" includes eligibility criteria, clarifies that the state criteria establish a framework for the development of qualifications based on local contexts, and adds material regarding the provision of insignias.

Board Policy 5141.31 - Immunizations

Policy updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** which specify conditions under which a medical exemption is effective. Policy also deletes outdated date regarding immunization requirements for enrollment or advancement to grade 7.

Administrative Regulation 5141.31 - Immunizations

Regulation updated to delete outdated material regarding immunization requirements for enrollment or advancement to grade 7, and to add material regarding immunization records and the California Immunization Registry (CAIR). Regulation also updated to reflect **NEW LAWS (SB 276, 2019 and SB 714, 2019)** addressing medical exemptions, including provisions that (1) medical exemption requests must be made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by the California Department of Public Health (CDPH) and transmitted using CAIR; (2) a student who has a medical exemption issued prior to January 1, 2020 must be allowed to continue enrollment until the next grade span, except that after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized as required or a medical exemption form has been filed; (3) temporary exemptions cannot exceed one year and all medical exemptions cannot extend beyond the grade span; (4) medical exemptions may be revoked by CDPH if it is determined that the exemption does not meet applicable criteria; (5) a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services; and (6) districts must annually file the written report on the immunization status of new students to CDPH and the local department of public health.

Board Policy 5148.3 - Preschool/Early Childhood Education

Policy updated to reflect **NEW STATE REGULATIONS (Register 2020, No. 21)** which establish modifications to the UCP for investigating and resolving complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the CSPP.

Administrative Regulation 5148.3 - Preschool/Early Childhood Education

Regulation updated to clarify that families need to meet at least one of two specified criteria to be eligible for subsidized services. Regulation also reflects **NEW LAW (SB 75, 2019)** which authorizes eligibility for a full-day CSPP without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled and establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced-price meals.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to change "foreign language" to "world language" to reflect current terminology in law, add material regarding the provision of credits towards community service hours for completion of a course in community emergency response training, and reflect **NEW LAW (AB 1350, 2020)** which authorizes districts to award a retroactive diploma to students who were in good standing and on track to graduate at the end of the 2019-20 school year but were unable to complete the statewide graduation requirements due to COVID-19.

Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency

Policy updated to clarify the distinction between a certificate of proficiency and a high school equivalency certificate. Policy also reflects that there is a fee for these tests which is waived for homeless or foster youth under 25 years of age who meet all other registration requirements and submit certification of homeless or foster youth status.

Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency

Regulation updated to reflect **NEW LAW (SB 820, 2020)** which requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester, add the requirement that districts develop a consent form that may be used by persons receiving a certificate of proficiency to be exempted from compulsory school attendance, and reflect the two tests currently approved by the State Board of Education for the purpose of attaining a California High School Equivalency Certificate (the General Educational Development test and the High School Equivalency Test).

NEW - Exhibit 6146.2 - Certificate of Proficiency/High School Equivalency

New exhibit presents a sample consent form to be used by students who receive a certificate of proficiency, and their parents/guardians if the student is under 18 years of age, for the purpose of requesting an exemption from compulsory school attendance for the student.

Board Policy 6170.1 - Transitional Kindergarten

Policy updated to clarify that it is only districts with an extended day kindergarten program that are authorized to maintain transitional kindergarten (TK) and kindergarten programs for different lengths of time either at the same or different school sites and reflect **NEW LAW (SB 98, 2020)** which extends, until August 1, 2021, the requirement for credentialed teachers who are first assigned to a TK class to meet additional qualifications.

Board Bylaw 9012 - Board Member Electronic Communications

Bylaw updated to clarify that electronic communications should not be used as a means to restrict access to a public forum, that meeting locations include teleconference locations, and that the prohibition against serial meetings includes a series of communications directly or through intermediaries. Bylaw reflects **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also references court decisions which clarify that a public official's social media account which includes discussion of public business may be considered a public forum from which the official cannot exclude access or comments by members of the public based on viewpoint.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify that meeting locations include teleconference locations and reflect **NEW LAW (AB 992, 2020)** which authorizes board members to engage in separate conversations or communications on social media platforms that are open and accessible to the public as long as a majority of the board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the board, board members do not respond directly to any communication from other board members, and board members do not comment on or use digital icons to express reactions to communications made by other board members. Bylaw also updated to clarify the vote requirements for holding a closed session during an emergency meeting and for adjourning or continuing a board meeting to a later time or location.

CSBA Sample Administrative Regulation

Philosophy, Goals, Objectives, and Comprehensive Plans

AR 0430(a)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (Education Code 56040; 34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Education Code 56040.1; 34 CFR 300.107, 300.114, 300.117)

Elements of the Local Plan

Note: Education Code 56205 and 56206 detail the elements that must be included in the local plan developed by the Special Education Local Plan Area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213).

Pursuant to Education Code 56122, the California Department of Education (CDE) has developed templates for plan development, which are available on its web site.

The local plan developed by the Special Education Local Plan Area (SELPA) shall include, but not be limited to: (Education Code 56122, 56205, 56206)

1. Policies, procedures, and programs, that are consistent with state laws, regulations, and policies and 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201 governing the following:
 - a. Free appropriate public education
 - b. Full educational opportunity

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

- c. Child find and referral
- d. Individualized education programs, including development, implementation, review, and revision
- e. Least restrictive environment
- f. Procedural safeguards
- g. Annual and triennial assessments
- h. Confidentiality
- i. Transition from the Infants and Toddlers with Disabilities programs pursuant to 20 USC 1431 to the preschool program
- j. Children in private schools
- k. Compliance assurances, including general compliance with the federal Individuals with Disabilities Education Act (20 USC 1400-1482), Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794), the federal Americans with Disabilities Act of 1990 (42 USC 12101-12213), related federal regulations, and Education Code 56000-56865
- l. A description of the governance and administration of the local plan in accordance with Education Code 56205(a)(12)
- m. Personnel qualification to ensure that personnel, including special education teachers and personnel and paraprofessionals are appropriately and adequately prepared and trained in accordance with Education Code 56058 and 56070 and 20 USC 1412(a)(14) and 1413(a)(3)
- n. Performance goals and indicators
- o. Participation in state and districtwide assessments, including assessments described in 20 USC 6301 et seq. and alternate assessments in accordance with 20 USC 1412(a)(16), and reports relating to assessments
- p. Supplementation of state, local, and other federal funds, including nonsupplantation of funds
- q. Maintenance of financial effort

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

- r. Opportunities for public participation before adoption of policies and procedures
 - s. Suspension and expulsion rates
 - t. Access to instructional materials by blind individuals with exceptional needs and others with print disabilities in accordance with 20 USC 1412(a)(23)
 - u. Overidentification and disproportionate representation by race and ethnicity of children as individuals with exceptional needs, including children with disabilities with a particular impairment described in 20 USC 1401 and 1412(a)(24)
 - v. Prohibition of mandatory medication use pursuant to Education Code 56040.5 and 20 USC 1412(a)(25)
2. An annual budget plan, including descriptions of the SELPA's allocation plan in accordance with Education Code 56836-56845, all revenues by revenue source received by the SELPA specifically for the purpose of special education, a breakdown of the distribution of funds to each local educational agency (LEA) within the SELPA, projected total special education expenditures by each LEA, projected total expenditures by the SELPA and the LEAs within the SELPA, projected funding to be received specifically for regionalized operations, and a breakdown of projected SELPA operating expenditures
 3. An annual service plan, describing the services to be provided by each LEA, regardless of whether the LEA participates in the local plan, including the nature of the services and the physical location at which the services will be provided. This description shall demonstrate that all individuals with exceptional needs shall have access to services and instruction appropriate to meet their needs as specified in their individualized education programs.

Note: Pursuant to Education Code **56205 and** 56122, ~~as amended by SB 75 (Ch. 51, Statutes of 2019), beginning July 1, 2021,~~ the local plan must include an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating to assure effective outcomes for students with disabilities. **As amended by SB 98 (Ch. 24, Statutes of 2020), Education Code 56122 extends the timeline for developing an annual assurances support plan to July 1, 2023.** A template for the annual assurances support plan will be developed by CDE by July 1, ~~2020~~ **2022**.

4. Beginning July 1, ~~2021~~ **2023**, an annual assurances support plan to demonstrate how the SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for students with disabilities, including a description of:

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

- a. How the **governing board of the** SELPA will support ~~each~~ participating **agencies** ~~district~~ in achieving the goals, actions, and services identified in ~~its~~ **their** local control and accountability plans
 - b. How the **governing board of the** SELPA will connect ~~any~~ participating **agencies** ~~district~~ in need of technical assistance to the statewide system of support
 - c. The services, technical assistance, and support the **governing board of the** SELPA will provide to meet the required policies, procedures, and programs specified in Education Code 56205
5. A description of programs for early childhood special education from birth through five years of age
 6. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
 7. A description of a dispute resolution process, including mediation and arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan
 8. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205 and that the committee had at least 30 days to conduct this review before submission of the local plan to CDE
 9. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
 10. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools, the method of ensuring that all requirements of each student's IEP are being met, and a method for evaluating whether the student is making appropriate educational progress
 11. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

The local plan, annual budget plan, annual service plan, and annual assurances support plan shall be written in language that is understandable to the general public. They shall be adopted at a public hearing of the SELPA, for which notice of the hearing shall be posted in each school in the SELPA at least 15 days before the hearing. (Education Code 56205)

Availability of the Plan

The Superintendent or designee shall post on the district's web site the approved local plan, annual budget plan, annual service plan, and annual assurances support plan and any updates or revisions to the plans. A complete copy of the local plan, annual budget plan, annual service plan, annual assurances support plan, and policies and procedures shall be held on file in the district office and shall be accessible to any interested party. (Education Code 56205.5)

(3/08 5/20) 12/20

CSBA Sample Board Policy

Community Relations

BP 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Note: To address prohibited discrimination and violations of state and federal laws governing educational programs, 5 CCR 4621 **mandates** districts to adopt uniform complaint procedures (UCP) consistent with the state's complaint procedures specified in 5 CCR 4600-4670. See the section "Complaints Subject to UCP" below for a list of programs and activities subject to these procedures pursuant to state law.

The California Department of Education (CDE) monitors district programs and operations for compliance with these requirements through its Federal Program Monitoring (FPM) process. The FPM consists of a review of (1) written district policies and procedures for required statements, including prohibition of discrimination (such as discriminatory harassment, intimidation, and bullying) against students pursuant to Education Code 234.1; and (2) records of required activities, such as annual notification provided to students, parents/guardians, employees, and other school community members.

The U.S. Department of Education's Office for Civil Rights (OCR) enforces federal anti-discrimination laws, including Title II of the Americans with Disabilities Act (42 USC 12101-12213), Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000e-17), Title IX of the Education Amendments Act of 1972 (20 USC 1681-1688), Section 504 of the Rehabilitation Act of 1973 (29 USC 794), and the Age Discrimination Act of 1975 (42 USC 6101-6107). **OCR has issued guidance describing federal requirements for discrimination complaint procedures. OCR requires such complaint procedures to be "prompt and equitable." OCR evaluates a district's procedures based on factors specified in the accompanying administrative regulation, including whether the procedures (1) provide notice to the district's students, parents/guardians, and employees; (2) ensure adequate, reliable, and impartial investigation of complaints; (3) contain reasonably prompt timeframes for major stages of the complaint process; (4) provide notice to the complainant of the resolution of the complaint; and (5) provide an assurance that action will be taken to prevent recurrence of any discrimination found and to correct its effects. Whether a complaint of sexual harassment is addressed through the UCP or the federal Title IX complaint procedures adopted pursuant to 34 CFR 106.44-106.45, as added by 85 Fed. Reg. 30026, is dependent on whether the alleged conduct meets the more stringent federal definition or the state definition of sexual harassment. See the accompanying administrative regulation, BP/AR 5147 - Sexual Harassment, and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.**

The following policy and accompanying administrative regulation reflect all components required by law, **5 CCR 4600-4670, as amended by Register 2020, No. 21**, and the 2020-21 FPM instrument. Additional details provided herein may help districts during a compliance check by CDE or in the event that a CDE or OCR investigation occurs.

The Governing Board recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages early resolution of complaints whenever possible. To resolve complaints which may require a more formal process, the Board adopts the uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

UNIFORM COMPLAINT PROCEDURES (continued)

Complaints Subject to UCP

Note: The FPM process includes a review of a district's policies and procedures to determine whether all district programs and activities that are subject to the UCP, as listed in the FPM instrument, are addressed. Items #1-14 23 list all programs and activities identified in the FPM instrument. According to CDE, the district's policy must list all such programs and activities and, at the district's discretion, may add a paragraph below the list stating the UCP programs and activities that are implemented in the district.

For further information regarding requirements for the following programs and activities, see the related CSBA policy and/or administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints regarding the following programs and activities:

1. ~~Any complaint alleging district violation of applicable state or federal laws or regulations governing any program subject to the UCP which is offered by the district, including adult education programs; After School Education and Safety programs; agricultural career technical education; federal career technical education; child care and development programs; child nutrition programs; compensatory education; consolidated categorical aid programs; the federal Every Student Succeeds Act; migrant education; Regional Occupational Centers and Programs; school safety plans; California State Preschool Programs; and any other district implemented state categorical program that is not funded through the local control funding formula pursuant to Education Code 64000~~

~~(cf. 3553 Free and Reduced Price Meals)~~

~~(cf. 3555 Nutrition Program Compliance)~~

~~(cf. 5148 Child Care and Development)~~

~~(cf. 5148.2 Before/After School Programs)~~

~~(cf. 5148.3 Preschool/Early Childhood Education)~~

~~(cf. 6171 Title I Programs)~~

~~(cf. 6174 Education for English Learners)~~

~~(cf. 6175 Migrant Education Program)~~

~~(cf. 6178 Career Technical Education)~~

~~(cf. 6178.1 Work Based Learning)~~

~~(cf. 6178.2 Regional Occupational Center/Program)~~

~~(cf. 6200 Adult Education)~~

2. ~~Any complaint, by a student, employee, or other person participating in a district program or activity, alleging the occurrence of unlawful discrimination, (such as discriminatory harassment, intimidation, or bullying) in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national~~

UNIFORM COMPLAINT PROCEDURES (continued)

~~origin, immigration status, ethnic group identification, 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, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)~~

~~(cf. 0410—Nondiscrimination in District Programs and Activities)~~

~~(cf. 5145.3—Nondiscrimination/Harassment)~~

~~(cf. 5145.7—Sexual Harassment)~~

~~3. Any complaint alleging district noncompliance with the requirement to provide reasonable accommodation to a lactating student on school campus to express breast milk, breastfeed an infant child, or address other breastfeeding related needs of the student (Education Code 222)~~

~~(cf. 5146—Married/Pregnant/Parenting Students)~~

~~4. Any complaint alleging district noncompliance with requirements to provide a pregnant or parenting student the accommodations specified in Education Code 46015, including those related to the provision of parental leave, right of return to the school of previous enrollment or to an alternative education program, if desired, and possible enrollment in school for a fifth year of instruction to enable the student to complete state and Board imposed graduation requirements (Education Code 46015)~~

~~5. Any complaint alleging district noncompliance with the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)~~

~~(cf. 3260—Fees and Charges)~~

~~(cf. 3320—Claims and Actions Against the District)~~

~~6. Any complaint alleging district noncompliance with applicable requirements of Education Code 52060-52077 related to the implementation of the local control and accountability plan, including the development of a local control funding formula budget overview for parents/guardians (Education Code 52075)~~

~~(cf. 0460—Local Control and Accountability Plan)~~

~~(cf. 3100—Budget)~~

~~7. Any complaint alleging noncompliance with requirements related to the development of a school plan for student achievement or the establishment of a school site council, as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64000-64001, 65000-65001)~~

UNIFORM COMPLAINT PROCEDURES (continued)

~~(cf. 0420—School Plans/Site Councils)~~

8. ~~Any complaint, by or on behalf of a student who is a foster youth as defined in Education Code 51225.2, alleging district noncompliance with any requirement applicable to the student regarding placement decisions; the responsibilities of the district's educational liaison to the student; the award of credit for coursework satisfactorily completed in another school, district, or country; school or records transfer; or the grant of an exemption from Board-imposed graduation requirements (Education Code 48853, 48853.5, 49069.5, 51225.1, 51225.2)~~

~~(cf. 6173.1—Education for Foster Youth)~~

Note: Items #9-11 are for use by districts that maintain high schools.

9. ~~Any complaint, by or on behalf of a student who transfers into the district after the second year of high school and is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student currently enrolled in the district, a child of a military family as defined in Education Code 49701, or a migrant student as defined in Education Code 54441, or by or on behalf of an immigrant student participating in a newcomer program as defined in Education Code 51225.2 in the third or fourth year of high school, alleging district noncompliance with any requirement applicable to the student regarding the grant of an exemption from Board-imposed graduation requirements (Education Code 51225.1)~~

~~(cf. 6173—Education for Homeless Children)~~

~~(cf. 6173.2—Education of Children of Military Families)~~

~~(cf. 6173.3—Education for Juvenile Court School Students)~~

10. ~~Any complaint, by or on behalf of a student who is a homeless child or youth as defined in 42 USC 11434a, a former juvenile court school student, a child of a military family as defined in Education Code 49701, a migrant child as defined in Education Code 54441, or a newly arrived immigrant student who is participating in a newcomer program as defined in Education Code 51225.2, alleging district noncompliance with requirements for the award of credit for coursework satisfactorily completed in another school, district, or country (Education Code 51225.2)~~

11. ~~Any complaint alleging district noncompliance with the requirements of Education Code 51228.1 and 51228.2 that prohibit the assignment of a student in grades 9-12 to a course without educational content for more than one week in any semester or to a course the student has previously satisfactorily completed, without meeting specified conditions (Education Code 51228.3)~~

~~(cf. 6152—Class Assignment)~~

UNIFORM COMPLAINT PROCEDURES (continued)

Note: Education Code 51222, as amended by SB 75 (Ch. 51, Statutes of 2019), extends the UCP to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12.

~~12. Any complaint alleging district noncompliance with the physical education instructional minutes requirement (Education Code 51210, 51222, 51223)~~

~~(cf. 6142.7 - Physical Education and Activity)~~

~~13. Complaints regarding the noncompliance of a license-exempt California State Preschool Program (CSPP) with health and safety standards specified in Health and Safety Code 1596.7925 and related state regulations (Education Code 8235.5; Health and Safety Code 1596.7925)~~

1. Accommodations for pregnant and parenting students (Education Code 46015)

(cf. 5146 - Married/Pregnant/Parenting Students)

2. Adult education programs (Education Code 8500-8538, 52334.7, 52500-52617)

(cf. 6200 - Adult Education)

3. After School Education and Safety programs (Education Code 8482-8484.65)

(cf. 5148.2 - Before/After School Programs)

4. Agricultural career technical education (Education Code 52460-52462)

5. Career technical and technical education and career technical and technical training programs (Education Code 52300-52462)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

6. Child care and development programs (Education Code 8200-8498)

(cf. 5148 - Child Care and Development)

7. Compensatory education (Education Code 54400)

(cf. 6171 - Title I Programs)

8. Consolidated categorical aid programs (Education Code 33315; 34 CFR 299.10-299.12)

UNIFORM COMPLAINT PROCEDURES (continued)

- 9. Course periods without educational content, when students in grades 9-12 are assigned to such courses more than one week in any semester or in a course the student has previously satisfactorily completed, unless specified conditions are met (Education Code 51228.1-51228.3)**

(cf. 6152 - Class Assignment)

- 10. Discrimination, harassment, intimidation, or bullying in district programs and activities, including in those programs or activities funded directly by or that receive or benefit from any state financial assistance, based on the person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, immigration status, ethnic group identification, 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, or based on the person's association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)**

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

- 11. Educational and graduation requirements for students in foster care, homeless students, students from military families, students formerly in a juvenile court school, migrant students, and immigrant students participating in a newcomer program (Education Code 48645.7, 48853, 48853.5, 49069.5, 51225.1, 51225.2)**

(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)

- 12. Every Student Succeeds Act (Education Code 52059; 20 USC 6301 et seq.)**

- 13. Local control and accountability plan (Education Code 52075)**

(cf. 0460 - Local Control and Accountability Plan)

- 14. Migrant education (Education Code 54440-54445)**

(cf. 6175 - Migrant Education Program)

- 15. Physical education instructional minutes (Education Code 51210, 51222, 51223)**

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 6142.7 - Physical Education and Activity)

16. Student fees (Education Code 49010-49013)

(cf. 3260 - Fees and Charges)

17. Reasonable accommodations to a lactating student (Education Code 222)

18. Regional occupational centers and programs (Education Code 52300-52334.7)

(cf. 6178.2 - Regional Occupational Center/Program)

19. School plans for student achievement as required for the consolidated application for specified federal and/or state categorical funding (Education Code 64001)

(cf. 0420 - School Plans/Site Councils)

20. School safety plans (Education Code 32280-32289)

(cf. 0450 - Comprehensive Safety Plan)

21. School site councils as required for the consolidated application for specified federal and/or state categorical funding (Education Code 65000)

(cf. 0420 - School Plans/Site Councils)

22. State preschool programs (Education Code 8235-8239.1)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to Education Code 8235.5 and CDE's 2020-21 FPM instrument, the district must use the UCP, with modifications as necessary, to resolve complaints alleging deficiencies in license-exempt California State Preschool Programs related to health and safety issues. Pursuant to 5 CCR 4610, such complaints must be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No. 21. See the section "Health and Safety Complaints in License-Exempt Preschool Programs" in the accompanying administrative regulations.

23. State preschool health and safety issues in license-exempt programs (Education Code 8235.5)

Note: 5 CCR 4621 **mandates** that district policy ensure that complainants are protected from retaliation as specified in item #~~14~~ **24** below.

UNIFORM COMPLAINT PROCEDURES (continued)

- 14.24.** Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy

Note: Pursuant to 5 CCR 4610, a district may, at its discretion, use the UCP to investigate and resolve other complaints.

- ~~15. Any other complaint as specified in district policy~~

- 25. Any other state or federal educational program the Superintendent of Public Instruction or designee deems appropriate**

Note: 5 CCR 4631 authorizes the district to utilize alternative dispute resolution (ADR) methods, including mediation, to resolve complaints before initiating a formal investigation. However, the district should ensure that any ADR it uses, particularly "in-person ADR," is appropriate for the particular situation. For example, in some instances (e.g., sexual assault), face-to-face mediation should not be used, even if all parties voluntarily agree, given the risk that a student might feel pressured to "voluntarily" agree to it. The following **optional** paragraph provides for a neutral mediator and should be revised to reflect district practice.

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process for resolving a complaint in a manner that is acceptable to all parties. An ADR process such as mediation may 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 sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

Note: The following paragraph is **mandated** pursuant to 5 CCR 4621. Appropriate disclosure will vary in each case depending on the facts and circumstances.

The district shall protect all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. For any complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the Superintendent or designee shall keep the identity of the complainant, and/or the subject of the complaint if different from the complainant, confidential when appropriate and as long as the integrity of the complaint process is maintained.

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

UNIFORM COMPLAINT PROCEDURES (continued)

When an allegation that is not subject to UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and requirements related to UCP, including the steps and timelines specified in this policy and the accompanying administrative regulation.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: It is important to maintain records of all UCP complaints and the investigations of those complaints. If the district is investigated by OCR or CDE, these are important documents in demonstrating that the district has complied with federal law, state law, and its own policies and regulations.

The Superintendent or designee shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

(cf. 3580 - District Records)

Non-UCP Complaints

Note: 5 CCR 4611 details complaint issues that are not subject to UCP. Such issues include, but are not limited to, allegations of child abuse, health and safety complaints regarding a child development program, allegations of fraud, and employment discrimination complaints.

The following complaints shall not be subject to the district's UCP but shall be referred to the specified agency: ~~(5 CCR 4611)~~ **investigated and resolved by the specified agency or through an alternative process:**

1. Any complaint alleging child abuse or neglect shall be referred to the County Department of Social Services Protective Services Division **and or** the appropriate law enforcement agency. **(5 CCR 4611)**

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Any complaint alleging health and safety violations by a child development program shall, for licensed facilities, be referred to Department of Social Services **and shall, for licensing exempt facilities, be referred to the appropriate Child Development regional administrator.** **(5 CCR 4611)**

UNIFORM COMPLAINT PROCEDURES (continued)

Note: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing (DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.

3. Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 - Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.

~~3. Any complaint alleging fraud shall be referred to the Legal, Audits and Compliance Branch of the California Department of Education.~~

Note: 5 CCR 4610, as amended by Register 2020, No. 21, limits the applicability of the UCP for complaints regarding special education and child nutrition, as provided in items #4-6 below.

4. Any complaint alleging a violation of a state or federal law or regulation related to special education, a settlement agreement related to the provision of a free appropriate public education, or a due process hearing order shall be submitted to the California Department of Education (CDE) in accordance with AR 6159.1 - Procedural Safeguards and Complaints for Special Education. (5 CCR 3200-3205)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

5. Any complaint alleging noncompliance of the district's food service program with laws regarding meal counting and claiming, reimbursable meals, eligibility of children or adults, or use of cafeteria funds and allowable expenses shall be filed with or referred to CDE in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15580-15584)

6. Any allegation of discrimination based on race, color, national origin, sex, age, or disability in the district's food service program shall be filed with or referred to the U.S. Department of Agriculture in accordance with BP 3555 - Nutrition Program Compliance. (5 CCR 15582)

~~Note: Complaints of employment discrimination are not subject to the UCP. Instead, pursuant to 2 CCR 11023, the district must establish an impartial and prompt process for addressing such complaints. In addition, 5 CCR 4611 requires that employment discrimination complaints be referred to the Department of Fair Employment and Housing (DFEH). See AR 4030 - Nondiscrimination in Employment for applicable complaint procedures.~~

UNIFORM COMPLAINT PROCEDURES (continued)

~~Any complaint alleging employment discrimination or harassment shall be investigated and resolved by the district in accordance with the procedures specified in AR 4030 – Nondiscrimination in Employment, including the right to file the complaint with the California Department of Fair Employment and Housing.~~

Note: Education Code 35186 requires the district to use UCP, with modifications, to investigate and resolve complaints related to the issues stated in the following paragraph (i.e., "Williams complaints"). Because Education Code 35186 sets forth different timelines for investigation and resolution of these kinds of complaints than the timelines specified in law for other uniform complaints, CDE has created a separate uniform complaint process for the Williams complaints. See AR 1312.4 - Williams Uniform Complaint Procedures for the separate procedure.

- 7.** Any complaint related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, or teacher vacancies and misassignments shall be investigated and resolved in accordance with ~~the procedures in~~ AR 1312.4 - Williams Uniform Complaint Procedures. (Education Code ~~8235.5,~~ 35186)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

Legal Reference: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference:

EDUCATION CODE

200-262.4 *Prohibition of discrimination*
8200-8498 *Child care and development programs*
8500-8538 *Adult basic education*
18100-18203 *School libraries*
32280-32289 *School safety plan, uniform complaint procedures*
35186 *Williams uniform complaint procedures*
46015 *Parental leave for students*
48853-48853.5 *Foster youth*
48985 *Notices in language other than English*
49010-49014 *Student fees*
49060-49079 *Student records, especially:*
49069.5 *Records of foster youth*
49490-49590 *Child nutrition programs*
49701 *Interstate Compact on Educational Opportunity for Military Children*
51210 *Courses of study grades 1-6*
51222 *Physical education, secondary schools*
51223 *Physical education, elementary schools*
51225.1-51225.2 *Foster youth, homeless children, former juvenile court school students, military-connected students, migrant students, and newly arrived immigrant students; course credits; graduation requirements*
51226-51226.1 *Career technical education*
51228.1-51228.3 *Course periods without educational content*
52059.5 *Statewide system of support*
52060-52077 *Local control and accountability plan, especially:*
52075 *Complaint for lack of compliance with local control and accountability plan requirements*
52300-52462 *Career technical education*
52500-52616.24 *Adult schools*
54400-54425 *Compensatory education programs*
54440-54445 *Migrant education*
54460-54529 *Compensatory education programs*
59000-59300 *Special schools and centers*
64000-64001 *Consolidated application process; school plan for student achievement*
65000-65001 *School site councils*
GOVERNMENT CODE
11135 *Nondiscrimination in programs or activities funded by state*
12900-12996 *Fair Employment and Housing Act*

Legal Reference continued: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Legal Reference: (continued)

HEALTH AND SAFETY CODE

1596.792 California Child Day Care Act; general provisions and definitions

1596.7925 California Child Day Care Act; health and safety regulations

PENAL CODE

422.55 Hate crime; definition

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 2

11023 Harassment and discrimination prevention and correction

CODE OF REGULATIONS, TITLE 5

3200-3205 Special education compliance complaints

4600-4670 Uniform complaint procedures

4680-4687 Williams uniform complaint procedures

4690-4694 Complaints regarding health and safety issues in license-exempt preschool programs

900-4965 Nondiscrimination in elementary and secondary education programs

15580-15584 Child nutrition programs complaint procedures

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX of the Education Amendments of 1972

6301-6576 Title I Improving the Academic Achievement of the Disadvantaged

6801-7014 Title III language instruction for limited English proficient and immigrant students

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

11431-11435 McKinney-Vento Homeless Assistance Act

12101-12213 Title II equal opportunity for individuals with disabilities

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy Act

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

104.7 Designation of responsible employee for Section 504

106.1-106.82 Nondiscrimination on the basis of sex in education programs, especially:

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Notification of nondiscrimination on the basis of age

Management Resources: (see next page)

UNIFORM COMPLAINT PROCEDURES (continued)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Uniform Complaint Procedure 2020-21 Program Instrument

Sample UCP Board Policies and Procedures

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

Dear Colleague Letter, September 22, 2017

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Responding to Bullying of Students with Disabilities, October 2014

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

Dear Colleague Letter: Harassment and Bullying, October 2010

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, 2002

WEB SITES

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

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

Family Policy Compliance Office: <https://www2.ed.gov/policy/gen/guid/fpco>

Student Privacy Policy Office: <https://www2.ed.gov/about/offices/list/oepd/sppo>

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

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

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CSBA Sample Administrative Regulation

Community Relations

AR 1312.3(a)

UNIFORM COMPLAINT PROCEDURES

Note: 5 CCR 4621 **mandates** that the district's uniform complaint procedures (UCP) be consistent with the procedures of 5 CCR 4600-4670. Additionally, Education Code 52075 **mandates** districts to adopt policies and procedures implementing the use of UCP to investigate and resolve complaints alleging noncompliance with requirements related to the local control and accountability plan (LCAP) and Education Code 8235.5 **mandates** districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in license-exempt California State Preschool Programs (CSPP). Furthermore, a number of federal civil rights statutes and their implementing regulations mandate districts to adopt policies and procedures for the prompt and equitable resolution of complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). For example, all districts are **mandated** pursuant to 28 CFR 35.107 to adopt policy and procedures to address discrimination on the basis of disability, while districts that receive federal financial assistance are **mandated** pursuant to 34 CFR 106.8 and 34 CFR 110.25 to adopt **such** policies and procedures to address discrimination on the basis of sex and age. Some of the factors considered by the U.S. Department of Education's Office for Civil Rights (OCR) when determining whether a district's procedures are "prompt and equitable" are addressed throughout the following administrative regulation.

Apart from these mandates, state law authorizes the use of UCP to resolve complaints of noncompliance with laws related to the development of a school plan for student achievement and the establishment of school site councils; accommodations for pregnant and parenting students; prohibition against the charging of student fees; educational rights of foster youth, homeless students, former juvenile court school students, children of military families, migrant students, and students participating in a newcomer program for newly arrived immigrants; assignment of students to courses without educational content; and physical education instructional minutes. See the section "Complaints Subject to UCP" in the accompanying Board policy.

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.

(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

Note: 5 CCR 4621 **mandates** the district to identify in its policies and procedures the person(s), position(s), or unit(s) responsible for ensuring compliance with applicable state and federal laws and regulations governing educational programs, including the receiving and investigating of complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and retaliation. During its Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will check to ensure that the district's procedures list the specific title(s) of the employee(s) responsible for receiving and investigating complaints. Districts should identify the specific title(s) of the compliance officer(s) in the space provided below. If a district identifies multiple compliance officers, it is recommended that one be designated the lead compliance officer.

UNIFORM COMPLAINT PROCEDURES (continued)

The following paragraph specifies that the compliance officer will be the same person designated to serve as the Title IX Coordinator for addressing complaints of sexual harassment pursuant to AR 5145.7 - Sexual Harassment and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Districts may modify this regulation to designate different district employees to serve these functions.

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)

(title or position)

(unit or office)

(address)

(telephone number)

(email)

Note: The following paragraph is for use by districts that have designated more than one compliance officer.

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 complainant and respondent, if applicable, 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 filed with the Superintendent or designee who shall determine how the complaint will be investigated.

UNIFORM COMPLAINT PROCEDURES (continued)

Note: 5 CCR 4621 **mandates** that the district's policy require employees responsible for compliance and/or for investigating and resolving complaints to be knowledgeable about the laws and programs at issue in the complaints they are assigned. OCR requires that the compliance officer(s) involved in implementing discrimination complaint procedures be knowledgeable about the procedures and be able to explain them to parents/guardians and students. They must also have training or experience in handling discrimination complaints, including appropriate investigative techniques and understanding of the applicable legal standards.

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. 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)

Note: During the FPM process, CDE staff will check to ensure that the district's policy contains a statement ensuring annual dissemination of notice of the district's UCP to the persons specified below.

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)

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 5145.6 - Parental Notifications)

Note: 5 CCR 4622 requires the district to include specified information in its annual UCP notice to students, parents/guardians, employees, and others. ~~During the FPM process, CDE staff will check the notice to ensure that it contains the components specified below.~~ **The following list reflects those required components and additional content of the notice listed in CDE's FPM instrument.**

A sample of the annual notice is available through CDE's web site. It is the district's responsibility to update the notice as necessary to reflect new law.

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 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.~~ **4.3. A statement that a UCP complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred**
- 4. A statement that, in the case of a 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**
- ~~3.~~ **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**
- ~~2.~~ **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)

UNIFORM COMPLAINT PROCEDURES (continued)

~~3. 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~~

~~4. A statement that a complaint regarding student fees must be filed no later than one year from the date the alleged violation occurred~~

5.7. 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)

~~6. Identification of the responsible staff member(s), position(s), or unit(s) designated to receive complaints~~

7.8. 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 of the complaint, unless this time period is extended by written agreement of the complainant

8.9. A statement that the complainant has a right to appeal the district's **decision investigation report** to 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 days of receiving the district's decision

9.10. 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 antidiscrimination laws, if applicable

10.11. A statement that copies of the district's UCP are available free of charge

Note: The following paragraph may be modified to reflect district practice. Pursuant to Education Code 221.61, districts are required to post information related to Title IX on their web sites, including specified information about complaint procedures under Title IX. See AR 5145.3 - Nondiscrimination/Harassment. A district that does not maintain a web site may comply by posting the information on the web site of its county office of education. A comprehensive list of rights based on the provisions of the federal regulations

UNIFORM COMPLAINT PROCEDURES (continued)

implementing Title IX can be found in Education Code 221.8. In addition, in its April 2015 Dear Colleague Letter: Title IX Coordinators, OCR recommends that districts use web posting and social media to disseminate their nondiscrimination notices, policies, and procedures and communicate current compliance officer(s)' contact information to students, parents/guardians, and employees.

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)

Note: Both federal and state laws contain requirements for translation of certain information and documents. Title VI of the Civil Rights Act of 1964 requires districts to ensure meaningful access to their programs and activities by persons with limited English proficiency. OCR has interpreted this to require that, whenever information is provided to parents/guardians, districts must notify limited-English-proficient (LEP) parents/guardians in a language other than English in order to be adequate. OCR enforces this requirement consistent with the Department of Justice's 2002 Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons. Under the Guidance, a recipient of federal funds has an obligation to provide language assistance to LEP individuals based on balancing four factors: (1) the number or proportion of LEP individuals likely to encounter the program, (2) the frequency with which LEP individuals come in contact with the program, (3) the nature and importance of the services provided by the program, and (4) the resources available to the recipient. State law is more specific than federal law: Education Code 48985 requires translation of certain information and documents if 15 percent or more of students enrolled in the school speak a single primary language other than English.

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 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

Note: Complaints filed under UCP may be filed directly with a compliance officer or with any site administrator not designated as a compliance officer. For example, acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may initially be reported to a principal. See AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment. If a site administrator not designated as a compliance officer receives a UCP complaint, the site administrator must notify a compliance officer. A

UNIFORM COMPLAINT PROCEDURES (continued)

district may also establish a site-level process for receiving informal reports about incidents for which a UCP complaint may be filed and notifying students and parents/guardians of their right to file a UCP complaint. Any site-level process established by a district should be in writing and distributed in the same manner as the grievance procedures listed herein with an explanation of how it interacts with the UCP complaint process.

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)

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 (item #1 of the section "Complaints Subject to UCP") may be filed by any individual, public agency, or organization. (5 CCR 4630)

Note: Education Code 49013 and 52075 **mandate** districts to adopt procedures that allow for anonymous complaints to be filed when a district allegedly violates the prohibition against the charging of student fees or violates any requirement related to the LCAP.

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. **However, any such complaint shall be filed no later than one year from the date the alleged violation occurred.**

Note: Pursuant to 5 CCR 4630, as amended by Register 2020, No. 21, complaints related to the LCAP must be filed within a year of the date that the reviewing authority approves the district's LCAP. Pursuant to Education Code 52070, the County Superintendent of Schools is the reviewing authority for district LCAPs.

3. **However, any such** A UCP complaint 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)**

UNIFORM COMPLAINT PROCEDURES (continued)

3.4. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by **a persons** who alleges **that they have having** personally suffered unlawful discrimination, **a person** ~~or~~ who believes that ~~an individual or~~ 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.** The complaint 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)

4.5. 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.

Note: OCR's Revised Sexual Harassment Guidance indicates that if a complainant in a sexual harassment case requests that the complainant's name or that of the victim not be revealed to the alleged perpetrator or asks that the complaint not be pursued, the district should first inform the complainant that honoring the request may limit its ability to respond and pursue disciplinary action against the alleged perpetrator. The OCR publication acknowledges that situations may exist in which a district cannot honor a student's request for confidentiality, but cautions that, in all instances, the district must still continue to ensure that it provides a safe and nondiscriminatory environment for all students. Districts should consult legal counsel before honoring a confidentiality request to withhold the victim's name from the alleged perpetrator, especially in the case of alleged sexual assault. These guiding principles would also apply to harassment on the basis of race, gender, disability, or other protected characteristic.

5.6. When the 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 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

Note: The following section should be used only by those districts that have decided to establish procedures for attempting to resolve complaints through alternative dispute resolution procedures such as mediation; see the accompanying Board policy. **The following section may be modified to specify the alternative dispute resolution method and timelines used within the district.**

UNIFORM COMPLAINT PROCEDURES (continued)

Within three business days after receiving the complaint, the compliance officer may informally discuss with all the parties the possibility of using mediation. 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 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

Note: 5 CCR 4631, which requires the district to provide the complainant with the opportunity to present relevant information, does not provide any timeline. Thus, the timeline specified below may be modified to reflect district practice.

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.

UNIFORM COMPLAINT PROCEDURES (continued)

Note: In the investigation, the compliance officer should consider all relevant circumstances, such as how the misconduct affected one or more students' education; the type, frequency, and duration of the misconduct; the identity, age, and sex of the individuals involved in and impacted by the conduct and the relationship between them; the number of persons engaged in the conduct and at whom the conduct was directed; the size of the school, location of the incidents, and context in which they occurred; and other incidents at the school involving different individuals.

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 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 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 offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

Note: 5 CCR 4631 allows the district to dismiss a complaint when the complainant refuses to provide the investigator with relevant documents or otherwise obstructs the investigation. 5 CCR 4631 also provides that, if the district refuses to provide the investigator with access to records or other documents, the investigator may issue a finding in favor of the complainant. During the FPM process, CDE staff will check to ensure that both of these statements regarding the provision of access to information are included in the district's policy or procedures, as specified below.

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. 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)

UNIFORM COMPLAINT PROCEDURES (continued)**Timeline for ~~Final Decision~~ Investigation Report**

Note: Pursuant to 5 CCR 4631, the district's ~~written decision~~ **investigation report** must be sent to the complainant within 60 calendar days of receiving the complaint. Option 1 below is for districts that do not allow complainants to appeal the compliance officer's decision to the Governing Board. Option 2 is for districts that allow appeals to the Board, and it requires the compliance officer's decision within 30 calendar days so that the Board's decision can still be given within the 60-day time limit.

Pursuant to 5 CCR 4631, only a complainant has the right to receive ~~a written report~~ **the investigation report** and to file a complaint with the Board if dissatisfied with the compliance officer's decision. However, OCR has recommended that the same rights be extended to a respondent to a complaint alleging unlawful discrimination to ensure the process is equitable for all involved. Furthermore, OCR recommends notifying the respondent in such a complaint whenever the complainant approves an extension of the timeline. Options 1 and 2 reflect these recommendations and may be modified to reflect district practice.

Pursuant to 5 CCR 4640, when a UCP complaint is erroneously sent to CDE without first being filed with the district, the 60-day period specified in 5 CCR 4631 begins when the district receives the complaint.

OPTION 1:

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 "~~Final Written Decision~~ **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 ~~district's final written decision~~ **investigation report** at the same time it is provided to the complainant.

OPTION 2:

Unless extended by written agreement with the complainant, ~~a final decision~~ **the investigation report** shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "~~Final Written Decision~~ **Investigation Report**" below. If the complainant is dissatisfied with the compliance officer's decision, the complainant may, within five business days, file the complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

UNIFORM COMPLAINT PROCEDURES (continued)

(cf. 9321 - Closed Session)

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (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, shall be sent the district's **final written decision investigation report**, and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision Investigation Report

Note: 5 CCR 4631, as amended by Register 2020, No. 21, and guidance provided by OCR specify components that should be part of the district's **decision 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 **final written decision investigation report** shall include: (5 CCR 4631)

1. **The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:**
 - a. **Statements made by any witnesses**
 - b. **The relative credibility of the individuals involved**
 - c. **How the complaining individual reacted to the incident**
 - d. **Any documentary or other evidence relating to the alleged conduct**
 - e. **Past instances of similar conduct by any alleged offenders**
 - f. **Past false allegations made by the complainant**
2. **The conclusion(s) of law. A conclusion providing a clear determination for each allegation as to whether the district is in compliance with the relevant law**
3. **Disposition of the complaint**
4. **Rationale for such disposition**

UNIFORM COMPLAINT PROCEDURES (continued)

~~For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.~~

~~The determination of whether a hostile environment exists may involve consideration of the following:~~

- ~~a. The manner in which the misconduct affected one or more students' education~~
- ~~b. The type, frequency, and duration of the misconduct~~
- ~~c. The relationship between the alleged victim(s) and offender(s)~~
- ~~d. The number of persons engaged in the conduct and at whom the conduct was directed~~
- ~~e. The size of the school, location of the incidents, and context in which they occurred~~
- ~~f. Other incidents at the school involving different individuals~~

- 5.3. 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** ~~any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600~~

~~For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:~~

- ~~a. The corrective actions imposed on the respondent~~
- ~~b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.~~
- ~~c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence~~

UNIFORM COMPLAINT PROCEDURES (continued)

6.4. Notice of the complainant's ~~and respondent's~~ right to appeal the district's **decision investigation report** to CDE ~~within 15 calendar days, and procedures to be followed for initiating such an appeal,~~ **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 **decision investigation report** may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

Note: The Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.67) protects student privacy, including student records containing details of the actions taken in response to a UCP complaint. However, pursuant to 20 USC 1221, FERPA may not "be construed to affect the applicability of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Title V of the Rehabilitation Act of 1973, the Age Discrimination Act, or other statutes prohibiting discrimination, to any applicable program." In February 2015, the Family Policy Compliance Office (FPCO), ~~the federal agency which administers FERPA~~ **(now the Student Privacy Protection Office)**, released a letter concluding that FERPA permits a district to disclose to a student who was subjected to unlawful discrimination certain information about the sanctions imposed upon the offender when the sanctions directly relate to that student. Thus, if properly remedying the impact of discrimination would require disclosing to the alleged victim certain information on how the district disciplined the alleged student offender (e.g., an order that the alleged offender stay away from the alleged victim), FPCO interprets FERPA as allowing the district to disclose that information.

Given the potential liability from improperly disclosing such information, districts are advised to consult with legal counsel when presented with a situation where a victim of unlawful discrimination requests information about sanctions imposed upon the offender.

In consultation with district legal counsel, information about the relevant part of a **decision 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 **decision 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 ~~district's decision~~ **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.

Note: Education Code 48985 requires that reports sent to parents/guardians be written in their primary language when 15 percent or more of a school's enrolled students speak a single primary language other than English. During the FPM process, CDE staff will check to ensure compliance with this requirement. Based on Title VI of the Civil Rights Act of 1964, OCR requires districts to ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

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

UNIFORM COMPLAINT PROCEDURES (continued)

single primary language other than English, then the **decision 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.

Note: During the FPM process, CDE staff will expect to see a statement detailing a complainant's right to pursue civil law remedies (i.e., action in a court of law) in addition to or in conjunction with the right to pursue administrative remedies from CDE.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the **decision 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

Note: The following section may be revised to reflect district practice.

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

UNIFORM COMPLAINT PROCEDURES (continued)

(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
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 retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender 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)

UNIFORM COMPLAINT PROCEDURES (continued)

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 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.

Note: Generally, when a complaint is found to have merit, an appropriate remedy is provided to the complainant or other affected person. However, in certain instances, the law may require a remedy to be provided to all affected persons, not just the complainant or subject of the complaint. For example, pursuant to Education Code 49013 and 5 CCR 4600, if the district, or CDE on appeal, finds merit in the complaint alleging noncompliance with the law regarding student fees and charges, the district is required to provide a remedy to all affected students and parents/guardians, as specified below. The same requirement applies to allegations of noncompliance with the LCAP requirements, pursuant to Education Code 52075, and to noncompliance with required instructional minutes for physical education, pursuant to Education Code 51222 and 51223. Districts that do not maintain elementary schools should delete reference to physical education below.

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, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district 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

Note: 5 CCR 4632-4633 provide that complainants may appeal to CDE if they disagree with the district's decision on any matter within the scope of the UCP, as provided below. **As amended by Register 2020, No. 21, 5 CCR 4632 changes the timeline for filing an appeal to CDE from 15 calendar days to 30 calendar days.**

UNIFORM COMPLAINT PROCEDURES (continued)

Any complainant who is dissatisfied with the district's ~~final written decision~~ **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 ~~15~~ **30** calendar days of receiving the district's ~~decision~~ **investigation report**. (5 CCR 4632)

Note, 5 CCR 4632, as amended by Register 2020, No. 21, expands the bases upon which an appeal may be filed with CDE.

~~The complainant shall specify the basis for the appeal of the decision and how the facts of the district's decision are incorrect and/or the law has been misapplied.~~ The appeal shall be sent to CDE with a copy of the original locally filed complaint and a copy of the district's ~~decision~~ **investigation report for** that complaint. ~~The complainant shall specify and explain the basis for the appeal, including as 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.**

~~Note: Although not required pursuant to 5 CCR 4631-4633, OCR recommends that the right to appeal the district's decision to CDE be extended to the respondent to an allegation of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) to ensure fairness for all parties involved. The following paragraphs reflect OCR's recommendation.~~

~~When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, the respondent, in the same manner as the complainant, may file an appeal with CDE.~~

Note: 5 CCR 4633, as amended by Register 2020, No. 21, requires the district to submit the following documents to CDE within 10 days after the district has been notified that an appeal has been filed. The district's failure to provide a timely and complete response may result in CDE ruling on the appeal without considering information from the district.

UNIFORM COMPLAINT PROCEDURES (continued)

Upon notification by CDE that the district's **decision 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 **written decision-district's investigation report**
- ~~3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision~~
- 4.3.** 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
- 5.4.** A report of any action taken to resolve the complaint
- 6.5.** A copy of the district's UCP
- 7.6.** Other relevant information requested by CDE

Note: Pursuant to 5 CCR 4632, as amended by Register 2020, No. 21, if CDE determines that the district's investigation report failed to address an allegation raised by the complaint and subject to the UCP process, CDE will notify the district and direct the district to investigate and address such allegation(s) as follows.

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)

Note: Pursuant to 5 CCR 4633, CDE is required to issue a written decision regarding the appeal within 60 days of CDE's receipt of the appeal, unless extended by written agreement with the appellant or documentation by CDE of exceptional circumstances. Within 30 days of the appeal decision, either party may request reconsideration by the Superintendent of Public Instruction or designee.

Pursuant to 5 CCR 4650, CDE may directly intervene in a complaint without waiting for action by the district when certain conditions exist, including the following: (1) the complaint alleges failure to comply with the UCP, including failure to follow the required timelines and failure to implement the final **written decision investigation report**; (2) the complainant requires anonymity due to the possibility of retaliation and would suffer immediate and irreparable harm if a complaint was filed and the complainant was named; **or** (3) the complainant would suffer immediate and irreparable harm as a result of an application of a

UNIFORM COMPLAINT PROCEDURES (continued)

districtwide policy that is in conflict with state or federal law and that filing a complaint would be futile; (4) the complainant alleges failure to comply with the due process procedures established pursuant to special education law and regulation to implement a due process hearing order; (5) the complainant alleges facts that indicate that one or more students may be in immediate physical danger or that the health, safety, or welfare of one or more students is threatened; or (6) the complainant alleges failure to follow a student's individualized education program.

Health and Safety Complaints in Licensed-Exempt Preschool Programs

Note: The following section is for use by districts that operate any license-exempt CSPP program. Education Code 8235.5 **mandates** districts to adopt policies and procedures for resolving complaints regarding specified health and safety issues in a license-exempt CSPP program. **Pursuant to Education Code 8235.5, the district must use the UCP, with modifications as necessary, to resolve such complaints. Pursuant to 5 CCR 4610, as amended by Register 2020, No. 21, such complaints must be addressed through the procedures described in 5 CCR 4690-4694.**

See the accompanying exhibits for a sample classroom notice and complaint form.

Any complaint regarding health or safety issues in a license-exempt CSPP program shall be addressed through the procedures described in 5 CCR 4690-4694.

In each license-exempt CSPP classroom, a notice shall be posted notifying parents/guardians, students, and teachers of the health and safety requirements of Title 5 regulations that apply to CSPP programs pursuant to Health and Safety Code 1596.7925 and the location at which to obtain a form to file any complaint alleging noncompliance with those requirements. (Education Code 8235.5; **5 CCR 4690**)

The district's annual UCP notification distributed pursuant to 5 CCR 4622 shall clearly indicate which of its CSPP programs are operating as exempt from licensing and which CSPP programs are operating pursuant to requirements under Title 22 of the Code of Regulations. (5 CCR 4691)

Any complaint regarding specified health or safety issues in a license-exempt CSPP program shall be filed with the preschool program administrator or designee, and may be filed anonymously. The complaint form shall specify the location for filing the complaint and shall contain a space to indicate whether the complainant desires a response to the complaint. If it is determined that the complaint is beyond the authority of the preschool program administrator, the matter shall be forwarded to the Superintendent or designee in a timely manner, not to exceed 10 working days, for resolution. (Education Code 8235.5; **5 CCR 4690**)

Investigation of a complaint regarding health or safety issues in a license-exempt CSPP program shall begin within 10 days of receipt of the complaint. (Education Code 8235.5; **5 CCR 4692**)

UNIFORM COMPLAINT PROCEDURES (continued)

The preschool administrator or designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. If the complainant has indicated on the complaint form a desire to receive a response to the complaint, the preschool administrator or Superintendent's designee shall, **within 45 working days of the initial filing of the complaint,** report the resolution of the complaint to the complainant **and CDE's assigned field consultant** ~~within 45 working days of the initial filing of the complaint.~~ If the preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. ~~If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting.~~ (Education Code 8235.5; **5 CCR 4692**)

~~Note: Pursuant to Education Code 8235.5, a complainant who is not satisfied with the district's decision related to a complaint of health and safety conditions in a CSPP program may appeal to the Superintendent of Public Instruction. The law does not provide a timeline for filing the appeal, but the 2020-21 FPM instrument provides a timeline of 30 days.~~

~~A complainant may file a written appeal of the district's decision to CDE in accordance with 5 CCR 4632. (Education Code 8235.5)~~

~~Any such appeal shall be filed within 30 days of receiving the decision.~~

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board at a regularly scheduled meeting **and, within 30 days of the date of the written report, may file a written appeal of the district's decision to the Superintendent of Public Instruction in accordance with 5 CCR 4632. (Education Code 8235.5; 5 CCR 4693, 4694)**

~~Note: The following paragraph reflects a requirement of the 2020-21 FPM instrument.~~

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)**

(3/19 5/20) 12/20

CSBA Sample Board Policy

All Personnel

BP 4119.25(a)

4219.25

POLITICAL ACTIVITIES OF EMPLOYEES

4319.25

Note: The following policy pertains to political activities of individual employees acting on their own behalf as well as employee organizations. Employees engaging in political activities on behalf of the district are subject to legal limitations as discussed in BP 1160 - Political Processes. **For any portion of the district's educational program that includes instruction related to political philosophy or activities which may be controversial in nature, see the accompanying administrative regulation and BP 6144 - Controversial Issues.**

The First Amendment generally prohibits districts from disciplining an employee because of the employee's engagement in constitutionally protected political activity. In Pickering v. Board of Education Township High School District, the U.S. Supreme Court held that a teacher may not be dismissed for exercising the right to speak on issues of public importance, including criticisms of the board and superintendent, without proof of false statements made knowingly or recklessly. However, an employee may be disciplined if the speech impedes the employee's proper performance of daily duties or interferes with the regular operation of the schools.

Districts should be careful that employee discipline does not amount to retaliation in response to the exercise of free speech protected by the First Amendment, and are encouraged to consult legal counsel as appropriate.

The Governing Board **recognizes the importance of political activity, voting, and civic engagement, and** respects the right of ~~school-district~~ employees to engage in political discussions and activities **as individuals** on their own time and at their own expense. ~~On such occasions~~ **When engaging in such activities,** employees shall make it clear that they are acting ~~as individuals~~ **on their own behalf** and not as representatives of the district.

(cf. 1160 - Political Processes)

(cf. 6144 - Controversial Issues)

~~Like other community members, employees~~ **District employees, as members of the community,** may use school facilities for meetings, **including political activities, as permitted** under the Civic Center Act **and district policy.**

(cf. 1330 - Use of School Facilities)

Employees shall refrain from prohibited **political** activities identified in law, **Board policy,** and administrative regulations. Employees who engage in these activities shall be subject to disciplinary action and/or criminal penalties.

(cf. 1325 - Advertising and Promotion)

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

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

POLITICAL ACTIVITIES OF EMPLOYEES (continued)

Legal Reference:

EDUCATION CODE

7050-70587 Political activities of school officers and employees

38130-38139 Civic Center Act

51520 Prohibited solicitations on school premises

ELECTIONS CODE

18304 Prohibition against use of district seal in campaign literature

GOVERNMENT CODE

3543.1 Rights of employee organizations

8314 Prohibition against use of public resources for campaign activity

82041.5 Definition of mass mailing

PENAL CODE

424 Punishment for misuse of public funds

COURT DECISIONS

Heffernan v. City of Paterson, (2016) 136 S. Ct. 1412

Diquisto v. County of Santa Clara, (2010) 181 Cal. App. 4th 236

San Leandro Teachers Association v. Governing Board of the San Leandro Unified School District, (2010) 46 Cal. 4th 822

Downs v. Los Angeles Unified School District, (9th Cir. 2000) 228 F.3d 1003

California Teachers Association v. Governing Board of San Diego Unified School District, (1996) 45 Cal.App. 4th 1383

L.A. Teachers Union v. L.A. City Board of Education, (1969) 71 Cal.2d 551

Pickering v. Board of Education Township High School District, (1968) 88 S. Ct. 1731

ATTORNEY GENERAL OPINIONS

84 Ops.Cal.Atty.Gen. 106 (2001)

84 Ops.Cal.Atty.Gen. 52 (2001)

77 Ops.Cal.Atty.Gen. 56 (1994)

PERB PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS

City of Sacramento, (2019) PERB Dec. No. 2702m

Conejo Valley Unified School District, (2009) PERB Dec. No. 2054

East Whittier School District, (2004) PERB Dec. No. 1727

Turlock Joint Elementary School District, (2004) PERB Dec. No. 1490a

California Federation of Teachers, Local 1931 v. San Diego Community College District, (2001) PERB Order Dec. No. 1467 (26-PERC 33014)

Management Resources:

CSBA PUBLICATIONS

Political Activities of School Districts: Legal Issues, 1998, revised 2001

WEB SITES

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

California Office of the Attorney General, Dept. of Justice: <http://oag.ca.gov> eaag.state.ca.us/

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

(6/98 7/02) 12/20

Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

All Personnel	AR 4119.25(a)
	4219.25
POLITICAL ACTIVITIES OF EMPLOYEES	4319.25

Note: Education Code 7055 authorizes the **Governing** Board to establish **rules and** regulations related to ~~(1)~~ officers and employees engaging in political activity during working hours and ~~(2)~~ political activities on district premises.

~~Nothing in Board policy or administrative regulation shall be construed to prevent employees~~
No employee shall be prohibited from soliciting or receiving **political** funds or contributions **to promote the support or defeat of a ballot measure** for ~~political purposes~~ during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

District employees shall not:

1. Use district funds, services, supplies, ~~or~~ equipment, **work hours, or other public resources** to urge the **support** or defeat of any ballot measure or candidate, including any candidate for election to the Governing Board (Education Code 7054, **7056; Government Code 8314**)
2. **Use the district's seal in any campaign literature or mass mailing with the intent to deceive voters, including, but not limited to, the use of a reproduction or facsimile of the seal in a manner that creates a misleading, erroneous, or false impression that the document is authorized by the Board, a Board member, or the district (Elections Code 18304)**

(cf. 1160 - Political Processes)

- ~~2.3.~~ During working hours ~~and on district property~~, solicit or receive any political funds or contributions to promote the passage or defeat of a ballot measure that would affect the rate of pay, hours of work, retirement, civil service or other working conditions (Education Code 7056)

Note: Items #~~3-9~~ **4-9** below present examples of other types of activities that **are not specified in law but** would be prohibited as they constitute a use of public funds, services, supplies or equipment.

- ~~3.4.~~ During working hours ~~and on district property~~, solicit or receive any political funds or contributions to promote the passage or defeat of other types of ballot measures
4. ~~Use district time to urge the passage or defeat of any ballot measure or candidate~~

POLITICAL ACTIVITIES OF EMPLOYEES (continued)

5. Use district equipment for the preparation or reproduction of political campaign materials, **even if the district is reimbursed**

(cf. 3512 - Equipment)

6. Post or distribute political campaign materials **in classrooms, through distance learning platforms, or** on district property

7. Disseminate political campaign materials through the district's mail service, e-mail, or staff mailboxes

(cf. 4040 - Employee Use of Technology)

8. Use students to write, address, or distribute political campaign materials
9. Present viewpoints on particular candidates or ballot measures in the classroom without giving equal time to the presentation of **all perspectives opposing views**

(cf. 6144 - Controversial Issues)

Note: **Optional item #11 10 below prohibits employees from wearing political buttons during instructional time.** In *California Teachers Association v. Governing Board of San Diego*, the **appellate court of Appeal** concluded that a district may prevent its employees from wearing political buttons in its classrooms and when they are otherwise engaged in providing instruction to the district's students. **This authority does not extend to noninstructional time.** The ruling in this case applied to both elementary and secondary teachers. This decision supports and expands upon an earlier Attorney General opinion of 1994, which made a similar conclusion regarding elementary teachers only. **If the d Districts does that** decide to allow teachers to wear political buttons during instructional time, **it may not support this activity with public funds nor selectively permit some speech while prohibiting other speech.** **Optional item #10 below would prohibits political buttons during instructional time.**

The authority to prohibit political buttons does not extend to noninstructional time. However Although not binding, in 2001 the Attorney General opined that teachers cannot be prevented from wearing political buttons at Back-to-School Night because it is a noninstructional setting, parents/guardians are less likely than students to be unduly influenced by these political expressions, and teachers' political buttons are not likely to be perceived as reflecting the district's views. **Attorney General opinions are not binding but are given deference by the courts.**

In East Whittier School District, the Public Employment Relations Board (PERB) found that the wearing of union buttons that favor or oppose any matter that is the subject of negotiations does not constitute a political activity, and that a district policy prohibiting employees from wearing such buttons violated the Educational Employment Relations Act. See BP 4140/4240/4340 - Bargaining Units.

POLITICAL ACTIVITIES OF EMPLOYEES (continued)

10. Wear buttons, **hats**, or **other** articles of clothing that express political opinions on ballot measures or candidates during instructional time

~~However, teachers shall not be prohibited from wearing political buttons during noninstructional time, such as Back to School Night.~~

~~Nothing in Board policy or administrative regulation shall be construed to prevent employees from soliciting or receiving funds or contributions for political purposes during nonworking time, including before and after school, the lunch period or other scheduled work intermittency during the school day. (Education Code 7056)~~

Political Activities of Employee Organizations

~~Employee organizations may use district mailboxes and other means to communicate with employees, subject to reasonable regulation. Employee organizations may have access at reasonable times to areas in which employees work; may use institutional bulletin boards, mailboxes, and other means of communication and may use district facilities at reasonable times for the purpose of meetings. (Government Code 3543.1)~~

Note: ~~In California Federation of Teachers, Local 1931 v. San Diego Community College District, PERB found that a district regulation prohibiting a union from using the district's mail system and other equipment for the distribution of political flyers was not an unfair practice charge. According to PERB, Education Code 7054 clearly prohibits such use, even when the union reimburses the district for costs, and the mandate of Education Code 7054 removes the issue from the scope of representation. In **San Leandro Teachers Association v. Governing Board of San Leandro Unified School District**, the California Supreme Court held that the district's refusal to permit union communication through school mailboxes which included endorsements of certain school board candidates was within the scope of Education Code 7054. The court concluded that the policy did not violate Government Code 3543.1, which gives school employee organizations the right to use internal mailboxes subject to "reasonable regulation." It further held that a policy that bans candidate endorsements pursuant to Education Code 7054 to preserve the integrity of the electoral process does not unduly limit a union's statutory right of access nor does it interfere with the union's core mission of advocating for its members. The court emphasized the narrowness of its holding, and stated that school boards are not prohibited from opening up mailboxes to political endorsement literature as long as this "nonpublic forum" is made available to all sides on an equitable basis. This holding does not extend to literature that merely urges the involvement in upcoming elections and informs union members how to do so, or engages in public policy discussion in more general terms. Also see PERB rulings in **Conejo Valley Unified School District** and **San Diego Community College District**.~~

~~However, **e**Employee organizations shall not use district funds, services, supplies, or equipment, such as **staff mailboxes or** the district mail system, to urge the **passage-support** or defeat of any ballot measure or candidate, including any candidate for election to the Board. (Education Code 7054)~~

POLITICAL ACTIVITIES OF EMPLOYEES (continued)

(cf. 4140/4240/4340 - Bargaining Units)

No employee organization or its officers, agents, or representatives shall be prohibited from soliciting or receiving political funds or contributions to promote the passage or defeat of a ballot measure during nonworking time, including before and after school, the lunch period, or other scheduled work intermittency during the school day. (Education Code 7056)

~~Access to district communication channels shall be limited in cases where such access would be disruptive to district operations.~~

~~In the event of a concerted action or work stoppage, political activities by employee organizations and individual employees shall be restricted to peaceful informational picketing and other activities allowed by law.~~

~~*(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)*~~

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CSBA Sample Board Policy

All Personnel

BP 4140(a)

4240

BARGAINING UNITS

4340

Note: Pursuant to Government Code 3544, an employee organization may become the employees' exclusive representative for negotiations by filing a request with the district providing proof that a majority of the employees in an appropriate unit wish to be represented by that organization. Notice of such request must be immediately posted conspicuously on all employee bulletin boards in each district facility in which members of the unit are employed. Government Code 3544.1 requires the district to grant the request for recognition unless (1) the district doubts the appropriateness of the unit, (2) another employee organization files a challenge to the appropriateness of the unit or submits a competing claim of representation within 15 work days of the posting of notice of the written request, or (3) the district currently has a lawful written agreement with another employee organization representing the same employees.

Pursuant to Government Code 3540.1, the definition of "exclusive representative" includes representation of "all public school employees" other than management and confidential employees, as defined.

Government Code 3543 provides that public school employees have the right to represent themselves individually in their employment relations with the district except that, once an exclusive representative has been recognized, an employee in that unit is prohibited from meeting and negotiating with the district.

The Governing Board recognizes the right of district employees to form a bargaining unit, select an employee organization as their exclusive representative, and be represented by that organization in their employment relationship with the district. The Board is committed to negotiating in good faith with recognized employee organizations and respecting the rights of employees and employee organizations.

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

(cf. 9000 - Role of the Board)

The district shall not dominate or interfere with the formation or administration of any employee organization or contribute financial or other support to it. (Government Code 3543.5)

Note: In East Whittier School District, the Public Employment Relations Board (PERB) found that the district's policy limiting the wearing of union buttons that favor or oppose any matter that is the subject of negotiations in the classroom or in other instructional areas in the presence of students violated the Educational Employment Relations Act, as there was no finding of special circumstances which would limit the established right of employees to wear union buttons in the workplace, nor was there a finding that wearing the union buttons was a political activity. PERB continues to use a case-by-case approach to determine whether a district's policy restricting employees from wearing union buttons is justified by special circumstances. See PERB's ruling in City of Sacramento. Due to the legal uncertainty in this area, districts are encouraged to consult legal counsel prior to limiting the wearing of union buttons that support the union's position in collective bargaining.

BARGAINING UNITS (continued)

Employees shall not be prohibited from wearing union buttons or other items that favor or oppose the formation of a bargaining unit or any matter that is the subject of negotiations.

(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)

Formation of Bargaining Units

Certificated and classified employees shall not be included in the same bargaining unit. (Government Code 3545)

The district may recognize a bargaining unit of supervisory employees if: (Government Code 3545)

1. The bargaining unit includes all supervisory employees.
2. The supervisors are not represented by the same organization that represents employees whom the supervisory employees supervise.

(cf. 4300 - Administrative and Supervisory Personnel)

(cf. 4301 - Administrative Staff Organization)

(cf. 4312.1 - Contracts)

For this purpose, *supervisory employee* means any employee, regardless of job description, having the authority, in the interest of the district, to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward, discipline, assign work, direct, adjust grievance of other employees, or effectively recommend that action. The exercise of this authority shall not be merely routine or clerical in nature, but shall require the use of independent judgment. (Government Code 3540.1)

Note: Pursuant to Government Code 3543.4, management and confidential employees, as defined in Government Code 3540.1, are excluded from the right to be represented in negotiations by an employee organization. The Public Employment Relations Board ultimately determines, based upon the duties of the position, which positions qualify as "management" or "confidential" and thus are excluded from bargaining.

Employees serving in management, senior management, or confidential positions shall not be represented by an exclusive representative. Such employees may represent themselves individually, ~~or,~~ **For purposes other than negotiations and bargaining, such employees** may be represented by an employee organization whose membership is composed entirely of

BARGAINING UNITS (continued)

employees designated as holding those positions. ~~When represented by an employee organization, that organization shall not meet and negotiate with the district.~~ For this purpose: (Government Code 3540.1, 3543.4)

1. *Management employee* means any employee who has significant responsibilities for formulating district policies or administering district programs, and whose position is designated as a management position by the Board.
2. *Confidential employee* means any employee who is required to develop or present management positions with respect to employer-employee relations or whose duties normally require access to confidential information that is used to contribute significantly to the development of management positions.

Membership

~~Note: Government Code 3550, as amended by SB 866 (Ch. 53, Statutes of 2018), prohibits a district from deterring or discouraging employees or job applicants from authorizing representation by or making dues deductions to an employee organization.~~

The district shall not deter or discourage employees or job applicants from becoming or remaining members of an employee organization, authorizing representation by an employee organization, or authorizing dues or fee deductions to an employee organization. In addition, the district shall not impose or threaten to impose reprisals on employees, discriminate or threaten to discriminate against employees, or otherwise interfere with, restrain, or coerce employees because of their membership or nonmembership in an employee organization. (Government Code 3543.5, 3550)

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)

Note: The following paragraph **remainder of this section** is **optional**. Government Code 3553, ~~as added by SB 866 (Ch. 53, Statutes of 2018)~~, establishes requirements for districts that choose to disseminate a mass communication regarding employees' rights to join, support, or refrain from joining or supporting an employee organization. A "mass communication" means any written document, including a script for an oral or recorded presentation or message, intended for multiple employees.

Districts should exercise caution and consult with legal counsel before communicating with employees about their rights to join or not join an employee organization to avoid violating the law against unfair labor practices. When an employee approaches the district with questions specifically about the benefits of the membership in an employee organization, the employee should be referred to the employee organization.

BARGAINING UNITS (continued)

The Superintendent or designee may communicate with district employees regarding their rights under the law. Such communications shall be factual and accurate, and may not promise a benefit, threaten a reprisal, or in any way deter or discourage employees from joining an employee organization or paying dues.

However, before disseminating to multiple employees any mass communication concerning employees' right to join or support an employee organization or to refrain from joining or supporting an employee organization, such as a written document or script for oral or recorded presentation or message, the Superintendent or designee shall meet and confer with the employees' exclusive representative regarding the content of the communication. If the district and exclusive representative do not come to agreement on the content of the mass communication, the Superintendent or designee may disseminate the district's mass communication provided that, at the same time, copies of the exclusive representative's communication, which shall be of reasonable length, are also distributed. (Government Code 3553)

Access to Employee Orientations and Contact Information

The district shall permit employee organizations access to new employee orientations where newly hired employees are advised, whether in person, online, or through other means or mediums, of their employment status, rights, benefits, duties, responsibilities, or any other employment-related matters. The district shall provide employee organizations at least 10 days' notice in advance of an orientation. However, in any specific instance where an unforeseeable, urgent need critical to the district's operation prevents the required 10 days' notice, a shorter notice may be provided. (Government Code 3555.5, 3556)

The structure, time, and manner of the access to new employee orientations shall be determined by mutual agreement of the district and the exclusive representative, following a request to negotiate by either party. If the district and exclusive representative fail to reach an agreement, matters related to the access to new employee orientation shall be subject to compulsory interest arbitration. The district and employee organization may mutually agree to submit any dispute to compulsory interest arbitration at any time. In addition, if any dispute arises during negotiations and is not resolved within 45 days after the first meeting or within 60 days after the initial request to negotiate, whichever is earlier, either party may make a demand for compulsory interest arbitration. When any such dispute arises during the summer when the district's administrative office is closed, the timeline shall commence on the first day the administrative office reopens. The decision of the arbitrator shall be final and binding on the parties. (Government Code 3556, 3557)

Note: SB 866 (Ch. 53, Statutes of 2018) amended Government Code 3556 to add the following requirement.

BARGAINING UNITS (continued)

The date, time, and place of the orientation shall not be disclosed to anyone other than employees, the exclusive representative, or a vendor that is contracted to provide a service for purposes of the orientation. (Government Code 3556)

Access to Employee Contact Information

Note: Pursuant to Government Code 3558, districts are required to provide recognized employee organizations with specified contact information for new employees in the bargaining unit, as provided below. The information required by Government Code 3558 must be provided in a manner consistent with Government Code 6254.3, which authorizes disclosure of an employee's home address, home telephone number(s), and personal cell phone number to an employee organization unless the district receives a written request by the employee to not disclose the information. Pursuant to Government Code 6254.3, the personal email address of an employee is not disclosable unless used by the employee to conduct public business. The following paragraph should be revised if districts have an agreement with their employee organization(s) requiring more frequent or more detailed contact lists.

In County of Los Angeles v. Service Employees International Union, Local 721, the California Supreme Court held that (1) an employer has a duty to provide information relevant to collective bargaining to the applicable bargaining unit and failure to do so is a violation of the employer's obligation to bargain in good faith; (2) the disclosure of an employee's home address and phone number(s) by an employer to the union **is presumptively relevant to the union's role as bargaining agent and** does not violate the employee's constitutional right of privacy; and (3) other avenues for implementing privacy safeguards are available, such as bargaining for a notice and opt-out procedure or drafting employment contracts that will notify employees that their home contact information is subject to disclosure to the union and that they may request nondisclosure.

The Superintendent or designee shall provide an exclusive representative with the name, job title, department, work location, telephone numbers (work, home, and personal cell phone), personal email address(es) on file with the district, and home address of any newly hired employee in the bargaining unit, within 30 days of hire or by the first pay period of the month following hire. In addition, the Superintendent or designee shall provide the same information in regard to all employees in the bargaining unit to an exclusive representative at least every 120 days, unless more frequent or detailed lists are required by agreement with the exclusive representative. (Government Code 3558, 6254.3)

However, the Superintendent or designee shall not disclose the home address and any phone numbers on file for employees performing law enforcement-related functions, nor **shall he/she** disclose the home address, home or personal cell phone number(s), or personal email address(es) of any employee who is a participant in the Safe at Home address confidentiality program pursuant to Government Code 6207 or **of** any employee who provides **a** written request that the information not be disclosed for this purpose. Following receipt of a written request, the district shall remove the employee's home address, home and personal cell phone

BARGAINING UNITS (continued)

numbers, and personal email address from any mailing list maintained by the district unless the list is only used by the district to contact the employee. (Government Code 3558, 6207, 6254.3)

(cf. 1340 - Access to District Records)

Communications with Employees

Employee organizations may have access at reasonable times to areas in which employees work and may use district facilities at reasonable times for the purpose of meetings. Subject to reasonable regulation, employee organizations may also use institutional bulletin boards, mailboxes, and other means of communication to communicate with employees. (Government Code 3543.1)

Access to district means of communication shall be limited in cases where such access would be disruptive to district operations.

Membership Dues or Other Payments to an Employee Organization

Note: Bargaining unit employees who choose to join the employee organization pay membership dues, which are deducted from the employee's salary or wage payment as provided below. Pursuant to the U.S. Supreme Court's decision in Janus v. American Federation of State, County, and Municipal Employees, bargaining unit employees who choose not to join an employee organization ~~may no longer~~ **cannot** be required to pay any fees to the employee organization. However, pursuant to Education Code 45060 and 45168, ~~as amended by SB 866 (Ch. 53, Statutes of 2018)~~, an employee who chooses not to join an employee organization may be charged fees for applicable services, programs, or committees provided to ~~him/her~~ **the employee** by the employee organization if that nonmember employee first affirmatively and voluntarily consents to pay those fees to the employee organization, as required by Janus v. AFSCME.

~~As provided in the following section,~~ Education Code 45060 and ~~45168~~ 45068, ~~as amended by SB 866 (Ch. 53, Statutes of 2018)~~, set forth the process for handling authorizations, changes, and cancellations for dues or other payments, and provide safeguards for districts that rely on information provided by an employee organization concerning such payroll deductions (i.e., the employee organization's indemnification of the district against any employee's claim based on such reliance).

~~Specifically, Education Code 45060 and 45168, as amended, provide that the employee organization will handle and process employee written authorizations if it certifies that it has and will maintain individual employee authorizations. When such certification is provided to the district, the employee organization is not required to submit a copy of the written authorization in order for the payroll deductions to be effective, unless there is a dispute about the existence or terms of the written authorization. The employee organization is required to indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization.~~

BARGAINING UNITS (continued)

~~When an employee organization declines to provide such certification pursuant to Education Code 45060 and 45168, then the district should request a copy of the employee written authorization before making the payroll deductions. Education Code 45060 and 45168 require that the district honor the terms of the employee's written authorization for payroll deductions, which thus requires the district to first see a copy of such authorization in order to honor its terms.~~

~~Pursuant to Education Code 45060 and 45168, as amended, employee requests to cancel or change authorization for payroll deductions must be directed to the employee organization rather than the district.~~

When drawing an order for the salary or wage payment of a bargaining unit employee of an employee organization, the district shall deduct any amount which has been requested by the employee in a revocable written authorization for the purpose of paying dues or other payments for any service, program, or committee provided or sponsored by the employee organization. (Education Code 45060, 45168)

An employee organization that certifies that it has and will maintain individual employee authorizations shall handle and process employee written authorizations for payroll deductions. When an employee organization provides such a certification to the district, the district shall rely on information from the employee organization regarding the amounts of such payroll deductions and from which employees. The employee organization shall not be required to submit to the district a copy of the written authorization in order for the payroll deductions to be effective. However, when there is a dispute about the existence or terms of the written authorization, a copy of the employee's written authorization shall be submitted to the district. The employee organization shall indemnify the district for any employee claims regarding payroll deductions made by the district in reliance on notification from the employee organization. (Education Code 45060, 45168)

When an employee organization which has declined to certify that it will handle and process employee written authorizations makes a request for payroll deductions, the district shall request a copy of the employee's written authorization before making the payroll deductions. (Education Code 45060, 45168)

A written authorization shall remain in effect until expressly revoked in writing by the employee and pursuant to the terms of the written authorization. Employee requests to cancel or change authorizations for payroll deductions for employee organizations shall be directed to the employee organization rather than the district. The employee organization shall be responsible for processing these requests. The district shall rely on the information provided by the employee organization regarding whether deductions for an employee organization were properly canceled or changed. The employee organization shall be required to indemnify the district for any claims made by an employee for deductions made by the district in reliance on information from the employee organization. (Education Code 45060, 45168)

Legal Reference: (see next page)

BARGAINING UNITS (continued)

Legal Reference:

EDUCATION CODE

45060-45061.5 Deduction of fees from salary or wage payment, certificated employees

45100.5 Senior management positions

45104.5 Abolishment of senior classified management positions

45108.5 Definition of senior classified management employees

45108.7 Waiver of provisions of 45108.5

45168 Deduction of fees from salary or wage payment, classified employees

45220-45320 Merit system, classified employees

GOVERNMENT CODE

3540-3549.3 Educational Employment Relations Act, especially:

3540.1 Definitions

3543.4 Management position; representation

3545 Appropriateness of unit; basis

3550-3552 Prohibition on public employers deterring or discouraging union membership

3555-3559 Public employee communication, information and orientation

6205-6210 Confidentiality of addresses for victims of domestic violence, sexual assault or stalking

6254.3 Disclosure of employee contact information to employee organization

6503.5 Joint powers agencies

53260-53264 Employment contracts

CODE OF REGULATIONS, TITLE 8

33015-33490 Recognition of exclusive representative; proceedings

33700-33710 Severance of established unit

34020 Petition to rescind organizational security arrangement

34055 Reinstatement of organizational security arrangement

COURT DECISIONS

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

Friedrichs v. California Teachers Association, et al., (2016) 136 S.Ct. 1083

County of Los Angeles v. Service Employees International Union, Local 721, (2013) 56 Cal. 4th 905

PUBLIC EMPLOYMENT RELATIONS BOARD RULINGS

City of Sacramento, (2019) PERB Dec. No. 2702m

East Whittier School District, (2004) PERB Dec. No. 1727

Management Resources:

WEB SITES

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

Association of California School Administrators: <http://www.acsa.org>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

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

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

Students

BP 5113.2(a)

WORK PERMITS

Note: The following **optional** policy may be revised to reflect district practice. Education Code 49160 requires **all** minors to obtain a work permit issued by the proper educational officers in order to accept employment, even for periods when school is not in session. See the accompanying administrative regulation for further information about the conditions under which a work permit is required, **specified exceptions**, and the process for issuing permits.

The Governing Board recognizes that part-time employment can provide students with income, **as well as job experience, and valuable life skills** that can help them develop appropriate workplace skills and attitudes **and should be permitted to the extent that such employment does not interfere with a student's education.** ~~Upon obtaining an~~ **Before accepting any** offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee, ~~in accordance with law,~~ regardless of whether the employment will occur when school is in session and/or not in session, **unless otherwise exempted by law.**

(cf. 6178 - Career Technical Education)

Note: Education Code 49111, 49112, and 49116 and Labor Code 1391-1391.1 limit the number of hours that students may work on school days and days when school is not in session; see the accompanying administrative regulation. According to the ~~California Department of Education~~ **Department of Industrial Relations' Child Labor Laws**, districts have discretion to establish lower limits than provided by law for the maximum number of work hours and may impose additional requirements such as a minimum grade point average (e.g., 2.0) for issuance of a work permit. **However, Education Code 49200, as added by AB 908 (Ch. 64, Statutes of 2020), prohibits consideration of grades, grade point average, or school attendance in the event the student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency. See the accompanying administrative regulation.**

The following **optional** paragraph should be revised to reflect criteria established by the Board.

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits **must shall be required to** demonstrate and maintain a 2.0 grade point average and satisfactory school attendance, **except during periods of extended school closure due to an emergency as described in Education Code 49200 and the accompanying administrative regulation.** On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Students with work permits may be exempted from attendance in a full-time day school provided they attend part-time classes. (Education Code 48230)

WORK PERMITS (continued)

(cf. 5112.1 - Exemptions from Attendance)

Note: Education Code 49130-49135 specify circumstances under which students between the ages of 14 and 18 may receive a permit to work full time.

Work permits shall be limited to part-time employment as defined by law, except when the Superintendent or designee determines that circumstances warrant the granting of a permit for full-time employment.

Any student authorized to work full time when school is in session shall be enrolled in part-time continuation classes. A student age 14 or 15 who receives a permit to work full time shall also be enrolled in a work experience education program. (Education Code 49130, 49131, 49135)

(cf. 6178.1 - Work-Based Learning)
(cf. 6184 - Continuation Education)

Legal Reference: (see next page)

WORK PERMITS (continued)

Legal Reference:

EDUCATION CODE

48230 Exemption from full-time school attendance for students with work permits

48231 Exemption from compulsory attendance for students entering attendance area near end of term

49100-49101 Compulsory attendance

49110-49119 Permits to work

49130-49135 Permits to work full time

49140-49141 Exceptions

49160-49165 Employment of minors; duties of employers

49180-49183 Violations

49200 Permit to work during extended emergency school closure

51760-51769.5 Work experience education

52300-52499.66 Career technical education

LABOR CODE

1285-1312 Employment of minors

1391-1394 Working hours for minors

CODE OF REGULATIONS, TITLE 5

10120-10121 Work permits

16023-16027 District records, retention and destruction

CODE OF REGULATIONS, TITLE 8

11701-11707 Prohibited and dangerous occupations for minors

11750-11763 Work permits and conditions, minor employed in entertainment industry

CODE OF FEDERAL REGULATIONS, TITLE 29

570.1-570.129 Child labor regulations

ATTORNEY GENERAL OPINIONS

18 Ops.Cal.Atty.Gen. 114 (1951)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Work Permit Handbook for California Schools: Laws and Regulations Governing the Employment of Minors, 2007

Permit to Employ and Work, Form B1-4

Statement of Intent to Employ a Minor and Request for a Work Permit - Certificate of Age, Form B1-1

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000-2013

WEB SITES

California Department of Education, Work Experience Education: <http://www.cde.ca.gov/ci/ct/we>

California Department of Education, Office of Regional Occupational Centers and Programs and Workforce Development: <http://www.cde.ca.gov/ci/et/wd>

California Department of Industrial Relations: <http://www.dir.ca.gov>

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Policy Reference UPDATE Service

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CSBA Sample Administrative Regulation

Students

AR 5113.2(a)

WORK PERMITS

Note: Education Code 49160 requires all minors to obtain a work permit in order to accept employment. Labor Code 1286 defines "minors" as persons under the age of 18 years who are subject to the state's compulsory attendance laws. ~~Once a minor is~~ **Students who are 18 years of age and are** no longer subject to compulsory attendance pursuant to Education Code 49101 ~~(e.g., is age 18, has graduated from high school, or has received a certificate of proficiency), he/she is~~ **are** not required to obtain a work permit **even if they have not yet graduated from high school. Pursuant to Education Code 49114, students who have graduated early from high school or have received a certificate of proficiency need a "certificate of age" to be employed. Pursuant to 5 CCR 10120.1, the certificate of age is contained within the California Department of Education's (CDE) Statement of Intent to Employ a Minor and Request for Work Permit - Certificate of Age (Form B1-1), available on its web site.**

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including **a student**s who **have has** not yet graduated from high school or **have has** not received a certificate of proficiency, shall obtain a work permit.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Note: State and federal labor laws generally require that minors be at least 14 years of age to be employed, although Education Code 49111 authorizes the issuance of a work permit to a minor who is at least 12 years of age for periods when school is not in session.

The district may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a ~~minor~~ **student age 14-17 years of age**. The district also may issue a permit to any ~~minor age~~ **student 12-17 years of age** to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance **pursuant to Education Code 48231** because ~~he/she~~ **the student** arrived from another state within 10 days before the end of the school term ~~pursuant to Education Code 48231~~. (Education Code 49111, 49113, 49160)

(cf. 6178.1 - Work-Based Learning)

If a ~~minor~~ **student** has obtained an offer of employment in the entertainment industry, ~~he/she~~ **the student** shall request a work permit from the California Department of Industrial Relations, Division of Labor Standards Enforcement, pursuant to Labor Code 1308.5 and 8 CCR 11752-11753.

A work permit shall not be required for a student who is not receiving pay or financial reimbursement for services rendered in volunteer services or educational purposes, is

WORK PERMITS (continued)

not in an employer-employee relationship in accordance with the Fair Labor Standards Act, is serving as an unpaid trainee or volunteer or in an in-school placement, and has submitted written parent/guardian permission. (5 CCR 10121)

Note: The following paragraph reflects exemptions cited in **Education Code 49112 and 49141, Labor Code 1394, and California Department of Education's (CDE) Work Permit Handbook for California Schools** and the Department of Industrial Relations' (DIR) **Child Labor Laws**.

In addition, a A student shall not be required to obtain a work permit if **he/she the student** is self-employed; is working at odd jobs such as yard work and babysitting in private homes where **he/she the student** is not regularly employed; is a self-employed news carrier delivering newspapers to consumers on a regular route; is employed **by his/her parent/guardian in agricultural, horticultural, viticultural, or** domestic labor **during non-school hours when the work is performed for or under the control of the parent/guardian and is performed upon** ~~or~~ or in connection with premises the parent/guardian owns, operates, or controls; or is otherwise exempted by law.

Persons Authorized to Issue Work Permits

Note: Education Code 49110 specifies persons authorized to issue work permits in the district, including the Superintendent, a designated employee holding a services credential with a specialization in pupil personnel services, a certificated work experience education teacher or coordinator, and, **as amended by AB 66 (Ch. 214, Statutes of 2009)**, a principal or other school administrator designated by the principal. Pursuant to Education Code 49110, if the district does not employ or contract with a person holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, the Superintendent may provide written authorization for a person without such qualifications to **temporarily** issue work permits when the Superintendent is absent from the district. Education Code 49110 also authorizes a charter school chief executive officer or designee, the County Superintendent of Schools or designee, or private school principal or designee to issue a work permit.

Items #1-3 below may be revised to specify the position(s) of the employee(s) responsible for issuing work permits in the district.

The following individuals are authorized to issue a work permit to a **minor** student in the district: (Education Code 49110)

1. The Superintendent
2. An employee holding a services credential with a specialization in pupil personnel services or a certificated work experience education teacher or coordinator, when authorized by the Superintendent in writing
3. A principal, or another school administrator designated by the principal, provided that **he/she the principal or designee:**

WORK PERMITS (continued)

- a. Provides a self-certification that **he/she the principal or designee** understands the requirements of law for issuing a work permit
- b. Does not issue a work permit to **his/her the principal's or designee's** own child

If the person designated to issue work permits is not available and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may **temporarily** authorize another person to issue the permit. (Education Code 49110)

Approval Process Application

The student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider shall file a written request for a work permit. (Education Code 49110)

Note: The request for a permit must be submitted to the district on a form approved by CDE pursuant to Education Code **49117 and 49162-49163** (CDE Form B1-1, "Statement of Intent to Employ a Minor and Request for Work Permit - **Certificate of Age**").

The request for a work permit shall be submitted to the Superintendent or designee on a form approved by the California Department of Education (CDE). **The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.**

If the student is applying for a full-time work permit, the student and the student's parent/guardian shall generally be required to appear before, and submit the application to, the Superintendent or designee. (Education Code 49132)

Note: Education Code 49200, as added by AB 908 (Ch. 64, Statutes of 2020), and Education Code 49132, as amended by AB 908, establish the following flexibility in the application process in the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency.

In the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency, the required documentation, including signatures, may be collected electronically. In addition, if the application is for a full-time work permit, the student and parent/guardian shall not be required to appear in person before the Superintendent or designee if the completed application has been successfully submitted electronically and the student and parent/guardian have attended a video conference with the person issuing the work permit. (Education Code 49132, 49200)

WORK PERMITS (continued)**Approval Process**

The Superintendent or designee shall have discretion to determine whether or not to issue the work permit.

Note: The following **optional** paragraph should be revised to reflect any criteria established by the Governing Board for the issuance of work permits; see the accompanying Board policy.

In determining whether to approve a work permit, the Superintendent or designee shall verify the student's date of birth, the type of work permit to be issued, and whether the student meets any other criteria established by the Governing Board. The Superintendent or designee may inspect the student's records and/or may confer with at least one of the student's teachers for evidence of satisfactory grades and school attendance and to determine whether the student possesses the motivation and maturity to maintain academic progress while working.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Note: Although districts generally have the authority to impose additional requirements on the issuance of work permits, Education Code 49200, as added by AB 908, prohibits consideration of grades, grade point average, or school attendance in the event of an extended physical closure of the campus due to a natural disaster, pandemic, or other emergency.

However, a work permit shall not be denied based on a student's grades, grade point average, or school attendance under either of the following circumstances: (Education Code 49120, 49200)

1. The student's school has been physically closed for an extended time due to a natural disaster, pandemic, or other emergency.
2. The student is applying for a work permit in order to participate in a government-administered employment and training program that will occur during the regular summer recess or vacation of the student's school.

Minors Students shall not be approved to work in environments declared hazardous or dangerous for young workers or otherwise prohibited by child labor laws. (Labor Code 1290-1298; 29 CFR 570.33, 570.50-570.72)

Note: State and federal regulations pertaining to work hours are summarized on the reverse side of the CDE's "Statement of Intent to Employ Minor and Request for Work Permit" and in the DIR's Child Labor Laws. The following paragraph reflects legal requirements establishing maximum work hours for minors, but may be revised to reflect any more restrictive work hours established by Board policy.

AB 66 (Ch. 214, Statutes of 2009) amended Education Code 49110 to clarify that the hour limitations that apply to a work permit issued by the district must be based on the school calendar of the school that the student attends.

WORK PERMITS (continued)

The Superintendent or designee shall ensure that the requested work hours do not exceed the maximum work hours specified in law based on the student's age and whether the employment will occur while school is in session and/or not in session. (Education Code 49111, 49112, 49116; Labor Code 1391-1391.1; 29 CFR 570.35)

Note: Pursuant to Education Code 49130-49131, the district may issue a work permit authorizing full-time employment while school is in session to a student age 14-17. However, for students age 14-15, Education Code 49130 specifies ~~narrow circumstances under which the student may be issued a permit for full-time employment~~ **that the student must have completed elementary school, the permit must expire at the end of the current school year, and either (1) the student's earnings are needed due to a parent/guardian's death or incapacity to work by reason of illness or injury, (2) the earnings are needed due to the student's inability to reside with the family, or (3) a student who is in foster care has written authorization from a social worker, probation officer, or child protective services worker acting as an officer of the court for the purpose of furthering the goal of emancipation.**

Full-time employment may be authorized for students **age 14-17 years of age only**—in accordance with Education Code 49130-49135.

(cf. 6184 - Continuation Education)

Note: **Pursuant to Education Code 49117, work permits must be issued on forms prepared and provided by the Superintendent of Public Instruction (SPI), or on forms produced by the district when authorized by the SPI.** ~~The district is responsible for printing the permits required for the employment of minors, which must contain the information provided on the~~ CDE's "Permit to Employ and Work" (CDE Form B1-4) **is available on its web site.**

All work permits shall be issued ~~in a format approved and authorized~~ **on forms provided by the or authorized by** CDE. (Education Code 49117)

Note: The following two paragraphs reflect information provided in ~~the CDE's Work Permit Handbook for California Schools~~ **DIR's Child Labor Laws.**

Each permit shall authorize work for a specific employer. Whenever a student changes employers, ~~he/she~~ **the student** shall request a new permit.

The student may be issued more than one work permit if ~~he/she~~ **the student** works concurrently for more than one employer, provided that the total number of hours worked does not exceed the total number of hours allowed by law and the district.

Note: The following **optional** paragraph is for use by districts that allow principals or their designees to issue work permits; see item #3 in the section "Persons Authorized to Issue Work Permits" above. ~~As amended by AB 66 (Ch. 214, Statutes of 2009), Education Code 49110 establishes the following requirement for principals or designees authorized to issue work permits.~~

WORK PERMITS (continued)

Whenever a work permit is issued by a principal or other designated school administrator, the principal or designee shall submit to the Superintendent a copy of each work permit **he/she issued**, along with a copy of the application. (Education Code 49110)

The Superintendent or designee shall periodically inspect the grades and attendance records of students granted work permits to ensure maintenance of academic progress and any additional criteria established in Board policy.

Expiration of Work Permits

Work permits issued during the school year shall expire five days after the opening of the next succeeding school year. (Education Code 49118)

Note: The following **optional** paragraph may be revised to reflect district practice, including establishing a time period for submitting a renewal request before the permit expires.

Before the work permit expires, a student may apply for a renewed work permit in accordance with the procedures specified in the section "Approval Process" above.

Revocation of Work Permits

The Superintendent or designee shall revoke a student's work permit whenever **he/she the Superintendent or designee** determines that **the** employment is **interfering with the student's education impairing the health or education of the student**, **that** any provision or condition of the permit is being violated, **or that** the student is performing work in violation of law, **or any condition for the issuance of the permit no longer exists or never existed**. (Education Code 49116, 49164; **Labor Code 1300**)

~~Note: Education Code 49110, as amended by AB 66 (Ch. 214, Statutes of 2009), provides that the Superintendent may revoke a work permit issued by a principal or designee under the circumstances described below.~~

The Superintendent may revoke a work permit issued by a principal of a public or private school located within the district if the Superintendent becomes aware of any grounds upon which the student may be deemed ineligible for a work permit under law. (Education Code 49110)

Retention of Records

Note: ~~According to the CDE, a~~ **A** work permit is **a "continuing record" which shall not be destroyed until the fourth year after it has been** classified as Class 3 - Disposable Record pursuant to 5 CCR 16026 **and thus should not be destroyed until four years after it was issued**. See AR 3580 - District Records for further information about the classification and disposal of records.

WORK PERMITS (continued)

The Superintendent or designee shall retain a copy of the work permit application and the work permit until the end of the fourth year after the work permit was issued. (5 CCR 16026)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

Students

BP 5126(a)

AWARDS FOR ACHIEVEMENT

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for exemplary achievement in academic, **athletic, artistic,** extracurricular, **athletic, and or** community service activities.

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5127 - Graduation Ceremonies and Activities)

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

District/School Awards

Note: Education Code 44015 authorizes the Governing Board to give district-level awards to students for "excellence" and mandates that the district adopt rules and regulations implementing any such awards program. See the accompanying administrative regulation for language implementing this mandate.

Pursuant to Education Code 44015, when such an awards program is established in a district, the Board must budget funds for this purpose, but may authorize awards from funds under its control whether or not budgeted funds have been provided or the budgeted funds are exhausted.

Student awards may include verbal recognition, a letter, a certificate, a Board resolution, public ceremony, trophy, gift, plaque, or **cash monetary** gift.

The Superintendent or designee shall develop criteria for the selection of student award recipients.

Golden State Seal Merit Diploma

Note: The following **optional** section is for use by districts that maintain high schools. Education Code 51450-51455 establish the Golden State Seal Merit Diploma which may be awarded by the Superintendent of Public Instruction (SPI) and the State Board of Education to students identified as demonstrating mastery of the high school core curriculum. See the accompanying administrative regulation for eligibility criteria.

At graduation from high school, **special recognition shall be awarded to those** students whose academic achievements in core curriculum areas have been outstanding **shall receive special recognition.**

The Superintendent or designee shall identify **graduating** high school students who have demonstrated mastery of the high school curriculum qualifying them for the Golden State Seal Merit Diploma. (Education Code 51454)

(cf. 6162.51 - State Academic Achievement Tests)

AWARDS FOR ACHIEVEMENT (continued)**State Seal of Biliteracy Award**

Note: The following **optional paragraph section** is for use by districts maintaining one or more high schools. Education Code 51460-51464 establish the State Seal of Biliteracy, a voluntary program which recognizes high school graduates who have attained a high level of proficiency in one or more languages in addition to English. The SPI will provide an insignia that can be affixed to the diploma or transcript of eligible students. See the accompanying administrative regulation for eligibility criteria for the award. Districts that choose to adopt their own criteria and present a district-level biliteracy award may revise the following paragraph accordingly.

The district shall present the State Seal of Biliteracy to each graduating high school student who has attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. (Education Code 51460-51464)

(cf. 6142.2 - World ~~Foreign~~ Language Instruction)
(cf. 6174 - Education for English Learners)

Note: The following **optional paragraph** is for use by districts that choose to present biliteracy awards at other grade levels, and should be revised to reflect district practice. Californians Together, a statewide coalition working to enhance the success of English learners, recommends issuing local "pathway awards" recognizing benchmarks toward biliteracy at preschool, grade 3, end of elementary school, ~~and~~ end of middle school, **and when a student who is an English learner is reclassified as fluent English proficient.**

In order to affirm the value of bilingualism and encourage students' enrollment in world language programs, the Superintendent or designee may present awards at appropriate grade levels to recognize the pursuit and/or attainment of grade-level proficiency in one or more languages in addition to English. **The Superintendent or designee may also present awards to English learners who are reclassified as fluent English proficient to recognize proficiency in both English and the student's native language.**

State Seal of Civic Engagement

Note: The following **optional section** is for use by districts that recognize students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. Education Code 51470-51474 establish the State Seal of Civic Engagement, a voluntary program which encourages and creates pathways for students in elementary and secondary schools to become civically engaged in democratic governmental institutions at the local, state, and national levels.

The SPI will provide an insignia that can be affixed to the diploma or transcript of eligible students. See the accompanying administrative regulation for eligibility criteria for the award.

The Superintendent or designee shall present the State Seal of Civic Engagement to each student who demonstrates excellence in civics education and participation and has demonstrated an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government. (Education Code 51470-51474)

AWARDS FOR ACHIEVEMENT (continued)

Note: The following paragraph reflects information on the California Department of Education's web site emphasizing that the criteria are written to ensure that no student is excluded from the opportunity to earn the State Seal of Civic Engagement based on academic ability, alternative school settings, or unique or unconventional expressions of civic engagement.

All district students shall be afforded the opportunity to earn the State Seal of Civic Engagement, regardless of their background, communities, or experiences. No student shall be denied such opportunity based on academic ability, alternative school setting, or unique or unconventional expression of civic engagement.

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

(cf. 0415 - Equity)

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

(cf. 6159 - Individualized Education Program)

(cf. 6172 - Gifted and Talented Student Program)

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

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

Scholarship and Loan Fund

Note: The following section is for use by districts that choose to establish and maintain a scholarship and loan fund pursuant to Education Code 35310-35319. If the district chooses to establish such a fund, it should revise the following paragraph to reflect only those purposes for which it wishes to make funds available.

The Board shall establish and maintain a scholarship and loan fund which **shall may** be used to provide interest-free loans for educational advancement, scholarship, **and/or** grants-in-aid to bona fide organizations, students, or graduates of district schools. (Education Code 35310, 35315)

(cf. 1260 - Educational Foundation)

(cf. 3290 - Gifts, Grants and Bequests)

Note: If the district establishes a committee to administer the scholarship and loan fund, or if the number of Board members who serve on the committee constitutes a majority of the Board, the committee is required to comply with open meeting laws pursuant to Government Code 54950-54963 (the Brown Act). See AR 1220 - Citizen Advisory Committees and BB 9130 - Board Committees.

The district's scholarship and loan fund shall be administered by a district committee composed of Board members, the Superintendent, and such other community, staff, administrative, and/or student representatives as determined by the Board. (Education Code 35310)

AWARDS FOR ACHIEVEMENT (continued)

Note: If the district chooses to establish and maintain a scholarship and loan fund, it is **mandated** pursuant to Education Code 35310 to develop rules and regulations specifying the term of office and method of selection **of the community, faculty, administrative, and student representative members** of the committee appointed to administer the fund. The following paragraph may be revised to reflect district practice.

The Board shall select its own representatives to the committee. Staff, community, and/or student representatives shall be selected by the Superintendent. Members of this committee shall serve two-year terms.

(cf. 1220 - Citizen Advisory Committees)

(cf. 9140 - Board Representatives)

The committee may accept gifts, donations, and bequests made for the purposes of the fund and may prescribe conditions or restrictions on these gifts and bequests. If the donor imposes any conditions, the committee shall review the conditions and make a recommendation to the Board as to the compatibility of such conditions with the intent and purpose of the fund. The Board may prohibit the committee from accepting any donation under conditions it finds incompatible with the fund's intents and purposes. (Education Code 35313)

The Superintendent or designee shall report to the Board at least annually regarding the status and activity of the fund. (Education Code 35319)

Legal Reference: (see next page)

AWARDS FOR ACHIEVEMENT (continued)

Legal Reference:

EDUCATION CODE

220 Nondiscrimination

35160 Authority of governing boards

35310-35319 Scholarship and loan funds

44015 Awards to employees and students

51243-51245 Credit for private school foreign language instruction

51450-51455 Golden State Seal Merit Diploma

51460-51464 State Seal of Biliteracy

51470-51474 State Seal of Civic Engagement

52164.1 Assessment of English language skills of English learners

GOVERNMENT CODE

54950-54963 Brown Act open meeting laws

CODE OF REGULATIONS, TITLE 5

876 Golden State Seal Merit Diploma

1632 Credit for private school foreign language instruction

11517.60-11519.56 English Language Proficiency Assessments for California Assessment of English language development

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

SSCE Implementation Guidance

WEB SITES

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

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

Californians Together: <http://www.californianstogether.org>

CSBA Sample Administrative Regulation

Students

AR 5126(a)

AWARDS FOR ACHIEVEMENT

District/School Awards

Note: Education Code 44015 authorizes the Governing Board to give district-level awards to students for "excellence." Before any awards are given under the authority of this law, the district is **mandated** to adopt rules and regulations implementing the awards program. The Board may delegate the authority to establish criteria for these awards to the Superintendent or designee; see the accompanying Board policy. The following section should be revised to reflect any such rules and regulations adopted by the district.

The Superintendent or designee may appoint an awards committee at each school which may consist of school administrators, **staff members teachers**, parents/guardians, community members, and student representatives. The committee shall submit recommendations for student awards to the Superintendent or designee for approval.

(cf. 1220 - Citizen Advisory Committees)

Individual awards in excess of \$200 must be expressly approved by the Governing Board. (Education Code 44015)

Golden State Seal Merit Diploma

Note: The following **optional** section is for use by districts that maintain high schools. Education Code 51450-51455 require the State Board of Education (SBE) to determine the means, **and the** performance standards, **and or** achievement levels that demonstrate mastery of the curriculum for the purpose of awarding the Golden State Seal Merit Diploma. ~~In November 2014, the SBE adopted new eligibility criteria for students graduating in 2015 to reflect changes in the state assessment system and established a workgroup to develop a plan for students graduating in 2016 and beyond.~~ Eligibility criteria are published on the California Department of Education (CDE) web site **and described below**.

To be eligible to receive the Golden State Seal Merit Diploma upon graduation from high school, a student shall complete all requirements for a high school diploma and **shall demonstrate, in accordance with the means adopted by the State Board of Education,** mastery of the curriculum in mathematics, English language arts, science, ~~United States~~ **U.S.** history, and two other subject matter areas selected by the student **by meeting at least one of the following criteria for each subject:** (Education Code 51451, 51452; 5 CCR 876)

1. **Mathematics and English language arts**

- a. **A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11**

AWARDS FOR ACHIEVEMENT (continued)

- b. An achievement level of "Standard Met" or above for the high school Smarter Balanced Summative Assessment**

2. Science

- a. A grade of at least B+ or the numerical equivalent in a single course each semester completed in grade 9, 10, or 11**
- b. An achievement level of "Standard Met" or above for the high school California Science Test taken in grade 10 or 11**

3. U.S. history

- a. A grade of at least B or the numerical equivalent in the required U.S. history course each semester**
- b. A qualifying score that demonstrates mastery of the subject as determined by the district for an exam produced by a private provider or the district**

4. Two additional subject areas of the student's choosing

- a. Any additional qualifying grade or score listed above, earned for the subject of English language arts, mathematics, science, or U.S. history not already used to meet eligibility**
- b. A grade of at least B or the numerical equivalent upon completion of high school courses in other subjects**
- c. A qualifying score that demonstrates mastery of other subjects, as determined by the district, for an exam produced by a private provider or the district**

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6162.51 - State Academic Achievement Tests)

The Superintendent or designee shall maintain appropriate records to identify students who ~~are eligible for the merit diploma~~ **have earned the Golden State Seal Merit Diploma** and shall affix an insignia to the **high school** diploma and transcript of each **such** student ~~awarded the merit diploma~~. (Education Code 51454)

(cf. 5125 - Student Records)

AWARDS FOR ACHIEVEMENT (continued)

Note: ~~The~~ CDE requires each district to annually submit one districtwide insignia request on a form provided by ~~the~~ CDE. ~~The~~ CDE's web site encourages districts to submit the request far enough in advance of the graduation ceremony date to allow sufficient time for processing by ~~the~~ CDE and for district staff to place the insignias on the diplomas. ~~The~~ CDE begins mailing requested insignias the first week of April.

The Superintendent or designee shall submit an insignia request form to the California Department of Education in sufficient time to allow **for** processing of the request prior to the high school graduation ceremony.

State Seal of Biliteracy Award

Note: The following **optional** section is for use by districts that maintain high schools and choose to recognize graduating students' bilingual/multilingual proficiency with the State Seal of Biliteracy pursuant to Education Code 51460-51464; see the accompanying Board policy. Districts that choose to present **district level** biliteracy awards to students at other grade levels may revise the following section to add eligibility criteria for those awards.

~~For students whose primary language is other than English, Education Code 51461 also requires attainment of the early advanced proficiency level on the state's English language proficiency assessment. The state expects to transition to the English Language Proficiency Assessments for California (ELPAC) in 2018.~~

Pursuant to Education Code 51461, as amended by SB 98 (Ch. 24, Statutes of 2020), the Superintendent of Public Instruction (SPI) may provide alternative criteria for students on track to graduate in 2020 or 2021 who did not receive a letter grade in English language arts or were not able to take the English Language Proficiency Assessments for California (ELPAC) or due to COVID-19. The SPI has determined that students who were unable to take the ELPAC may meet the requirement based on their prior ELPAC score and consultation with the student's teachers. In addition, the requirement to take the California Assessment of Student Performance and Progress is waived for students who were not able to take the exam, and students who completed all required English language arts courses through distance learning but did not receive a letter grade due to COVID-19 are eligible to earn the State Seal of Biliteracy if all other requirements are met. For further information, see CDE's State Seal of Biliteracy FAQs located on its web site.

To be eligible to receive the State Seal of Biliteracy upon graduation, a student shall demonstrate, ~~in accordance with state criteria,~~ **a high level of** proficiency in English and at least one other language, which may include American Sign Language, **by meeting all of the following state-established criteria:** ~~A student whose primary language is other than English shall also attain the required proficiency level on the state test of English language proficiency.~~ (Education Code 51461)

- 1. Completion of all English language arts requirements for graduation with an overall grade point average of at least 2.0 in those classes**
- 2. Passage of the California Assessment of Student Performance and Progress for English language arts or any successor test administered in grade 11 at or above the "Standard Met" achievement level**

AWARDS FOR ACHIEVEMENT (continued)

3. Proficiency in one or more languages other than English, demonstrated through one of the following methods:
- a. Passage of a world language Advanced Placement (AP) exam with a score of 3 or higher or an International Baccalaureate (IB) exam with a score of 4 or higher
 - b. Successful completion of a four-year high school course of study in a world language, attaining an overall grade point average of at least 3.0 in that course of study, and oral proficiency in the language comparable to that required on an AP or IB exam
 - c. If no AP exam or off-the-shelf language test exists, passage of a district language exam that can be certified to meet the rigor of a four-year high school course of study in a given language and, at a minimum, assesses speaking, reading, and writing in a language other than English at the proficient level or higher
 - d. If a language is not characterized by listening, speaking, or reading, or for which there is no written system, passage of an assessment on the modalities that characterize communication in that language at the proficient level or higher
 - e. Passage of the SAT II world language exam with a score of 600 or higher

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6174 - Education for English Learners)

To be eligible to receive the State Seal of Biliteracy, a student whose primary language is other than English shall also attain the level which demonstrates English language required proficiency level on the state's test of English Language Proficiency Assessments for California. (Education Code 51461)

(cf. 6174 - Education for English Learners)

Note: The CDE requires each district to submit one districtwide insignia request on a form provided by the CDE. The CDE recommends submitting the online form, which can be found on CDE's web site, four weeks prior to the graduation date to allow sufficient time for CDE to mail the insignias and for the district to affix the insignias to the diplomas. CDE will mail the insignias within two weeks of receiving the online request begins mailing requested insignias the first week of April.

AWARDS FOR ACHIEVEMENT (continued)

The Superintendent or designee shall maintain appropriate records to identify high school students who ~~qualify for the award~~ **have earned the State Seal of Biliteracy** and shall affix the insignia to the **high school** diploma or transcript of each **such** student ~~who earns the award~~. (Education Code 51463)

State Seal of Civic Engagement

Note: The following optional section is for use by districts that choose to present the State Seal of Civic Engagement to students who have demonstrated excellence in civics education and participation and an understanding of the U.S. Constitution, the California Constitution, and the democratic system of government pursuant to Education Code 51470-51474; see the accompanying Board policy. The following criteria, adopted by SBE in September 2020, are intended to provide districts with a framework for making determinations of student qualifications based on local contexts.

CDE's SSCE Implementation Guidance, available on its web site, offers ideas and considerations for districts in the implementation of the criteria.

To be eligible to receive the State Seal of Civic Engagement, a student shall meet district requirements for all of the following state-established criteria:

- 1. Be engaged in academic work in a productive way**
- 2. Demonstrate a competent understanding of U.S. and California Constitutions, functions and governance of local governments, tribal government structures and organizations, the role of the citizen in a constitutional democracy, and democratic principles, concepts, and processes**
- 3. Participate in one or more informed civic engagement project(s) that address real-world problems and require students to identify and inquire into civic needs or problems, consider varied responses, take action, and reflect on efforts**
- 4. Demonstrate civic knowledge, skills, and dispositions through self-reflection**
- 5. Exhibit character traits that reflect civic-mindedness and a commitment to positively impact the classroom, school, community and/or society**

Note: CDE provides the insignias to be affixed to students' diplomas or transcripts indicating the award of the State Seal of Civic Engagement. When ordering the insignias, districts will self-certify that students earned the award based on locally created criteria.

The Superintendent or designee shall maintain appropriate records to identify students who have earned the State Seal of Civic Engagement and shall affix the insignia to the high school diploma or transcript of each such student. (Education Code 51473)

AWARDS FOR ACHIEVEMENT (continued)**Scholarship and Loan Fund**

Note: The following section is for use by any district that has established a scholarship and loan fund pursuant to Education Code 35310-35319; see the accompanying Board policy. Districts that have not established such a program should delete this section.

The Superintendent shall serve as chief executive officer of the scholarship and loan fund and as chairperson of the district committee established to administer the fund. The committee shall meet at least once each fiscal year and at other such times as it may be called into session by the Superintendent. (Education Code 35311, 35312)

Scholarship and loan funds shall be deposited, administered, and audited in accordance with Education Code 35314 and 35318.

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Note: If the district has chosen to maintain a scholarship and loan fund, it is **mandated** by Education Code 35316 to adopt regulations governing applications, provided such regulations do not limit student eligibility based on any conditions listed in Education Code 220; see BP 0410 - Nondiscrimination in District Activities and Programs. The following paragraph may be expanded to describe the district's application procedures.

The Superintendent or designee shall establish criteria, procedures, and deadlines for student applications for scholarships and/or loans from the fund. As applicable, the Superintendent or designee may require the student to submit letters of recommendation or other supplementary materials providing evidence of the student's accomplishments and/or need.

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

Notifications

Note: The following **optional** section may be revised to reflect programs offered by the district.

The Superintendent or designee shall annually distribute information about eligibility requirements for the Golden State Seal Merit Diploma, State Seal of Biliteracy, **State Seal of Civic Engagement**, and/or any district awards programs to students at the applicable grade levels.

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CSBA Sample Board Policy

Students

BP 5141.31(a)

IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

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

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 6142.8 - Comprehensive Health Education)

Note: The following **optional** paragraph should be revised to reflect the grade levels and programs offered by the district.

Health and Safety Code 120335 requires districts to ensure that students are fully immunized prior to admission, **and** ~~In addition, beginning July 1, 2016, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), requires districts to ensure that students~~ are fully immunized against all specified diseases before advancing to grade 7. See the accompanying administrative regulation for requirements pertaining to the immunization record, including the diseases for which students must be immunized.

Health and Safety Code 120335, ~~as amended by SB 277, further provides that students must be exempted from immunizations for any one of the following reasons: (1) a licensed physician indicates that a student should be exempted for medical reasons, (2) such immunization requirements do not apply when~~ a parent/guardian files a letter or affidavit prior to January 1, 2016 stating his/her personal beliefs opposed to immunization (effective only until the student enters the next grade span), ~~or (3) a student is enrolled in independent study and does not receive classroom-based instruction, or a student who qualifies for an individualized education program (IEP) is accessing any special education and related services required by the student's IEP. Additionally, Health and Safety Code 120730, as amended by SB 276 (Ch. 278, Statutes of 2019) and SB 714 (Ch. 281, Statutes of 2019), and Health and Safety Code 120372, as added by SB 276 and amended by SB 714, specify the conditions under which a medical exemption is effective.~~ See the accompanying administrative regulation for further information about exemptions.

Each student enrolling for the first time in a district ~~elementary or secondary~~ school, preschool, or child care and development program or, ~~after July 1, 2016,~~ enrolling in or advancing to grade 7 shall present an immunization record from any authorized private or public health care provider certifying that ~~he/she~~ **the student** has received all required immunizations in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

IMMUNIZATIONS (continued)

Note: 17 CCR 603570 allows a ~~transfer~~ student **transferring from another school in the United States** to be conditionally admitted for up to 30 **school** days while waiting for the transfer of immunization records from **the student's his/her** previous school; see the accompanying administrative regulation. However, the California Department of Public Health's California Immunization Handbook for **Pre-kindergarten (Child Care) Programs and Schools** recommends that schools request parents/guardians to bring their child's personal immunization record from **his/her the child's** health care provider to registration, rather than waiting for the cumulative file, especially if the student's former school is located outside the United States. **In this way, districts would only need to request the record from the previous district for those students who could not present an adequate record at the time of entry.**

Pursuant to 42 USC 11431 and Education Code 48853.5, homeless children and foster youth must be immediately enrolled even if they are unable to produce records normally required for enrollment, including medical records. See AR 6173 - Education for Homeless Children and AR 6173.1- Education for Foster Youth. In addition, pursuant to Education Code 49701, children of military families must be allowed 30 days from the date of enrollment to obtain required immunizations; see AR 6173.2 - Education of Children of Military Families. These exceptions are also addressed in the accompanying administrative regulation.

~~Each transfer student~~ shall be requested to present **his/her** immunization records, ~~if possible,~~ upon registration at **a district schools if possible.**

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

Note: The following **optional** paragraph is for use by districts that permit medical personnel to administer immunizations at school as authorized by Education Code 49403. Pursuant to Education Code 49403, immunizations may be provided by a licensed physician or, if acting under the direction of a supervising physician, a registered nurse (including a school nurse), physician assistant, nurse practitioner, licensed vocational nurse, or nursing student acting under the supervision of a registered nurse. The authority of any health care practitioner, other than a licensed physician, to administer immunizations in a school immunization program is limited to immunizations for annual seasonal influenza, influenza pandemic episodes, and other diseases that represent a current or potential outbreak as declared by a federal, state, or local public health officer. Whenever a health care provider is authorized to administer immunizations at school, the school nurse must be notified and must maintain control, as necessary, as the supervisor of health in accordance with Education Code 44871 and other statutes.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code **48980**, 49403)

(cf. 5141.3 - Health Examinations)

(cf. 5141.6 - School Health Services)

(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

IMMUNIZATIONS (continued)*Legal Reference:*EDUCATION CODE

44871 *Qualifications of supervisor of health*
 46010 *Total days of attendance*
 48216 *Immunization and exclusion from attendance*
 48853.5 *Immediate enrollment of foster youth*
 48980 *Required notification of rights*
 49403 *Cooperation in control of communicable disease and immunizations*
 49426 *Duties of school nurses*
 49701 *Flexibility in enrollment of children of military families*
 51745-51749.6 *Independent study*

HEALTH AND SAFETY CODE

120325-120380 *Immunization against communicable disease, especially:*
 120335 *Immunization requirement for admission*
 120372 *Statewide medical exemption electronic standardized form*
 120395 *Information about meningococcal disease, including recommendation for vaccination*
 120440 *Disclosure of immunization information*

CODE OF REGULATIONS, TITLE 5

430 *Student records; definition*

CODE OF REGULATIONS, TITLE 17

6000-6075 *School attendance immunization requirements*

UNITED STATES CODE, TITLE 20

1232g *Family Educational Rights and Privacy Act*

UNITED STATES CODE, TITLE 42

11432 *Immediate enrollment of homeless children*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 *Family Educational Rights and Privacy*

*Management Resources:*CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

California Immunization Handbook for Child Care Programs and Schools, August 2015

Exemptions FAQs

Guide to Immunizations Requirements for Pre-kindergarten (Child Care)

Guide to Immunizations Requirements for K-12th Grade School Entry

Parents' Guide to Immunizations Required for Pre-kindergarten (Child Care)

Parents' Guide to Immunizations Required for School Entry

Vaccinations and Medical Exemptions Questions and Answers

California Immunization Handbook for Pre-kindergarten (Child Care) Programs and Schools, 10th

Edition, July 2019-August 2015

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, July 2015

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009

Management Resources continued: (see next page)

IMMUNIZATIONS (continued)

Management Resources: (continued)

WEB SITES

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

California Department of Public Health, Immunization Branch:

<https://www.cdph.ca.gov/programs/cid/dcdc/pages/immunize.aspx>

<http://www.cdph.ca.gov/programs/immunize>

California Department of Public Health, Shots for Schools: <http://shotsforschools.org>

<https://www.shotsforschool.org>

California Health & Human Services Agency: <https://www.chhs.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

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

(11/10 10/15) 12/20

CSBA Sample Administrative Regulation

Students

AR 5141.31(a)

IMMUNIZATIONS

Required Immunizations

Note: The following **optional** paragraph may be revised to reflect district practice. The California Department of Public Health's (CDPH) California Immunization Handbook for (Child Care) Programs and Schools recommends that districts provide parents/guardians with a written notice of immunization requirements. The CDPH's Parents' Guide to Immunizations Required for School Entry and Parents' Guide to Immunizations Required for **Pre-kindergarten (Child Care)**, **available on its web site**, may be used for this purpose.

Upon a student's registration at a district school, the Superintendent or designee shall provide **the student's** parents/guardians, ~~upon school registration,~~ a written notice summarizing the state's immunization requirements.

Note: The following paragraph should be revised to reflect the grade levels and programs offered by the district. Health and Safety Code 120335 requires districts to ensure that students are fully immunized prior to admission **and when entering grade 7**. See 17 CCR ~~6020~~ **6025** and the CDPH's California Immunization Handbook for **Pre-kindergarten (Child Care)** Programs and Schools for details regarding the ages/grades at which specific immunizations are required and the doses needed.

~~Pursuant to Health and Safety Code 120335, districts must ensure that students entering grade 7 are fully immunized against pertussis. Beginning July 1, 2016, Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), also requires districts to ensure that students are fully immunized against all specified diseases before advancing to grade 7.~~

The Superintendent or designee shall not unconditionally admit any student to a district ~~elementary or secondary~~ school, preschool, or child care and development program for the first time nor, ~~after July 1, 2016,~~ admit or advance any student to grade 7, unless the student has been fully immunized. The student shall present documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against the following diseases: (Health and Safety Code 120335; 17 CCR ~~6020-6025~~)

1. Measles, mumps, and rubella (**MMR**)
2. Diphtheria, tetanus, and pertussis (whooping cough) (**DTP, DTaP, or Tdap**)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)

IMMUNIZATIONS (continued)

6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease ~~designated~~ **deemed appropriate** by ~~the~~-CDPH

(cf. 5141.22 - Infectious Diseases)
 (cf. 5148 - Child Care and Development)
 (cf. 5148.3 - Preschool/Early Childhood Education)
 (cf. 6170.1 - Transitional Kindergarten)

However, full immunization against hepatitis B shall not be a condition by which the Superintendent or designee shall admit or advance any student to grade 7. (Health and Safety Code 120335)

Note: State law does not exempt from vaccination requirements students who qualify for an individualized education program (IEP). However, Health and Safety Code 120335, ~~as amended by SB 277 (Ch. 35, Statutes of 2015)~~, specifies that its provisions do not prohibit a student who qualifies for an IEP from "accessing any special education and related service" required by **the student's his/her** IEP. The district should consult legal counsel if it has questions about how to ensure compliance with vaccination requirements consistent with a student's IEP. The district may want to consider holding an IEP meeting to resolve any potential conflicts with the IEP.

A student who qualifies for an individualized education program (IEP), unless otherwise exempt, shall be fully immunized in accordance with Health and Safety Code 120335 and this regulation. However, the district shall continue to implement the student's IEP and shall not prohibit the student from accessing any special education and related services **required by the student's his/her** IEP regardless of whether the student is fully immunized. (Health and Safety Code 120335)

(cf. 6159 - Individualized Education Program)

Note: According to ~~the~~-CDPH's California Immunization Handbook for **Pre-kindergarten (Child Care) Programs and Schools**, the immunization record ~~must~~ **may** be ~~either~~ a personal record with entries made by the physician or agency performing the immunization, ~~or a school immunization record from the student's previous school (either the California School Immunization Record (often referred to as the "blue card") or equivalent school record, the California School Immunization Record or another state's or country's school record), or a record accessed through the California Immunization Registry (CAIR).~~

17 CCR 6070 specifies the information that must be included in the record.

School personnel shall record information for each student regarding all doses of required immunizations and the status of all requirements in accordance with 17 CCR 6070. The **school records shall be based on the** student's immunization record ~~shall be~~ provided by the student's health care provider, ~~or~~ from the student's previous school immunization record, **or through the California Immunization Registry (CAIR).** The record must show at least the month and year for each dose, ~~except that the day, month, and year must be shown for the MMR doses given during the month of the first birthday and for the Tdap dose given during the month of the seventh birthday.~~ (17 CCR 6070)

IMMUNIZATIONS (continued)**Exemptions**

Exemption from one or more immunization requirements shall be granted under any of the following circumstances:

Note: Pursuant to Health and Safety Code 120372, as added by SB 276 (Ch. 278, Statutes of 2019), starting January 1, 2021, the Governing Board will only be able to accept a medical exemption request that is made by a licensed physician or surgeon on an electronic, standardized, statewide form developed by CDPH and transmitted using CAIR. If a medical exemption was authorized prior to adoption of a statewide standardized form, the parent or guardian must submit, by January 1, 2021, a copy of the exemption for inclusion into the state database in order for the exemption to remain valid.

Health and Safety Code 120370, as amended by both SB 276 and SB 714 (Ch. 281, Statutes of 2019), requires that a student who has a medical exemption issued prior to January 1, 2020 be allowed to continue enrollment until the next grade span, except that, after July 1, 2021 a student may not be admitted or advanced to grade 7 unless the student has been immunized pursuant to Health and Safety Code 120335 or a medical exemption form has been filed in compliance with Health and Safety Code 120372.

Pursuant to Health and Safety Code 120372.05, as added by SB 276, a parent/guardian may appeal the revocation of a student's medical exemption to the Secretary of California Health and Human Services.

For more information about the revocation of a student's medical exemption, see CDPH's [Vaccination and Medical Exemptions Questions and Answers](#), available on its website.

1. **A medical exemption is submitted using the standardized form developed by CDPH and transmitted using CAIR which includes, but is not limited to, a description of the medical basis for which the exemption for each individual immunization is sought and whether the medical exemption is permanent or temporary. (Health and Safety Code 120372)**

~~The parent/guardian files with the district a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe. The statement shall indicate the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization. (Health and Safety Code 120372.0; 17 CCR 6051)~~

A student who has a medical exemption issued prior to January 1, 2020 shall be allowed to continue enrollment until the next grade span, except that after July 1, 2021, a student may not be admitted or advanced to grade 7 unless the student has been immunized or a medical exemption form filed as stated above. (Health and Safety Code 120370)

IMMUNIZATIONS (continued)

A temporary exemption shall not exceed one year, and all medical exemptions shall not extend beyond the grade span. (Health and Safety Code 120372)

If a student's medical exemption is revoked by CDPH on the basis that the exemption does not meet applicable criteria for medical exemptions, the student shall continue in attendance and, within 30 calendar days of the revocation, commence the immunization schedule required for conditional admittance pursuant to 17 CCR 6050, as described below. (Health and Safety Code 120372)

The student's parent/guardian may appeal a revocation to the Secretary of California Health and Human Services. If a revocation is appealed, the student shall continue in attendance and shall not be required to commence the immunization schedule required for conditional admittance provided the appeal is filed within 30 calendar days of the revocation. (Health and Safety Code 120372, 120372.05)

Note: ~~Health and Safety Code 120365, which exempted a student from one or more immunization requirements if his/her parent/guardian stated in writing that the immunizations are contrary to his/her beliefs, was repealed by SB 277 (Ch. 35, Statutes of 2015). However, SB 277 also amended Health and Safety Code 120335 to provide~~ that a personal beliefs exemption may be granted for any student whose parent/guardian files a letter or affidavit prior to January 1, 2016 stating ~~his/her~~ beliefs opposed to immunization, and that such exemption shall be effective until ~~he/she~~ **the student** enters the next grade span. For this purpose, Health and Safety Code 120335 defines three grade spans: birth through preschool, grades K-6 (including TK), and grades 7-12. For example, a student granted a personal beliefs exemption in preschool must be immunized when entering kindergarten, and a student granted such an exemption in grade 4 must be immunized when entering grade 7. The district may revise item #2 to reflect grade levels offered by the district.

2. The student's parent/guardian ~~filed~~ **filed** with the district, before January 1, 2016, a letter or written affidavit stating that an immunization is contrary to ~~his/her~~ **the student's** personal beliefs, in which case the student shall be exempted from the immunization until ~~he/she~~ **the student** enrolls in the next applicable grade span requiring immunization (birth to preschool, grades K-6, grades 7-12). (Health and Safety Code 120335)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

Note: The following paragraph reflects ~~the~~ CDPH's **Exemptions FAQs** ~~Senate Bill 277 Frequently Asked Questions~~, which indicate that a personal beliefs exemption filed before January 1, 2016 may be transferred to another school or child care facility within the same district or in another school district within California, **but may not be transferred if a student transfers from another state or country.** ~~The~~ CDPH's position is that a personal beliefs exemption from another state or country is not valid. The district should consult legal counsel if any question arises regarding the validity of a student's personal beliefs exemption.

When a student transfers to a different school within the district or transfers into the

IMMUNIZATIONS (continued)

district from another school district in California, **the student's his/her** personal beliefs exemption filed before January 1, 2016, shall remain in effect until the next applicable grade span. A student transferring from a school outside the district shall present a copy of the personal beliefs exemption upon enrollment. **When a student transfers into the district from outside California and presents a personal beliefs exemption issued by another state or country prior to January 1, 2016, the Superintendent or designee may consult with legal counsel regarding the applicable immunization requirements.**

Note: Health and Safety Code 120335, as amended by SB 277 (Ch. 35, Statutes of 2015), exempts certain students enrolled in independent study, as provided below.

3. The student is enrolled in an independent study program pursuant to Education Code 51745-51749.6 and does not receive classroom-based instruction. **(Health and Safety Code 120335)**

(cf. 6158 - Independent Study)

Conditional Enrollment

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that: **(Health and Safety Code 120340; 17 CCR 6000, 6035)**

1. ~~The~~ **the** student has not received all the immunizations required for **the student's his/her** age group, but has commenced receiving doses of all required vaccines and is not due for any other doses at the time of admission. **The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035. (Health and Safety Code 120340; 17 CCR 6035)**
2. ~~The student has a temporary exemption from immunization for medical reasons pursuant to item #1 in the section "Exemptions" above.~~

~~The Superintendent or designee shall notify the student's parents/guardians of the date by which the student must complete all the remaining doses as specified in 17 CCR 6035.~~

(cf. 5145.6 - Parental Notifications)

In addition, a transfer student may be conditionally admitted for up to 30 school days while **the student's his/her** immunization records are being transferred from the previous school. If such documentation is not presented within 30 days, the student shall be excluded from school until the required immunizations have been administered. (17 CCR ~~6070~~ **6035**)

IMMUNIZATIONS (continued)

~~The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 6070)~~

The Superintendent or designee shall immediately enroll homeless students, foster youth, and students of military families even if their immunization records are missing or unavailable at the time of enrollment. School or district staff shall work with the student's prior school to obtain the student's immunization records or shall ensure that **the student he/she** is properly immunized. (Education Code 48853.5, 49701; Health and Safety Code 120341; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

~~The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, **the student he/she** shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR **6040, 6070**)~~

Exclusions Due to Lack of Immunizations

~~Any student without the required evidence of immunization may be excluded from school until the immunization is obtained or an exemption is granted in accordance with the section "Exemptions" above.~~

~~*(cf. 5112.2 - Exclusions from Attendance)*~~

~~*(cf. 6183 - Home and Hospital Instruction)*~~

~~Before an already admitted student is excluded from school attendance because of a lack of immunization~~ **If an enrolled student who was previously believed to be in compliance with immunization requirements is subsequently discovered to not be in compliance with requirements for unconditional or conditional admission,** the Superintendent or designee shall notify the parent/guardian that ~~he/she has 10 school days to supply evidence of proper immunization or an appropriate exemption~~ **must be provided within 10 school days.** This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care, then to the county health department or school immunization program, if any. (Education Code 48216; 17 CCR 6040)

~~*(cf. 5112.2 - Exclusions from Attendance)*~~

~~*(cf. 5141.6 - School Health Services)*~~

IMMUNIZATIONS (continued)

The Superintendent or designee shall exclude from further attendance ~~any already admitted~~ **an enrolled** student who fails to obtain the required immunization within 10 school days following the parent/guardian's receipt of the notice specified above. The student shall remain excluded from school until ~~he/she provides~~ documentation **is provided indicating** that **the student he/she** has received a dose of each required vaccine due at that time. ~~The student shall also be reported to the attendance supervisor or principal.~~ (17 CCR **6040, 6055**)

The student shall also be reported to the attendance supervisor or principal.

Exclusion Due to Exposure to Disease

If the district has good cause to believe that a student has been exposed to a disease listed in the section "Required Immunizations" above and **the student's his/her** documentation of immunization does not show proof of immunization against that disease, that student may be temporarily excluded from the school until the local health officer ~~informs the district in writing that he/she~~ is satisfied that the student is no longer at risk of developing or transmitting the disease. (Health and Safety Code 120370)

Records

Note: ~~The CDPH requires that school staff record all immunization dates from each student's personal immunization record onto the California School Immunization Record (often referred to as the "blue card") and then complete the documentation section of the card which includes the type of record provided and the status of the student's immunizations. The record also may be maintained electronically.~~

An immunization record that is directly related to a student is an "education record" subject to the Family Educational Rights and Privacy Act (20 USC 1232g; 34 CFR 99.1-99.67) and therefore generally requires parent/guardian consent to be lawfully disclosed. However, pursuant to 20 USC 1232g and 34 CFR 99.31 and 99.36, an exception exists when knowledge of the information is necessary to address an articulable and significant threat to the health or safety of the student or other individuals.

~~The Superintendent or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it~~ **Each student's immunization record shall be retained** as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

The district shall also retain in the mandatory student record any physician or health officer statement, personal beliefs letter or affidavit, reason for conditional enrollment, or any other documentation related to the student's immunization record or exemptions.

IMMUNIZATIONS (continued)

Note: Pursuant to Health and Safety Code 120375, as amended by SB 276, the district is required to file the written report on the immunization status of new students to CDPH and the local department of public health annually. The required forms are available on CDPH's ShotsforSchool web site.

At least annually, the Superintendent or designee shall file a written report on the immunization status of new students with CDPH and the local department of public health on forms prescribed by CDPH. (Health and Safety Code 120375; 17 CCR 6075)

Audits

Note: The Education Audit Appeals Panel's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting requires an audit of the immunization records for any school which, in the previous year, ~~(1)~~ failed to submit immunization assessment reports to ~~the~~ CDPH for kindergarten or grade 7 or ~~(2)~~ reported a **combined** conditional admission **and overdue** rates greater than **10 25** percent in kindergarten **or grade 7**. The CDPH's **ShotsforSchool** web site contains information as to whether a school meets either of these conditions.

If an audit reveals deficiencies in the district's reporting procedures, the Superintendent or designee shall present the Board with a plan to remedy such deficiencies.

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CSBA Sample Board Policy

Students

BP 5148.3(a)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Note: The following **optional** policy may be used by districts that operate their own preschool/early childhood education programs and/or collaborate to provide preschool opportunities within the community. CSBA's publication *What Boards of Education Can Do about Kindergarten Readiness* provides information about characteristics of effective preschool programs and actions that the district and Governing Board can take to encourage and/or provide high-quality preschool education. ~~Education Code 8492, as added by AB 1808 (Ch. 32, Statutes of 2018), establishes the Early Education Expansion Program to provide grants for the purpose of increasing access to inclusive early care and education programs for children with and without disabilities.~~

The Governing Board recognizes the value of high-quality preschool experiences to enhance children's social-emotional development, knowledge, skills, abilities, and attributes necessary for a successful transition into the elementary education program. The Board desires to provide children ages 3-4 years access to developmentally appropriate activities in a safe, adequately supervised, and cognitively rich environment.

Note: The following **optional** paragraphs may be used by all districts, regardless of whether they provide their own preschool programs, and may be revised to reflect district practice.

Education Code 8499-8499.7 establish county-level child care and development planning councils, with members selected by the County Board of Supervisors and County Superintendent of Schools, to identify local priorities for child care, including preschool programs, and to develop policies to meet identified needs; see BP 5148 - Child Care and Development. Such councils may also develop centralized student eligibility lists; see section on "~~Eligibility and Enrollment~~ **Priority**" in the accompanying administrative regulation.

The Superintendent or designee shall collaborate with the local child care and development planning council, the county office of education, other public agencies, organizations, and/or private preschool providers to assess the availability of preschool programs in the community and the extent to which the community's preschool needs are being met. The Board encourages the development of a comprehensive districtwide and/or countywide plan to increase children's access to high-quality preschool programs.

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

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

(cf. 5148 - Child Care and Development)

The Superintendent or designee shall provide information about preschool options in the community to parents/guardians upon request.

District Preschool Programs

Note: The following **optional** section is for use by districts that choose to provide preschool/early childhood education programs for children ages 3-4 years and should be revised to reflect district practice.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

The district may contract with the California Department of Education (CDE) to offer a program through the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1. The CSPP consolidates a number of state programs that serve children ages 3-4, including state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care and development programs to the extent that they serve children ages 3-4 (Education Code 8240-8244). Children ages 3-4 years from low-income or otherwise disadvantaged families may be eligible for subsidized services. See the accompanying administrative regulation for major program requirements for CSPP.

Preschool programs may also receive funding through the state migrant child care and development program (Education Code 8230-8233), child care and development services for children with special needs program (Education Code 8250-8252), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or other funding sources available to the district.

When the Board determines that it is feasible, the district may contract with the California Department of Education (CDE) to provide preschool services in facilities at or near district schools, either directly or through a subcontract with a public or private provider.

Note: Beginning July 1, 2019 or upon the adoption of emergency regulations, whichever comes first, Health and Safety Code 1596.792, as amended by AB 99 (Ch. 15, Statutes of 2017) and AB 1808 (Ch. 32, Statutes of 2018), exempts CSPP programs from specified licensure and regulation requirements if they Pursuant to Health and Safety Code 1596.792, CSPP programs that are operated in a school building by a school district under contract with CDE are exempted from specified licensure and regulation requirements of Health and Safety Code 1596.70-1597.21. However, such CSPP programs are required to comply with other specified health and safety requirements, including the Field Act, California Building Standards Code, requirements for kindergarten classrooms specified in 5 CCR 14001-14306, and requirements for CSPP programs specified in 5 CCR 18000-18308.

District preschool programs shall comply with all health and safety laws and regulations, including, when applicable, licensure requirements pursuant to 22 CCR 101156.

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs, including the requirement in 5 CCR 18271 that the Board approve a written philosophical statement, goals, and objectives addressing each program component specified in 5 CCR 18272-18281. See the accompanying administrative regulation and AR 5148 - Child Care and Development for further information about these required program components.

The Board shall approve, for the district's preschool program, a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

The Board shall set priorities for establishing or expanding services as resources become available, giving consideration to the benefits of providing early education programs for at-risk children and/or children residing in the attendance areas of the lowest performing district schools.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

(cf. 6171 - Title I Programs)

Preschool classroom needs shall be addressed in the district's facilities master plan, including an assessment as to whether adequate and appropriate space exists on school sites. As necessary, the Superintendent or designee shall provide information to the Board regarding facilities financing options for preschool classrooms and/or facilities available through partnering organizations or agencies.

(cf. 1330.1 - Joint Use Agreements)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

Because parents/guardians are essential partners in supporting the development of their children, the Superintendent or designee shall involve them in program planning.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

Note: The following **optional** paragraph provides for coordination of the preschool program with the transitional kindergarten (TK) program and may be revised to reflect district practice. Pursuant to Education Code 48000, children whose fifth birthday is between September 2 and December 2 must be offered a TK program which operates as the first year of a two-year kindergarten program; see BP 6170.1 - Transitional Kindergarten.

The Superintendent or designee shall coordinate the district's preschool program, transitional kindergarten program (TK), and elementary education program to provide a developmental continuum that builds upon children's growing skills and knowledge.

(cf. 6011 - Academic Standards)
(cf. 6170.1 - Transitional Kindergarten)

Note: CDE has developed voluntary "preschool learning foundations" which describe the knowledge, skills, and competencies that children are expected to exhibit as they complete their first or second year of preschool. These standards address essential skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

The district's program shall be aligned with preschool learning foundations and curriculum frameworks developed by CDE which identify the knowledge, skills, and competencies that children typically attain as they complete their first or second year of preschool. The program shall be designed to facilitate children's development in essential skills in the areas of language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

The district's preschool program shall provide appropriate services to support the needs of at-risk children.

(cf. 0415 - Equity)

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

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

(cf. 6174 - Education for English Learners)

(cf. 6175 - Migrant Education Program)

To maximize the ability of children to succeed in the preschool program, the program shall support children's health through proper nutrition and physical activity and shall provide or make referrals to available health and social services as needed.

(cf. 3550 - Food Services/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

The district shall encourage volunteerism in the program and shall communicate frequently with parents/guardians of enrolled children regarding their child's progress.

(cf. 1240 - Volunteer Assistance)

Note: The Commission on Teacher Credentialing issues permits for child development program directors, site supervisors, master teachers, teachers, associate teachers, and assistants pursuant to criteria established in Education Code 8360-8370 and 5 CCR 80105-80125. The district may request from CDE a waiver of the qualification requirements for a site supervisor upon demonstration of a compelling need, in accordance with Education Code 8208(aa) and 5 CCR 18295.

Health and Safety Code 1596.7995 requires that employees and volunteers at a day care center be immunized against influenza, pertussis, and measles, with specified exemptions. In addition, Health and Safety Code 1597.055 requires that teachers in a day care center obtain a tuberculosis clearance. See the accompanying administrative regulation.

Education Code 8450 authorizes the district to create a reserve fund and use 10 percent of it for purposes of professional development for CSPP instructional staff. Professional development resources pertaining to preschool/early childhood education are available through CDE and organizations such as the California Preschool Instructional Network.

The Superintendent or designee shall ensure that administrators, teachers, and paraprofessionals in district preschool programs possess the appropriate permit(s) issued by the Commission on Teacher Credentialing, meet any additional qualifications established by the Board, and participate in professional development opportunities designed to continually enhance their knowledge and skills.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: Pursuant to 5 CCR 18130, CSPP programs are subject to the requirements of 5 CCR 18105. 5 CCR 18105 **mandates** that districts offering a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, as provided in the following paragraph. See the accompanying administrative regulation for additional language that fulfills this mandate.

Preschool admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and a health examination requirement. (CCR 18105; 22 CCR 101218)

Note: Education Code 8263 and 5 CCR 18106 establish eligibility criteria and priorities for subsidized preschool services, as provided below and in the accompanying administrative regulation.

Eligibility is generally limited to children who reside within district boundaries. However, Education Code 8322 and 5 CCR 18107 authorize the Board to enter into an agreement with the boards of other districts to serve children who reside within those districts. The district may revise the following paragraph to reflect any such agreement approved by the Board.

The Superintendent or designee shall ensure that subsidized preschool is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

Note: The following paragraph is **optional**. Pursuant to Education Code 8235, programs operated under the CSPP are part-day programs only. Education Code 8239 encourages the provision of "wraparound child care services" which combine part-day preschool and general child care services to provide a full day of services for qualifying families. See the accompanying administrative regulation for program requirements.

The Superintendent or designee shall recommend strategies to link the district's preschool program with other available child care and development programs in the district or community in order to assist families whose child care needs extend beyond the length of time that the district's part-day preschool program is offered.

Note: 5 CCR 18279-18281 require an annual evaluation using CDE's standardized "Desired Results for Children and Families" system. The system requires a self-evaluation that includes, but is not limited to, an assessment of the program by staff and the Board, a parent survey, and an environment rating scale using

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

forms selected by CDE. In addition, every three years, CDE conducts a Federal Program Monitoring/Contract Monitoring Review (FPM/CMR) process with each contract agency which reviews compliance with program requirements. The FPM/CMR instrument is available on CDE's web site.

Education Code 8203.1 establishes the early learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Grant funds may be awarded to eligible local consortia, which then allocate funds to districts and other agencies contracting to provide CSPP programs. Pursuant to Education Code 8203.1, QRIS is based on a tiered rating structure with progressively higher quality standards for each tier. It is designed to (1) provide supports and incentives for programs, teachers, and administrators to reach higher levels of quality; (2) monitor and evaluate program impacts on child outcomes; and (3) disseminate information to parents/guardians and the public about program quality. For further information about the QRIS block grant, see CDE's web site and its publication Dream Big for Our Youngest Children.

The Superintendent or designee shall develop and implement an annual plan of evaluation which conforms to state requirements. (5 CCR 18279)

Note: ~~The following paragraph may be revised to reflect programs offered by the district. Education Code 8235.5, as added by AB 1808 (Ch. 32, Statutes of 2018), requires CSPP programs that are exempt from licensing pursuant to Health and Safety Code 1596.792 to utilize district complaint procedures, with modifications as necessary, to resolve any deficiencies related to the CSPP health and safety requirements of Health and Safety Code 1596.7925. The bill summary clarifies that the Williams uniform complaint procedures established pursuant to 5 CCR 4680-4687 are the applicable procedures. See BP/AR 1312.4 - Williams Uniform Complaint Procedures.~~ **The following paragraph is for use by districts that offer a CSPP program and may be revised to reflect the type(s) of programs offered by the district. Education Code 8235.5 requires districts to use the uniform complaint procedures, with modifications as necessary, to investigate and resolve health and safety complaints in license-exempt CSPP programs. 5 CCR 4610 requires that such complaints be addressed through the procedures described in 5 CCR 4690-4694, as added by Register 2020, No. 21. See BP/AR 1312.3 - Uniform Complaint Procedures.**

The district's **Williams** uniform complaint procedures, with modifications as necessary, shall be used to investigate and resolve complaints alleging violation of applicable health or safety requirements for license-exempt programs operating under the California State Preschool Program. However, licensed programs shall refer complaints alleging health and safety violations to the California Department of Social Services. (Education Code 8235.5; 5 CCR 4610, 4611, **4690-4694**)

~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~
(cf. 1312.3 - Uniform Complaint Procedures)

The Superintendent or designee shall regularly report to the Board regarding enrollment in district preschool programs and the effectiveness of the programs in preparing preschoolers for transition into the elementary education program.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Legal Reference:

EDUCATION CODE

8200-8499.10 *Child Care and Development Services Act, especially:*
8200-8209 *General provisions for child care and development services*
8230-8233 *Migrant child care and development program*
8235-8239.1 *California State Preschool Program*
8240-8244 *General child care and development programs*
8250-8252 *Programs for children with special needs*
8263 *Eligibility and priorities for subsidized child development services*
8263.3 *Disenrollment of families due to reduced funding levels*
8264.8 *Center-based child care programs, staffing ratios*
8273.1 *Family fees*
8360-8370 *Personnel qualifications*
8400-8409 *Contracts, administrative appeal procedure*
8493-8498 *Facilities, capital outlay*
8499.3-8499.7 *Local child care and development planning councils*
44065 *Interchange between certificated and classified positions*
44256 *Credential types*
48000 *Transitional kindergarten*
48985 *Notification, primary language other than English*

HEALTH AND SAFETY CODE

1596.70-1596.895 *California Child Day Care Act*
1596.90-1597.21 *Day care centers*
120325-120380 *Immunization requirements*

CODE OF REGULATIONS, TITLE 5

~~4680-4687 *Williams uniform complaint procedures*~~
4600-4670 *Uniform complaint procedures*
4690-4694 *Health and safety complaints in license-exempt preschool programs*

18000-18434 *Child care and development programs, especially:*
18130-18136 *California State Preschool Program*
18295 *Waiver of qualifications for site supervisor*
80105-80125 *Permits authorizing service in child development programs*

CODE OF REGULATIONS, TITLE 22

101151-101239.2 *General requirements, licensed child care centers, especially:*
101151-101163 *Licensing and application procedures*
101212-101231 *Continuing requirements*
101237-101239.2 *Facilities and equipment*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act*
6311-6322 *Title I, relative to preschool*
6371-6376 *Early Reading First*
6381-6381k *Even Start family literacy programs*
6391-6399 *Education of migratory children*

UNITED STATES CODE, TITLE 42

9831-9852c *Head Start programs*
9857-9858r *Child Care and Development Block Grant*

CODE OF FEDERAL REGULATIONS, TITLE 45

1301.1-1305.2 *Head Start*

Management Resources: (see next page)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California Preschool Learning Foundations

Dream Big for Our Youngest Children: Final Report of the California Early Learning Quality Improvement System Advisory Committee, 2010

Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed., 2009

Prekindergarten Learning Development Guidelines, 2000

First Class: A Guide for Early Primary Education, 1999

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, 2016

Good Start, Grow Smart, April 2002

WEB SITES

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

California Association for the Education of Young Children: <http://www.caeyc.org>

California County Superintendents Educational Services Association: <http://www.ccsesa.org>

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

California Head Start Association: <http://caheadstart.org>

California Preschool Instructional Network: <http://www.cpin.us>

Child Development Policy Institute: <http://www.cdpi.net>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org>

First 5 Association of California: <http://www.ccfc.ca.gov>

National Institute for Early Education Research: <http://nieer.org>

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

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CSBA Sample Administrative Regulation

Students

AR 5148.3(a)

PRESCHOOL/EARLY CHILDHOOD EDUCATION

Note: The following administrative regulation reflects the major requirements of the California State Preschool Program (CSPP) pursuant to Education Code 8235-8239.1. The CSPP consolidates state preschool programs (Education Code 8235-8237), family literacy programs (Education Code 8238-8238.4), and general child care and development programs to the extent that they serve children 3-4 years of age (Education Code 8240-8244).

The following administrative regulation does not reflect all requirements for other state and federally funded preschool program(s). The district may revise this administrative regulation to reflect other preschool program(s) it offers, such as the state migrant child care and development program (Education Code 8230-8233), child care and development services for children with special needs program (Education Code 8250-8252), federal Head Start program (42 USC 9831-9852), Title I preschool program (20 USC 6311-6322), or preschool program developed and funded by the district.

In addition to the program requirements described below, preschool programs may be subject to other policies contained throughout the district's policy manual (e.g., BP/AR 1240 - Volunteer Assistance, AR 3514.2 - Integrated Pest Management, BP/AR 3550 - Food Service/Child Nutrition Program, and BP/AR 5148 - Child Care and Development). Districts should consult legal counsel if they have questions regarding the applicability of other laws to the district's preschool program.

When approved by the California Department of Education (CDE) under the California State Preschool Program (CSPP), the district may operate one or more part-day preschool programs in accordance with law and the terms of its contract with CDE.

(cf. 5148 - Child Care and Development)

Note: 5 CCR 18130 specifies the state regulations for child care and development programs that are applicable to CSPP programs. These requirements include, but are not limited to, the program components listed in 5 CCR 18272-18281. See AR 5148 - Child Care and Development for details regarding these required program components.

The district's preschool program shall include all required program components, as described in 5 CCR 18272-18281 and AR 5148 - Child Care and Development, for the educational program, the creation of a developmental profile for each child, staff development, parent involvement and education, community involvement, health and social services, nutrition, and program evaluation. (5 CCR 18271-28281)

Minimum Hours/Days of Operation

The district's part-day preschool program shall operate a minimum of three hours per day, excluding time for home-to-school transportation, and for a minimum of 175 days per year unless otherwise specified in the program's contract. (Education Code 8235; 5 CCR 18136)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)**Staffing**

The preschool program shall maintain an adult-child ratio of at least one adult for every eight children and a teacher-child ratio of at least one teacher for every 24 children. If the district cannot recruit a sufficient number of parents/guardians or volunteers to meet the required adult-child ratio, teacher aides shall be hired as necessary. (5 CCR 18135, 18290)

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

Note: Health and Safety Code 1596.7995 requires employees and volunteers at a day care center to be immunized against influenza, pertussis, and measles, with specified exemptions. Health and Safety Code 1597.055 adds a requirement for such teachers to obtain a tuberculosis clearance. Pursuant to Health and Safety Code 1596.76, a day care center includes a preschool. See AR 5148 - Child Care and Development for further information regarding immunization requirements for staff and volunteers. Districts that have not adopted AR 5148 - Child Care and Development may revise the following paragraph accordingly and expand it to include the exemptions specified in Health and Safety Code 1596.7995.

Any person employed at a district preschool and any volunteer who provides care and supervision to children at a preschool shall, unless exempted by law, be immunized against influenza, pertussis, and measles in accordance with Health and Safety Code 1596.7995 and AR 5148 - Child Care and Development. Documentation of required immunizations, or applicable exemptions, shall be maintained in the employee's personnel file. (Health and Safety Code 1596.7995)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

In addition, preschool teachers shall present evidence of a current tuberculosis clearance and meet other requirements as specified in Health and Safety Code 1597.055.

Wraparound Child Care Services

Note: The following section is **optional**. Because preschool programs operated under the CSPP are part-day programs only, Education Code 8329 encourages districts to contract with the California Department of Education (CDE) to offer "wraparound child care services" which combine preschool and general child care services to provide a full day of services for eligible families. Such programs must be consistent with requirements for general child care and development programs offered pursuant to Education Code 8240-8244; see BP/AR 5148 - Child Care and Development.

In accordance with its contract with CDE, the district may offer full-day services to meet the needs of eligible families through a combination of part-day preschool and wraparound child care services that are offered for the remaining portion of the day or year following

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

completion of the preschool services. Child care and development services offered through this program shall meet the requirements of general child care and development programs pursuant to Education Code 8240-8244. (Education Code 8239)

Wraparound services shall operate a minimum of 246 days per year unless otherwise specified in the contract. Within this period of time, the part-day preschool program shall operate 175-180 days. After the completion of the preschool program, a part-time general child care and development program may operate a full day for the remainder of the year. (Education Code 8239)

Family Literacy Services

Note: The following section is **optional**. Contingent upon funding in the state Budget Act, Education Code 8238 and 8238.4 provide for the Superintendent of Public Instruction to distribute family literacy supplemental grant funds to qualifying CSPP contractors for the purposes described below.

When any district preschool program receives funding for family literacy services pursuant to Education Code 8238.4, the Superintendent or designee shall coordinate the provision of: (Education Code 8238)

1. Opportunities for parents/guardians to work with their children on interactive literacy activities, including activities in which parents/guardians actively participate in facilitating their children's acquisition of prereading skills through guided activities such as shared reading, learning the alphabet, and basic vocabulary development
2. Parenting education for parents/guardians of children in participating classrooms to support their child's development of literacy skills, including, but not limited to, parent education in:
 - a. Providing support for the educational growth and success of their children
 - b. Improving parent-school communications and parental understanding of school structures and expectations
 - c. Becoming active partners with teachers in the education of their children
 - d. Improving parental knowledge of local resources for the identification of and services for developmental disabilities, including, but not limited to, contact information for the district special education referral
3. Referrals to providers of adult education and instruction in English as a second language as necessary to improve academic skills of parents/guardians

(cf. 6200 - Adult Education)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

4. Staff development for teachers in participating classrooms that includes, but is not limited to:
 - a. Development of a pedagogical knowledge, including, but not limited to, improved instructional and behavioral strategies
 - b. Knowledge and application of developmentally appropriate assessments of the prereading skills of children in participating classrooms
 - c. Information on working with families, including the use of on-site coaching, for guided practice in interactive literacy activities
 - d. Providing targeted interventions for all young children to improve kindergarten readiness upon program completion

(cf. 4131 - Staff Development)

Eligibility and Enrollment

Note: The following section reflects eligibility criteria and enrollment priorities for the CSPP pursuant to state law and regulations. 5 CCR 18105 **mandates** that a district operating a CSPP program develop written admissions policies and procedures that conform to the requirements of 22 CCR 101218, including, but not limited to, criteria designating those children whose needs can be met by the program and services and the ages of children who will be accepted. **AB 2626 (Ch. 945, Statutes of 2018) amended Education Code 8208 to change the birthdate by which children are eligible for CSPP, as provided below.**

Children eligible for the district's CSPP program include those who will have their third or fourth birthday on or before December 1 of the fiscal year that they are being served. Children who have their third birthday on or after December 2 may be enrolled on or after their third birthday. (Education Code 8208, 8235, 8236)

~~Note: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's web site. Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.~~

Eligibility for the CSPP program shall be as follows: To be eligible for subsidized services, families shall meet at least one requirement in each of the following areas: (Education Code 8235, 8239, 8263, 8263.1)

1. ~~Children shall be eligible for subsidized preschool services if their~~ **The** family is a current aid recipient, income eligible, ~~or homeless,~~ and/or **one whose** ~~the~~ children are recipients of protective services or have been identified as being, or at risk of being, abused, neglected, or exploited. **(Education Code 8235, 8263, 8263.1)**

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. ~~Children shall be eligible for subsidized wraparound preschool and child care services if their~~ **The family meets at least one of the criteria specified in item #1 above and needs child care services due to either of the following circumstances: (Education Code 8239, 8263)**
- a. The child is identified by a legal, medical, or social services agency, the district liaison for homeless students, a Head Start program, or an emergency or transitional shelter as being a recipient of protective services, as being or at risk of being neglected, abused, or exploited, or as being homeless.

(cf. 6173 - Education for Homeless Children)

Note: Education Code 8263, as amended by AB 273 (Ch. 689, Statutes of 2017), provides that eligibility for child care and development programs may be established by parent/guardian engagement in an educational program for English learners or for attainment of a high school diploma or general educational development certificate.

- b. The parents/guardians are engaged in vocational training leading directly to a recognized trade, paraprofession, or profession; are engaged in an educational program for English language learners or for the attainment of a high school diploma or general educational development certificate; are employed or seeking employment; are seeking permanent housing for family stability; or are incapacitated.

Note: Pursuant to Education Code 8263, as amended by SB 75 (Ch. 51, Statutes of 2019), a family may be eligible for a full-day CSPP program without meeting the requirements related to the need for child care services if all families meeting those requirements have been enrolled.

If all families meeting at least one of the criteria specified in item #2 have been enrolled, a full-day CSPP program may provide services to families who do not meet any of those criteria, provided the criteria in item #1 are met. (Education Code 8263)

Enrollment Priority

Note: The following paragraph may be revised to reflect district practice. Unless state funding is allocated to support the "centralized eligibility list" established in each county pursuant to Education Code 8499.5, such lists will be maintained only if locally funded. In situations where there is no locally funded centralized eligibility list or the district elects not to participate in the local list, the district must establish its own waiting list in accordance with admission priorities pursuant to 5 CCR 18106.

The Superintendent or designee shall consult the county's centralized eligibility list, when available, or shall maintain a district waiting list in accordance with admission priorities. As vacancies occur, applicants shall be contacted in order of their priority. (5 CCR 18106)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

First priority for enrollment in a preschool program shall be given to neglected or abused children ages 3-4 who are recipients of child protective services or who, based upon written referral from a legal, medical, or social service agency, are at risk of being neglected, abused, or exploited. If unable to enroll a child in this category, the district shall refer the child's parent/guardian to local resource and referral services so that services for the child can be located. (Education Code 8236, **8236.3**; 5 CCR 18131)

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

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

Note: Pursuant to Education Code 8236, second priority for enrollment must be granted to children 4 years of age who are not enrolled in a transitional kindergarten (TK) program, as provided in the following paragraph:

Education Code 8236, as amended by AB 2626 (Ch. 945, Statutes of 2018), eliminates the requirement, for CSPP programs operating with funding that was initially allocated in a prior fiscal year, that at least one-half of the children enrolled at a preschool must be children who are age 4 years.

After all children with first priority are enrolled, the district shall give second priority to eligible children 4 years of age who are not enrolled in a transitional kindergarten (TK) program prior to enrolling eligible children 3 years of age. (Education Code 8236, **8236.3**)

Note: Education Code 8236.3, as added by SB 75, establishes enrollment priorities for schools where at least 80 percent of students are eligible for free or reduced-price meals. First and second priority for enrollment in such programs is the same as for other programs as described in the preceding two paragraphs.

If a CSPP program is operating within the attendance boundaries of a school where at least 80 percent of the students are eligible for free or reduced-price meals, third priority for enrollment shall be for families who meet the criteria of Education Code 8263 specified in items #1-2 in the section "Eligibility" above. Any remaining slots may be open to any families not otherwise eligible, provided that the families prove residency within the attendance boundary of the school and priority is given to families with the lowest income. (Education Code 8236.3)

Note: Education Code 8235, as amended by AB 99 (Ch. 15, Statutes of 2017), allows CSPP programs to provide services to children with disabilities whose family income is above the income eligibility threshold. Such children do not count towards the 10 percent limitation for otherwise ineligible children as described below.

After all otherwise eligible children have been enrolled, the program may provide services to children with disabilities who are ages 3-4 and whose family income is above the income eligibility threshold. (Education Code 8235)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

In addition, after enrolling all eligible children, up to 10 percent of the program's enrollment, calculated throughout the entire contract, may be filled with children who exceed the age limitations and children whose family income exceeds the income eligibility threshold by no more than 15 percent. (Education Code 8235; 5 CCR 18133)

The district may certify eligibility and enrollment up to 120 calendar days prior to the first day of the beginning of the preschool year. After establishing eligibility at the time of initial enrollment, a child shall remain eligible for the remainder of the program year. (Education Code 8237; 5 CCR 18082)

Notice of Action

Note: Pursuant to 5 CCR 18082-18083, the parent/guardian must submit an application for services which contains specified information and documentation. The application form is available on CDE's web site. Upon receiving an application, a person designated by the district must certify the family's or child's eligibility.

Upon receiving a parent/guardian's application for services, the Superintendent or designee shall review the application and documentation and shall certify the eligibility of the family or child.

Note: Pursuant to 5 CCR 18130, CSPP programs are subject to 5 CCR 18094 and 18118, which require the district to provide written notification to parents/guardians as to whether their application for subsidized services has been approved or denied. For this purpose, the district should use the Notice of Action form available on CDE's web site. If the services are denied, the parent/guardian may appeal the decision in accordance with 5 CCR 18120-18122; see section "Parent Hearing" below.

The district's decision to approve or deny a child's enrollment shall be communicated to the family through a written Notice of Action mailed or delivered within 30 days from the date the application is signed by the parent/guardian. (5 CCR 18094, 18095, 18118)

(cf. 5145.6 - Parental Notifications)

Note: 5 CCR 18095 and 18119 require the district to notify a parent/guardian of any change in services or fees as described below. For such notification, the district should use the Notice of Action form available on CDE's web site. Parents/guardians may appeal such actions pursuant to 5 CCR 18120-18122; see section "Parent Hearing" below.

Subsequently, the Superintendent or designee shall mail or deliver a Notice of Action to a parent/guardian at least 14 calendar days before any intended change in services, including, but not limited to, an increase or decrease in fees, an increase or decrease in the amount of services, or termination of services, due to any of the following circumstances: (5 CCR 18095, 18119)

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

1. A determination during recertification or update of the application that the need or eligibility requirements are no longer being met or the fee or amount of service needs to be modified
2. Failure of the parent/guardian to document the family's need or eligibility after the district requested such documentation in writing
3. An indication by the parent/guardian that ~~he/she~~ **the parent/guardian** no longer wants the service
4. The death of a parent/guardian or child
5. The conclusion of a limited-term agreement, provided that the parent/guardian has been informed in writing of the date that the services would terminate

For each child enrolled in the district's preschool program, the Superintendent or designee shall maintain a family data file including, but not limited to, a completed and signed application for services, documentation of income eligibility, and a copy of all Notices of Action. For each child not receiving subsidized services, the family data file shall also include records of the specific reason(s) for enrolling each child, the child's family income, and evidence that the district has made a diligent search for children eligible for subsidized services. (5 CCR 18130, 18133, 18081, 18084)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

(cf. 5125 - Student Records)

Combined Preschool/Transitional Kindergarten Classroom

Note: **AB 1808 (Ch. 32, Statutes of 2018) amended** Education Code 8235 and 48000 ~~to~~ allow districts to place 4-year-old children enrolled in a CSPP program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to the requirements listed in the following section. See BP 6170.1 - Transitional Kindergarten for eligibility requirements pertaining to the TK program pursuant to Education Code 48000.

When a child is eligible for both the preschool program and the district's TK program, the district may place the child in a classroom which is commingled with children from both programs as long as the commingled program meets all of the requirements of each program as well as the following requirements: (Education Code 8235, 48000)

1. An early childhood environment rating scale, as specified in 5 CCR 18281, shall be completed for the classroom.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. All children enrolled for 10 or more hours per week shall be evaluated using the Desired Results Developmental Profile, as specified in 5 CCR 18272.
3. The classroom shall be taught by a teacher who holds a credential issued by the Commission on Teacher Credentialing in accordance with Education Code 44065 and 44256.
4. The classroom shall comply with the adult-child ratio specified in Education Code 8264.8.
5. Contractors of the district shall report the services, revenues, and expenditures for children in the preschool program in accordance with 5 CCR 18068.
6. The classroom shall not include children enrolled in TK for a second year or children enrolled in a regular kindergarten classroom.

(cf. 5111 - Admission)

(cf. 6170.1 - Transitional Kindergarten)

Fees and Charges

Fees for participation in the district's preschool program shall be assessed and collected in accordance with the fee schedule established by the Superintendent of Public Instruction (SPI). (Education Code 8273; 5 CCR 18078)

(cf. 3260 - Fees and Charges)

However, no fee shall be charged to an income-eligible family whose child is enrolled in a part-day preschool program or a family that is receiving CalWORKs cash aid. (Education Code 8273.1; 5 CCR 18110)

~~Note: Education Code 8273.1, as amended by AB 99 (Ch. 15, Statutes of 2017), extends the length of time, from three months to 12 months, for which a family who establishes preschool eligibility on the basis of abuse or neglect may be exempt from family fees.~~

A family may be exempt from the fees for up to 12 months if the child qualifies for preschool on the basis of being the recipient of child protective services or as being, or at risk of being, abused or neglected. (Education Code 8273.1)

Note: Education Code 8273.3 authorizes a district offering a CSPP program to charge a fee for field trips and/or to require parents/guardians to provide diapers, but **mandates** that the district adopt policy to include parents/guardians in the decision-making about such fees, as provided below. Pursuant to Education Code 8273.3, the fees cannot exceed \$25 per child in the contract year. The following paragraph may be modified to delete diapers as appropriate for the age of the children served.

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

The Superintendent or designee shall establish a process that involves parents/guardians in determining whether to require parents/guardians to provide diapers and/or whether and how much to charge parents/guardians for field trip expenses, within the limit specified in law. A child shall not be denied participation in a field trip due to the parent/guardian's inability or refusal to pay the fee, and no adverse action shall be taken against a parent/guardian for that inability or refusal. (Education Code 8273.3)

Disenrollment Based on Reduced Funding

Note: Education Code 8263.3 specifies the order by which families will be disenrolled from child care and development services when funding levels are reduced. The following list applies that order of disenrollment to CSPP programs but takes into account the priority specified in Education Code 8236 to enroll children 4 years of age before enrolling children 3 years of age.

When necessary due to a reduction in state reimbursements, families shall be disenrolled in the following order: (Education Code 8236, 8263.3)

1. Children 3 years of age whose families have the highest income in relation to family size shall be disenrolled first, followed by children 4 years of age whose families have the highest income in relation to family size.

At each age level, if two or more families have the same income ranking, the child with disabilities shall be disenrolled last. If there are no families that have a child with disabilities, the child who has received services the longest shall be disenrolled first.

2. Families of children 3 or 4 years of age who are receiving child protective services or who have been documented to be at risk of being neglected or abused, regardless of income, shall be disenrolled last.

Expulsion/Unenrollment Based on Behavior

Note: Education Code 8239.1, as added by AB 752 (Ch. 708, Statutes of 2017), prohibits the expulsion or unenrollment of a child from a CSPP program because of the child's behavior unless the district has followed the steps specified below.

A district preschool program shall not expel or unenroll a child based on the child's behavior, unless the district first takes the following actions to address the child's behavior: (Education Code 8239.1)

1. Inform the parents/guardians of the child's persistent and serious challenging behaviors and consult with the parents/guardians and teacher in an effort to maintain the child's safe participation in the program

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

2. If the child has an individualized family service plan (IFSP) or individualized education program (IEP), with written parent/guardian consent, contact the agency or district employee responsible for such plan or program to seek consultation in regard to serving the child

(cf. 6159 - Individualized Education Program)

3. If the child does not have an IFSP or IEP, consider if it is appropriate to complete a universal screening of the child, including, but not limited to, screening the child's social and emotional development, referring the parents/guardians to community resources, implementing behavior supports within the program, and considering an IEP for the child

If the district has taken the actions specified in items #1-3 above and the child's continued enrollment would present a serious safety threat to the child or other enrolled children, the district shall refer the parents/guardians to other potentially appropriate placements, the local child care resource and referral agency, or any other referral service available in the local community. Within 180 days of the start of the process, the district may unenroll the child. (Education Code 8239.1)

Note: A joint statement by the U.S. Department of Education and U.S. Department of Health and Human Services, Policy Statement on Expulsion and Suspension Policies in Early Childhood Settings, clarifies that preschool children with disabilities who are eligible for services under the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) are entitled to the same disciplinary protections that apply to all other IDEA-eligible students with disabilities, may not be subjected to impermissible disciplinary changes of placement for misconduct that is caused by or related to their disability, and must continue to receive educational services consistent with their right to a free appropriate public education. The statement indicates the need for the child's individualized education program (IEP) team to consider the use of positive behavioral interventions and supports when developing or modifying the IEP to reduce the need for discipline of a child with disabilities and avoid suspension or expulsion from a preschool program.

Children with disabilities may only be suspended or expelled in conformance with the procedures and limitations of the Individuals with Disabilities Education Act.

Parent Hearing

Note: Pursuant to 5 CCR 18130, districts are subject to the requirements of 5 CCR 18120-18122 to provide due process to parents/guardians who disagree with certain district actions, such as when services are denied, there is a change in services or fees, or their child is disenrolled.

If a parent/guardian disagrees with any district action to deny **his/her the** child's eligibility for subsidized preschool services, disenroll the child due to a funding shortage, increase or decrease fees, increase or decrease the amount of services, terminate services, or otherwise change the level of services, **he/she the parent/guardian** may file a request for a hearing

PRESCHOOL/EARLY CHILDHOOD EDUCATION (continued)

with the Superintendent or designee within 14 calendar days of the date the Notice of Action was received. Within 10 calendar days of receiving the request for a hearing, the Superintendent or designee shall notify the parent/guardian of the time and place of the hearing, which, to the extent possible, shall be convenient for the parent/guardian. (5 CCR 18120)

The hearing shall be conducted in accordance with the procedures specified in 5 CCR 18120 by a district administrator who is at a staff level higher in authority than the staff person who made the contested decision. Within 10 calendar days after the hearing, the district administrator shall mail or deliver a written decision to the parent/guardian. If the parent/guardian disagrees with the written decision, ~~he/she~~ **the parent/guardian** may, within 14 calendar days, appeal the decision to CDE. (5 CCR 18120-18122)

(10/16 10/18) 12/20

CSBA Sample Board Policy

Instruction

BP 6146.1(a)

HIGH SCHOOL GRADUATION REQUIREMENTS

Note: The following policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to **successfully complete the high school course of study and obtain a high school diploma that represents their educational achievement and increases their** ~~so that they can take advantage of~~ opportunities for postsecondary education and employment.

(cf. 5127 - Graduation Ceremonies and Activities)
(cf. 5147 - Dropout Prevention)
(cf. 6011 - Academic Standards)
(cf. 6143 - Courses of Study)
(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

Note: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in items #1-6 below.

Pursuant to Education Code 66204, each district that maintains a high school is also required to develop a process for submitting courses to the University of California to ensure that they align with the "a-g" course requirements for college admission.

To obtain a high school diploma, students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Note: **The following optional paragraph is for use only by districts that require more than two courses in mathematics for graduation and should be deleted by other districts.** Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course, as defined. Any such course must have been approved by the University of California as a "category c" (mathematics) course in the university's "a-g" course admission criteria; see BP 6143 - Courses of Study.

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6152.1 - Placement in Mathematics Courses)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

(cf. 6142.93 - Science Instruction)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

Note: Education Code 51225.3 authorizes the Board to include a course in career technical education (CTE) as an alternative to the visual or performing arts or **foreign world** language course requirement for high school graduation. If the Board chooses to do so, it must, at a regular Board meeting prior to allowing a CTE course as an alternative, notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3. In addition, the information must be included in the district's annual notification to parents/guardians pursuant to Education Code 48980; see the accompanying administrative regulation. Districts that do not allow this alternative course requirement should delete references to CTE in item #5 below.

The CTE course may be offered through different means, including a district-operated program, regional occupational center or program, or county office of education program pursuant to a joint powers agreement. See BP/AR 6178 - Career Technical Education and BP 6178.2 - Regional Occupational Center/Program for program details pertaining to CTE.

5. One course in visual or performing arts; **foreign world** language, **or career technical education (CTE)**. **For purposes of this requirement, a course in including American Sign Language; shall be deemed a course in world language.** ~~or career technical education (CTE)~~ (Education Code 51225.3)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. **(Education Code 51225.3)**

- (cf. 6142.2 - World/Foreign Language Instruction)*
- (cf. 6142.6 - Visual and Performing Arts Education)*
- (cf. 6178 - Career Technical Education)*
- (cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

(cf. 6142.7 - Physical Education and Activity)

Note: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education, service learning) or other requirements (e.g., portfolios or senior projects) that district students must complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction. In addition, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation. See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, teachers, and the public of information specified in Education Code 51225.3.

- (cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*
- (cf. 6142.4 - Service Learning/Community Service Classes)*
- (cf. 6142.8 - Comprehensive Health Education)*

Note: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)

Exemptions from District-Adopted Graduation Requirements

Note: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements **that are in addition to the state requirements specified in Education Code 51225.3** a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district high schools any time after completing the second year of high school, or an immigrant student who is in the third or fourth year of high school and is participating in a newcomer program (i.e., a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Also see AR 6173 - Education for Homeless Children, AR 6173.1 - Education for Foster Youth, AR 6173.2 - Education of Children of Military Families, AR 6173.3 - Education for Juvenile Court School Students, and AR 6175 - Migrant Education Program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer of a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student, or within 30 days of a student beginning participation in a newcomer program, the district is required to provide notice to the student, **the person holding the right to make education decisions for the student, and the student's social worker or probation officer** of the availability of the exemption and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the homeless student ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a migrant student, or a student participating in a newcomer program, as applicable.

Education Code 51225.1 also provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

Any complaint alleging the district's failure to comply with the requirements of Education Code 51225.1 may be filed using the district's uniform complaint procedures pursuant to 5 CCR 4600-4670. See BP/AR 1312.3 - Uniform Complaint Procedures.

District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a foster youth, homeless student, former juvenile court school student, child of a military family, or migrant student who transfers into the district or between district schools any time after completing the second year of high school, or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school. Within 30 days of the transfer or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any eligible student of the availability of the exemption and whether the student qualifies for it. (Education Code 51225.1)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.6 - Parental Notifications)

(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)

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 51413)

Note: Items #1-3-4 below are optional and may be revised to reflect district practice.

In addition, the district may retroactively grant high school diplomas to **former students who**: (Education Code 48204.4, 51430, 51440)

1. **Persons who d**eparted California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)

2. ~~Former students who w~~ere interned by order of the federal government during World War II or ~~who~~ are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.

3. **Are v**eterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school

Note: Education Code 51430, as amended by AB 1350 (Ch. 66, Statutes of 2020), authorizes districts to award a retroactive diploma under the circumstances described in item #4 below.

4. **Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis**

Honorary Diplomas

Note: The following optional section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the **student's** home country following the completion of one academic school year in the district

(cf. 6145.6 - International Exchange)

2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

Legal Reference: (see next page)

HIGH SCHOOL GRADUATION REQUIREMENTS (continued)*Legal Reference:*EDUCATION CODE

47612 Enrollment in charter school
 48200 Compulsory attendance
 48204.4 Parents/guardians departing California against their will
 48412 Certificate of proficiency
 48430 Continuation education schools and classes
 48645.5 Acceptance of coursework
 48980 Required notification at beginning of term
 49701 Interstate Compact on Educational Opportunity for Military Children
 51224 Skills and knowledge required for adult life
 51224.5 Algebra instruction
 51225.1 Exemption from district graduation requirements
 51225.2 Student in foster care defined; acceptance of coursework, credits, retaking of course
 51225.3 High school graduation
 51225.35 Mathematics course requirements; computer science
 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
 51225.5 Honorary diplomas
 51225.6 Compression-only cardiopulmonary resuscitation
 51228 Graduation requirements
51230 Credit for community emergency response training
 51240-51246 Exemptions from requirements
 51250-51251 Assistance to military dependents
 51410-51413 Diplomas
 51420-51427 High school equivalency certificates
 51430 Retroactive high school diplomas
 51440 Retroactive high school diplomas
 51450-51455 Golden State Seal Merit Diploma
 51745 Independent study restrictions
 56390-56392 Recognition for educational achievement, special education
 66204 Certification of high school courses as meeting university admissions criteria
 67386 Student safety; affirmative consent standard
CODE OF REGULATIONS, TITLE 5
 1600-1651 Graduation of students from grade 12 and credit toward graduation
 4600-4670 Uniform complaint procedures
COURT DECISIONS
O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

*Management Resources:*WEB SITES

CSBA: <http://www.csba.org>
 California Department of Education, High School: <http://www.cde.ca.gov/ci/gs/hs>
 University of California, List of Approved a-g Courses:
<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

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Policy Reference UPDATE Service

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CSBA Sample Board Policy

Instruction

BP 6146.2(a)

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Note: The following Board policy is for use by districts that maintain grades 9-12.

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of ~~class work and examination~~ **district graduation requirements**. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows ~~him/her~~ **the student** to obtain an equivalent certificate.

(cf. 5147 - Dropout Prevention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6200 - Adult Education)

Eligible persons ~~may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.~~ **who pass the California High School Proficiency Examination may obtain a certificate of proficiency from the State Board of Education (SBE). Eligible persons who pass a general educational development test designated by the SBE may obtain a high school equivalency certificate from the testing service.**

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

(cf. 6164.2 - Guidance/Counseling Services)

Interested persons shall register for the test directly with the testing service and pay the applicable fee. However, the fee shall be waived for a homeless or foster youth who is under age 25 years, meets all other registration requirements, and submits certification of homeless or foster youth status. (Education Code 48412; 5 CCR 11524-11526, 11533-11534.1)

Legal Reference: (see next page)

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

Legal Reference:

EDUCATION CODE

48400-48403 Persons subject to compulsory continuation education

48410 Persons exempt from continuation classes

48412 Certificate of proficiency; examination fees

48413 Enrollment in continuation classes

48414 Reenrollment in district

51420-51427 High school equivalency certificate

52052 Accountability; numerically significant student subgroups

CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate

11530-11532 High school equivalency certificate

Management Resources:

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

WEB SITES

CDE California Department of Education, California High School Proficiency Examination:

<http://www.cde.ca.gov/ta/tg/sp>

CDE California Department of Education, High School Equivalency Tests:

<http://www.cde.ca.gov/ta/tg/gd>

California High School Proficiency Examination: <https://www.chspe.net>

General Educational Development Test: <https://ged.com>

High School Equivalency Test: <https://hiset.ets.org>

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CSBA Sample Administrative Regulation

Instruction

AR 6146.2(a)

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Certificate of Proficiency

Note: Pursuant to Education Code 48412, the State Board of Education (SBE) will award a "certificate of proficiency" to persons who pass the California High School Proficiency Examination (CHSPE) established by the California Department of Education (CDE) to assess proficiency in reading, writing, and mathematics skills. A list of test centers and testing dates (~~once in the fall and once in the spring~~) is available on the CHSPE web site. **As amended by SB 820 (Ch. 110, Statutes of 2020), Education Code 48412 requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester.** The CDE will keep a permanent record of the issuance of all certificates.

5 CCR 11523 requires the principal of each high school to distribute information about the exam to students in grades 11-12. A flyer that may be used for this purpose is available on CDE's web site in both English and Spanish. At their discretion, districts may revise the following paragraph to require distribution of such information to students in grade 10.

The principal of each **high** school ~~maintaining grades 11 and 12~~ shall distribute to each student in ~~those~~ grades **11-12** an announcement explaining the California High School Proficiency Examination (CHSPE). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

(cf. 5145.6 - Parental Notifications)

Note: The following **optional** paragraph reflects CHSPE's Frequently Asked Questions on ~~the~~ CDE's web site.

The principal also shall advise students that the certificate of proficiency awarded upon passing the CHSPE, while equivalent to a high school diploma, is not the equivalent of completing all coursework required for high school graduation and therefore students should contact the admissions office of the college or university they are interested in attending to determine if the certificate satisfies college admission requirements.

Any student may take the CHSPE if ~~he/she~~ **the student** meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

(cf. 5125 - Student Records)

Note: Pursuant to 5 CCR 11522, the district must develop a consent form that may be used by persons receiving the certificate of proficiency to be exempted from compulsory school attendance. See the accompanying exhibit for a sample consent form.

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon ~~his/her~~ **the student's** request, with verified parent/guardian consent as appropriate. **For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information:** (Education Code 48410; 5 CCR 11522)

(cf. 5112.1 - Exemptions from Attendance)

~~The consent form to be exempted from compulsory school attendance shall be provided by the Superintendent or designee and shall contain at least the following information: (5 CCR 11522)~~

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public **high** schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

(cf. 5112.1 - Exemptions from Attendance)

If a student age 16 or 17 terminates ~~his/her~~ enrollment after receiving the high school proficiency certificate, ~~he/she~~ **the student** may re-enroll in the district. If ~~he/she~~ **the student** subsequently terminates enrollment again, ~~he/she~~ **the student** may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

(cf. 6184 - Continuation Education)

High School Equivalency Certificate

Note: Education Code 51420-51427 provide that persons may be awarded the California High School

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

Equivalency Certificate by taking a general educational development test and receiving a score that is at least as high as that determined by SBE to be equal to the standard of performance expected from high school graduates. ~~5 CCR 11530-11532, as amended by Register 2013, No. 39, delete the requirement to use only the General Educational Development (GED) test adopted by the General Educational Development Testing Service for the purpose of awarding a high school equivalency certificate. Subsequently, in March 2014, the~~ **As of January 1, 2020, SBE has approved the use of three two tests for this purpose: the General Educational Development (GED) test adopted by the General Educational Development Testing Service and the High School Equivalency Test (HiSET) provided by the Educational Testing Service, and the Test Assessing Secondary Completion (TASC) provided by CTB/McGraw Hill. Local testing centers will have the option to offer one or more of these tests.**

An eligible person may earn a high school equivalency certificate by passing a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test, **or the High School Equivalency Test (HiSET), or the Test Assessing Secondary Completion (TASC).**

Any person is eligible to take a test leading to a high school equivalency certificate if **he/she the person** is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or is within 60 days of **his/her the person's** 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when **he/she the person** would have graduated from high school had **he/she the person** remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532
5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

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Policy Reference UPDATE Service

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CSBA Sample Exhibit

Instruction

E 6146.2(a)

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY

Note: The following exhibit is for use by districts that maintain grades 9-12. Pursuant to Education Code 48410, any student who passes the California High School Proficiency Examination and receives a certificate of proficiency may be exempted from compulsory school attendance upon request by the student and, if the student is under age 18 years, with the consent of the student's parent/guardian. 5 CCR 11522 requires the district to develop a consent form for this purpose. The following exhibit may be revised to reflect district practice.

NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY

Notice of Student Rights: Students who pass the California High School Proficiency Examination (CHSPE) and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school after receiving a Certificate of Proficiency and is under 18 years of age, the student may later decide to re-enroll in the district with no adverse consequences. In this case, the student may be required to meet new or additional requirements established since the student was previously enrolled. If the student re-enrolls and then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: _____

School: _____

Date on which the Certificate of Proficiency was issued: _____

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

CERTIFICATE OF PROFICIENCY/HIGH SCHOOL EQUIVALENCY (continued)

Student's signature: _____ **Date:** _____

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): _____

Signature: _____ **Date:** _____

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): _____

Position: _____

Signature: _____ **Date:** _____

CSBA Sample Board Policy

Instruction

BP 6170.1(a)

TRANSITIONAL KINDERGARTEN

Note: The following policy is for use by districts that maintain kindergarten and may be revised to reflect district practice. Education Code 48000 provides that children are eligible for kindergarten enrollment if they have their fifth birthday on or before September 1 in that school year; see AR 5111 - Admission. Pursuant to Education Code 48000, any child whose fifth birthday is between September 2 and December 2 must be offered a transitional kindergarten (TK) program.

Education Code 48000 defines TK as the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Many of the requirements applicable to kindergarten (e.g., class size, minimum school day, facilities) are also applicable to TK. The district will receive funding based on average daily attendance (ADA) for students in a TK program that meets the requirements specified in Education Code 48000.

For guidance on implementing TK programs, see the [Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers](#), published by the California Department of Education (CDE).

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills **they need needed** to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Note: **The** CDE's "Transitional Kindergarten FAQs" clarify that children are required to have documentation of required immunizations or a valid exemption prior to admission to TK. For information about required immunizations and exemptions, see BP/AR 5141.31 - Immunizations.

Parents/guardians of eligible children shall be notified of the availability of the TK program

TRANSITIONAL KINDERGARTEN (continued)

and **of the** age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Note: The following paragraph is **optional**. If the district chooses to allow kindergarten-eligible children to enroll in the TK program, CDE recommends that the district establish criteria to determine selection requirements. The parent/guardian of a kindergarten-eligible child who is enrolled in TK must, at the end of the year, sign a Kindergarten Continuance Form verifying **that he/she agrees to have agreement with** the child enrolling in kindergarten the following year; see section "Continuation in Kindergarten" below.

On a case-by-case basis, a child whose fifth birthday is on or before September 1 may be admitted into the district's TK program ~~Upon request of a child's parents/guardians, the district may, on a case-by-case basis after~~ **if** the Superintendent or designee determines that it is in the child's best interest, ~~admit into the district's TK program a child whose fifth birthday is on or before September 1 and who is therefore eligible for kindergarten.~~

Note: The following paragraph is **optional**. Pursuant to Education Code 48000, the district may, at its discretion, determine whether to allow admittance of children whose fifth birthday is after December 2. Such students may be admitted at any time during the school year, including at the beginning of the year. Education Code 48000 provides that districts will not receive ADA apportionment for a child whose birthday is after December 2 until the child's **reaches his/her** fifth birthday.

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance. (Education Code 48000)

Curriculum and Instruction

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

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

TRANSITIONAL KINDERGARTEN (continued)

Note: Education Code 48000 states the Legislature's intent that the TK curriculum be aligned to the California Preschool Learning Foundations developed by CDE. These standards address essential **knowledge and** skills in the subject areas listed below. The standards and companion preschool curriculum frameworks are available on CDE's web site.

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential **knowledge and** skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

Note: The following **optional** paragraph may be revised to reflect district practice. Education Code 37202 permits districts to maintain TK and kindergarten classes for different lengths of time during the school day, either at the same or a different school site. Districts offering TK classes for different lengths of time are still required to meet the minimum and maximum length of school day provided in law. Pursuant to Education Code 46111, 46115, and 46117, at the kindergarten and TK level the minimum school day is three hours (180 minutes), including recess but excluding noon intermission, and the maximum school day is four hours (240 minutes), excluding recess, unless the district has adopted an extended-day kindergarten pursuant to Education Code 8973. However, pursuant to Education Code 46119, if the district has fewer than 40 kindergarten students, the Governing Board may apply to the Superintendent of Public Instruction to maintain two kindergarten classes of 150 minutes each, including recesses, taught on the same day by the same teacher. Also see AR 6112 - School Day.

Pursuant to Education Code 48003, districts are required to provide an annual report to CDE regarding the type of kindergarten program offered by the district, including part day, full day, or both. The **California Basic Educational Data System (CBEDS)** School Information Form-~~2017~~, located on ~~the~~ CDE's web site, requires a report on the type of TK program offered.

The Board shall establish the length(s) of the school day in the district's TK program, **which shall be at least three hours but no more than four hours long. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program** ~~TK programs may be maintained for different lengths of time either at the same or different school sites, as long as the school day is at least three hours but no more than four hours.~~ The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day, or both. (Education Code **8973**, 37202, 46111, 46115, 46117, 48003)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

TRANSITIONAL KINDERGARTEN (continued)

Note: The following **optional** paragraph may be revised to reflect district practice. According to CDE's "Transitional Kindergarten FAQs," it is the intent of the law to provide separate and unique experiences for TK and kindergarten students. However, districts have flexibility to determine how best to meet the curricular needs of each child and whether TK and kindergarten students may be enrolled in the same classrooms.

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Note: AB 1808 (Ch. 32, Statutes of 2018) amended Education Code 8235 and 48000 to allow districts to place 4 year old children enrolled in a California State Preschool Program into a TK program and to commingle children from both programs in the same classroom as long as all of the requirements of each program are met and the district adheres to specified requirements, including that the classroom does not contain children enrolled in TK for a second year or children enrolled in a regular kindergarten. Also see BP/AR 5148.3 - Preschool/Early Childhood Education.

TK students may be ~~placed in a classroom~~ commingled **in the same classroom** with **4 four-** year-old students from a California State Preschool Program as long as **all of the requirements of each program are met and** the classroom does not include students enrolled in TK for a second year or students enrolled in a regular kindergarten. (Education Code 8235, 48000)

(cf. 5148.3 - Preschool/Early Childhood Education)

Staffing

Note: To be qualified to teach a TK class, the teacher must possess an appropriate multiple subjects or early childhood education credential issued by the Commission on Teacher Credentialing authorizing instruction in TK. Education Code 48000 establishes additional requirements for credentialed teachers who are first assigned to a TK class after July 1, 2015, as provided below.

TK assignments are subject to assignment monitoring and reporting by the County Superintendent of Schools in accordance with Education Code 44258.9.

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

Note: Education Code 48000, as amended by SB 98 (Ch. 24, Statutes of 2020), extends until August 1, 2021, the requirement for credentialed teachers who are first assigned to a transitional kindergarten class to meet additional qualifications, as described below.

TRANSITIONAL KINDERGARTEN (continued)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, **2020 2021**, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Note: The following section is consistent with guidance in CDE's "Transitional Kindergarten FAQs."

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

Note: The following **optional** paragraph is for use by districts that allow kindergarten-eligible children to enroll in TK; see "Eligibility" section above. When such students are subsequently enrolled in kindergarten, the district is required to obtain a signed Kindergarten Continuance Form in order to receive kindergarten ADA for those children since they would otherwise be age-eligible for first grade. CDE recommends that approval for a student to continue in kindergarten not be sought until near the end of the year of TK, since permission obtained unreasonably far in advance could be found invalid.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

Note: Pursuant to Education Code 46300, the district may not include for ADA purposes the attendance of any student for more than two years in **kindergarten or for more than two years in** a combination of TK and kindergarten.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

Assessment

Note: The following section may be revised to reflect district practice. One assessment resource for TK students is CDE's Desired Results Developmental Profile, which is designed to assess the developmental progression of all children from early infancy to kindergarten entry.

TRANSITIONAL KINDERGARTEN (continued)

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. ~~He/she~~ **The Superintendent or designee** shall monitor and regularly report to the Board regarding program implementation, ~~and~~ the progress of students in meeting related academic standards, **and student preparedness for future education.**

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

*Legal Reference:*EDUCATION CODE

8235 California State Preschool Program

89~~70-897473~~ **Early primary programs; E**extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

48000 Age of admission, kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48200 Compulsory education, starting at age six

*Management Resources:*CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 3, 2013

California Preschool Learning Foundations, Vol. 3, 2012

California Preschool Curriculum Framework, Vol. 2, 2011

California Preschool Learning Foundations, Vol. 2, 2010

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

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

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

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <https://www.tkcalifornia.org>

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Policy Reference UPDATE Service

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CSBA Sample Board Bylaw

Board Bylaws

BB 9012(a)

BOARD MEMBER ELECTRONIC COMMUNICATIONS

Note: The following **optional** Board bylaw should be modified to reflect district practice. The Brown Act (Government Code 54950-54963) requires that Governing Board members conduct district business at properly noticed and agendized public meetings. In general, Board members should keep in mind that, for purposes of the Brown Act, electronic communications are subject to the same conditions and the same rules of confidentiality that are applicable to other forms of communication, such as individual conversations, telephone calls, or paper copies of documents. However, the ease with which electronic communication can be shared and forwarded requires extra caution.

Furthermore, although Board members are not considered employees, there may be tax implications if the district provides Board members with laptop computers or subsidies for an Internet connection. In some circumstances, such provision or reimbursement may be considered a taxable benefit. Also see AR 3513.1 - Cellular Phone Reimbursement.

The Governing Board recognizes that electronic communication is an efficient and convenient way for Board members to communicate and expedite the exchange of information within the district and with members of the public. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agendized Board meeting, **nor to circumvent the public's right to access records regarding district business, or restrict access to a public forum.**

(cf. 1100 - Communication with the Public)

(cf. 9000 - Role of the Board)

(cf. 9322 - Agenda/Meeting Materials)

Note: Government Code 54952.2 defines a "meeting" as any congregation of a majority of the members of the Board at the same time and **location place, including teleconference location as permitted by Government Code 54953,** to hear, discuss, ~~or deliberate,~~ **or take action** upon any item that is within the subject matter jurisdiction of the Board. Government Code 54952.2 prohibits a serial meeting, defined as a series of communications **of any kind, directly or through intermediaries,** involving a majority of the Board to discuss, deliberate, or take action on any item of district business outside of an authorized meeting. Thus, a series of emails, as well as other electronic communications such as postings on an online forum, that ultimately include a majority of the Board could lead to a Brown Act violation. While the safest course of action is to not send an email to another Board member that, if forwarded, could lead to a discussion about district business by a majority of the Board, given the prevalence of email, such a practice may not be practical. However, in order to help prevent an inadvertent violation, Board members may wish to consider including a "do not reply/forward alert" in the subject line of emails, as appropriate.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

(cf. 9320 - Meetings and Notices)

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

Note: CSBA's **Agenda-Online GAMUT Meetings** is an electronic board meeting **management application agenda-service** for use by districts and county offices of education **that streamlines meeting preparation and provides easy and secure access to meeting materials, including** ~~which allows development of and access to~~ Board meeting agendas, supporting documents, and minutes ~~from any computer that has Internet access~~. Further information **can be found is available** on CSBA's web site.

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Note: Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board.

Board members may engage in separate conversations or communications with members of the public on a social media platform to answer questions, provide information, or solicit information regarding a matter that is within the subject matter jurisdiction of the Board, as long as a majority of the Board does not use the platform to discuss among themselves any business of a specific nature that is within the subject matter jurisdiction of the Board. A Board member is prohibited from responding directly to any communication from other Board members regarding matters that are within the subject matter jurisdiction of the Board or using digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. (Government Code 54952.2)

Note: Board members who use a social media platform to communicate with the public about district business or Board activities should be cautious about blocking access to members of the public. In **Knight First Amendment Institute at Columbia University v. Trump**, the court held that President Donald Trump's twitter account was a public forum from which the government may not exclude people based on their views and that blocking critics from viewing and replying to the account excluded individuals from a public forum in violation of the First Amendment. While there is not a clearly defined rule as to whether a board member's social media account is a public forum, the holding has been used in cases restricting school board members from blocking members of the public from their social media. See **Garnier v. Poway Unified School District**.

Whenever a Board member uses a social media platform to communicate with the public about district business or Board activities, the Board member shall not block access to a member of the public based on the viewpoint expressed by that individual.

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

Note: The prohibitions in the Brown Act apply only to discussions regarding district business. Like other citizens, Board members are permitted to use email to discuss personal, nondistrict matters.

~~In addition,~~ Board members may use electronic communications to discuss matters that do not pertain to district business, regardless of the number of Board members participating in the discussion.

Note: The following **optional** paragraph may be revised to reflect district practice. Many districts have established bylaws or other protocols describing how the Board has agreed to handle questions, concerns, or complaints received from members of the community. For example, see BB 9200 - Limits of Board Member Authority and BP 1112 - Media Relations.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that **the his/her** response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the media shall be forwarded to the designated district spokesperson.

(cf. 1112 - Media Relations)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 9005 - Governance Standards)
(cf. 9121 - President)
(cf. 9200 - Limits of Board Member Authority)

Note: Electronic communications received and sent by Board members are subject to disclosure upon request pursuant to the California Public Records Act (CPRA) (Government Code 6250-6270) depending on the content of the communication and whether it is "prepared, owned, used, or retained" by the district in its normal course of business. District legal counsel should be consulted as appropriate. Also see BP/AR 1340 - Access to District Records and BP/AR 3580 - District Records.

In City of San Jose v. Superior Court, the California Supreme Court held that a public official's communications about public business, even if sent or received on the official's personal account or device, are public records and are not categorically excluded from disclosure under the CPRA. The court observed that the CPRA requires public agencies to use "reasonable effort" to locate existing records in response to a public records request, but that such searches need not be extraordinarily **extensive** or intrusive. For further information, see CSBA's Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications.

BOARD MEMBER ELECTRONIC COMMUNICATIONS (continued)

To the extent possible, electronic communications regarding any district-related business shall be transmitted through a district-provided device or account. When any such communication is transmitted through a Board member's personal device or account, **the Board member he/she** shall copy the communication to a district electronic storage device for easy retrieval.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

35140 Time and place of meetings

35145 Public meetings

35145.5 Agenda; public participation; regulations

35147 Open meeting law exceptions and applications

GOVERNMENT CODE

6250-6270 California Public Records Act

11135 State programs and activities, discrimination

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting, defined

54953 Meetings to be open and public; attendance

54954.2 Agenda posting requirements, board actions

COURT DECISIONS

Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)

Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)

City of San Jose v. Superior Court (2017) 2 Cal.5th 608

Management Resources:

CSBA PUBLICATIONS

Legal Alert: Tips for Governing Boards in Response to Public Records Act Ruling on Electronic Communications, March 2017

The Brown Act: School Boards and Open Meeting Laws, rev. 2014 2019

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies, 2003

WEB SITES

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

CSBA, Agenda Online GAMUT Meetings:

<https://www.csba.org/ProductsAndServices/AllServices/AgendaOnline.aspx> GamutMeetingsPolicy

California Attorney General's Office: <https://oag.ca.gov>

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Policy Reference UPDATE Service

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CSBA Sample Board Bylaw

Board Bylaws

BB 9320(a)

MEETINGS AND NOTICES

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session ~~Purposes and Agendas~~)
(cf. 9321.1 ~~Closed Session Actions and Reports~~)
(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and **location** ~~place, including teleconference location,~~ to hear, discuss, ~~or deliberate,~~ **or take action** upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

Note: The Brown Act prohibits serial meetings, defined under Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business. ~~However, Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members.~~

This prohibition against serial meetings also applies to communications via technology. Email exchanges, chat room threads, or comments posted on a blog **or social media account** that result in a majority of the Board "discussing" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. **Pursuant to Government Code 54952.2, as amended by AB 992 (Ch. 89, Statutes of 2020), Board members may engage in separate conversations or communications with members of the public on an Internet-based social media platform that is open and accessible to the public as long as a majority of the Board does not use the platform to discuss among themselves business within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Consequently, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board.** See BB 9012 - Board Member Electronic Communications.

In 84 Ops.Cal.Atty.Gen. 30 (2001), the Attorney General opined that Government Code 54952.2 prohibits a majority of the Board from sending emails to each other to develop a collective concurrence as to action to be taken by the Board even if the emails are (1) sent to the secretary and chairperson, (2) posted on the

MEETINGS AND NOTICES (continued)

district's web site, and (3) distributed at the next meeting. Although the Attorney General recognized that those three conditions would allow the deliberations to be conducted, to some extent, "in public," the emails were prohibited by the Brown Act because all debate would be completed before the meeting and members of the public who did not have Internet access would be excluded from the debate.

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, **including social media and other electronic communications**, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. **(Government Code 54952.2)**

Note: Government Code 54952.2 specifies that briefings between staff and Board members are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member. Thus, Superintendent briefings involving less than a majority of the Board are allowed, but participants must ensure that the comments or positions of one member are not shared with other members.

However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

Note: Government Code 54953.2 requires that all Board meetings meet the protections of the Americans with Disabilities Act (42 USC 12132) and implementing regulations (28 CFR 35.160, 36.303). Such protections require the district to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services. Auxiliary aids and services may include accommodations at the actual meeting, such as a sign-language interpreter, or accommodations to the supporting documentation, such as Braille translation of the agenda packet. Government Code 54954.2 requires that the agenda specify how, when, and to whom a request for accommodation should be made; see BB 9322 - Agenda/Meeting Materials.

In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1, **54954.2**)

Regular Meetings

Note: Education Code 35140 and Government Code 54954 **mandate** the Board to fix the time and place for its regular meetings by rule and regulation.

The Board shall hold _____ regular meeting(s) each month. Regular meetings shall be held at _____ p.m. on the _____ (day) at the _____.

MEETINGS AND NOTICES (continued)

Note: Pursuant to Government Code 54954.2, the agenda for a regular meeting must be posted at least 72 hours prior to the meeting, at a location that is freely accessible to the public. ~~As amended by AB 1344 (Ch. 692, Statutes of 2011).~~ Government Code 54954.2 also requires that the agenda be posted on the district's Internet web site, if it has one. Any district that does not have a web site should delete the reference to it in the following paragraph.

The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda must also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. The Attorney General also opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Note: Pursuant to Government Code 54957.5, the agenda must list any address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular meeting; see BB 9322 - Agenda/Meeting Materials. In addition, pursuant to the California Public Records Act (Government Code 6252-6270), agenda materials related to an open session of a Board's regular meeting are "public records" and are subject to the inspection of any member of the public. For a list of documents subject to disclosure by the district, see BP/AR 1340 - Access to District Records.

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Note: Education Code 35144 and Government Code 54956 allow the Board to hold special meetings to address any matter that requires timely action. For example, the Board may hold a special meeting to discuss the need for an emergency state apportionment when the district is in financial distress; see AR 3460 - Financial Reports and Accountability. However, pursuant to Government Code 54956, ~~as amended by AB 1344 (Ch. 692, Statutes of 2011).~~ certain specified matters, as described below, may not be addressed in a special meeting.

MEETINGS AND NOTICES (continued)

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Note: Pursuant to Government Code 54956, written notice of a special meeting may be delivered personally or by other means, including email or fax. ~~AB 1344 (Ch. 692, Statutes of 2011) amended~~ Government Code 54956 ~~to require~~ any district that has its own Internet web site to also post the notice on its web site. Any district that does not have its own web site should delete reference to it in the following paragraph.

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and ~~place~~ **location** of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

Note: Government Code 54956.5 authorizes a closed session during emergency meetings, as long as two-thirds of the members present at the meeting agree on the need for the closed session **or, if less than two-thirds of the members are present, by unanimous vote of the members present.** See BB 9321 - Closed Session ~~Purposes and Agendas~~ and E(1) 9323.2 - Actions by the Board.

In the case of an *emergency situation* for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

MEETINGS AND NOTICES (continued)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(*cf. 4141.6/4241.6 - Concerted Action/Work Stoppage*)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(*cf. 3516 - Emergencies and Disaster Preparedness Plan*)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time **he/she notifies notification is given to** the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by The Board may adjourn/continue any regular or special meeting to a later time and **place location** that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

MEETINGS AND NOTICES (continued)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

Note: The following section is **optional** and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board must still comply with the **72 hours** public notice requirements when holding a study session, retreat, public forum or other such meeting.

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion

MEETINGS AND NOTICES (continued)

6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, ~~including, but not limited to, religion, sex, or sexual orientation~~. In addition, meetings shall not be held in a facility which is inaccessible to individuals with disabilities or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility

MEETINGS AND NOTICES (continued)

7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a **place location** designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

Note: In 84 Ops.Cal.Atty.Gen. 181 (2001), the Attorney General opined that a city is not required under the Americans with Disabilities Act to provide, as an accommodation for a **disabled** city council member **with disabilities** who was unable to attend a regularly scheduled meeting, a teleconference connection to the member's house where the public would not be permitted to be present. According to the Attorney General, Government Code 54953 requires that members of the public be permitted to be present at any teleconference location.

MEETINGS AND NOTICES (continued)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

*Legal Reference:*EDUCATION CODE

- 35140 *Time and place of meetings*
- 35143 *Annual organizational meeting, date, and notice*
- 35144 *Special meeting*
- 35145 *Public meetings*
- 35145.5 *Agenda; public participation; regulations*
- 35146 *Closed sessions in connection with a student*
- 35147 *Open meeting law exceptions and applications*

GOVERNMENT CODE

- 3511.1 *Local agency executives*
- 11135 *State programs and activities; prohibition of discrimination*
- 54950-54963 *The Ralph M. Brown Act, especially:*
- 54953 *Meetings to be open and public; attendance*
- 54954 *Time and place of regular meetings*
- 54954.2 *Agenda posting requirements, board actions*
- 54956 *Special meetings; call; notice*
- 54956.5 *Emergency meetings*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 *Effective communications for individuals with disabilities*
- 36.303 *Auxiliary aids and services for individuals with disabilities*

COURT DECISIONS

Garnier v. Poway Unified School District, No. 17-cv-2215-W (JLB), 2019 WL 4736208 (S.D. Cal. September 26, 2019)

Knight First Amendment Institute at Columbia University v. Trump, 928 F.3d 226 (2019)

Wolfe v. City of Fremont, (2006) 144 Cal.App. 4th 54433

ATTORNEY GENERAL OPINIONS

- 88 *Ops. Cal. Atty. Gen. 218 (2005)*
- 84 *Ops. Cal. Atty. Gen. 181 (2001)*
- 84 *Ops. Cal. Atty. Gen. 30 (2001)*
- 79 *Ops. Cal. Atty. Gen. 69 (1996)*
- 78 *Ops. Cal. Atty. Gen. 327 (1995)*

Management Resources: (see next page)

MEETINGS AND NOTICES (continued)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. ~~2014~~ 2019

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

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

CSBA, **GAMUT Meetings Agenda Online:**

<https://www.csba.org/ProductsAndServices/AllServices/GamutMeetingsPolicy>

~~<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>~~

California Attorney General's Office: **<https://oag.ca.gov/home>** ~~<http://www.ag.ca.gov>~~

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

(11/08 11/11) 12/20

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13a	Date: 1/20/2021
Agenda Item Description: Determine Extracurricular Activities for COVID Independent Study Students	
Background: It has been the practice of HUSD to not allow students on Independent Study to participate in extra-curricular or co-curricular events. With the development of the new COVID Independent Study Program and because of the unique situation surrounding the COVID outbreak and students attending the COVID Independent Study a decision needs to be made to continue with the current policy or develop new policy.	
Status: For Discussion and vote	
Fiscal Impact: None	
Educational Impact: Currently, Independent Study students are not allowed to participate in extra-curricular or co-curricular events.	
Recommendation: Continue with current policy of not allowing students on Independent Study to participate in extra-curricular or co-curricular events.	

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13b	Date: 1/20/2021
Agenda Item Description: Approve Spring 2021 Instructional Schedule	
Background: During their regular board meeting held on December 9, 2020 the HUSD Board approved a return to school in an AM/PM model for K-12 education with a review to be held on January 20, 2021 of returning to full in-person instruction February 1, 2021.	
Status: For Discussion and vote	
Fiscal Impact: None	
Educational Impact: If students were allowed to return full time, five days a week, they would be in class for a longer period of time.	
Recommendation: Due to the continued COVID situation both in Glenn County and Regionally, the recommendation to continue with the AM/PM model with a return to full in person, five day a week schedule March 1, 2021. This final decision would be determined during the February Board Meeting.	

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – October 2020

District Name: Hamilton Unified School District

Contact Name: Tiffany Wilhelm Phone: 530-826-3261 Email: twilhelm@husdschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
E 1113	District and School Web Sites	NEW EXHIBIT/New Law	
BP 3280	Sale or Lease of District-Owned Real Property	New Law	
BP 3530	Risk Management/Insurance	New Law	
AR 3530	Risk Management/Insurance	Policy Update	
BP 4119.11 4219.11 4319.11	Sexual Harassment	Policy Update	
AR 4119.11 4219.11 4319.11	Sexual Harassment	Fill in Blanks Superintendent PO Box 488 Hamilton City, CA 95951 530-826-3261	
AR 4119.12 4219.12 4319.12	Title IX Sexual Harassment Complaint Procedures	Policy Update	
E 4119.12 4219.12 4319.12	Title IX Sexual Harassment Complaint Procedures	NEW EXHIBIT	
BP 4157 4257 4357	Employee Safety	New State Regulation	
AR 4157 4257 4357	Employee Safety	New State Regulation	
AR 4157.1 4257.1 4357.1	Work-Related Injuries	New Law	

CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – October 2020

District Name: Hamilton Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 5113.1	Chronic Absence and Truancy	Policy Update	
AR 5113.1	Chronic Absence and Truancy	Policy Update	
AR 5113.11	Attendance Supervision	Regulation update to reflect new law	
BP 5145.7	Sexual Harassment	Policy Update	
AR 5145.7	Sexual Harassment	Regulation Update	
AR 5145.71	Title IX Sexual Harassment Complaint Procedures	Regulation Update	
E 5145.71	Title IX Sexual Harassment Complaint Procedures	NEW EXHIBIT	
BP 6161.1	Selection and Evaluation of Instructional Materials	New Law	
AR 6161.1	Selection and Evaluation of Instructional Materials	Regulation Update	
E 6161.1	Selection and Evaluation of Instructional Materials	Regulation Update	
E(1) 9323.2	Actions by the Board	Exhibit Update	

CSBA POLICY GUIDE SHEET

October 2020

2nd Reading January 20, 2021

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

NEW - Exhibit 1113 - District and School Web Sites

New exhibit lists material which state and/or federal law explicitly requires to be posted on district and/or school web sites, including a citation to the legal authority and a reference to the board policy, administrative regulation, or board bylaw that further describes the requirement.

Board Policy 3280 - Sale or Lease of District-Owned Real Property

Policy updated to reflect **NEW LAW (SB 820, 2020)** which adds, until July 1, 2024, an exception to the requirement that boards appoint an advisory committee for the sale or lease of district-owned property if the property has not operated as an early childhood education facility or for elementary or secondary instruction, and **NEW LAW (SB 98, 2020)** which authorizes, until July 1, 2024, the proceeds from the sale or lease of property purchased entirely with local funds to be used for any one-time general fund purpose if certain conditions are met. Policy also adds material regarding the authorization for boards to meet in closed session with real property negotiators, the requirement to notify the Office of Public School Construction within 90 days if the district sells property that utilized funds received from a state school facilities program within the previous 10 years and the proceeds were not used for specified purposes, and conditions under which the State Allocation Board may require a return of the funds.

Board Policy 3530 - Risk Management/Insurance

Policy updated to address the basis upon which insurance decisions should be made and the provision of safety-related training and protective equipment for staff. Policy also updated to delete material regarding the removal of an insurance agent as being implicit in a governing board's authority and explicit in insurance contracts. Timeline for reporting to the board on risk management activities revised from twice a year to periodically to give boards flexibility based on district need.

Administrative Regulation 3530 - Risk Management/Insurance

Regulation updated to provide more detail in the list of risk management procedures, including examples of methods for identifying risks in district operations, the prioritization of risks based on frequency and potential impact, and examples of strategies to prevent loss. Regulation also adds optional language regarding the documentation of safety incidents.

Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's procedure reflecting state law, as described in AR 4030 - Nondiscrimination in Employment, in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds federal requirement to disseminate the district's sexual harassment policy and procedures, along with the name and contact information of the Title IX Coordinator, by posting them in a prominent location on the district's web site and including them in any handbook provided to employees or employee organizations. New section on "Complaint Procedures" references the applicable procedures and the responsibility of the district to take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

CSBA POLICY GUIDE SHEET

October 2020

2nd Reading January 20, 2021

Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under state law pursuant to AR 4030 - Nondiscrimination in Employment and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; revise the timeframe for concluding the complaint process from 45 to 60 days; reflect the right to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

NEW - Exhibit 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

New exhibit presents a sample of the required notification to employees, job applicants, and employee organizations regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

Board Policy 4157/4257/4357 - Employee Safety

Policy updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires districts to provide employees with access to the district's injury and illness prevention program, and to add the prohibition against discharging or discriminating against an employee for exercising any right protected by the Occupational Safety and Health Act.

Administrative Regulation 4157/4257/4357 - Employee Safety

Regulation updated to reflect **NEW STATE REGULATION (Register 2020, No. 10)** which requires that access to the district's injury and illness prevention program be provided to employees by either providing access in a reasonable time, place, and manner or providing unobstructed access through the district's server or web site. Regulation also updated to add material regarding the provision of facilities for quick drenching within the work area for immediate use when there is exposure to injurious corrosive materials. Regulation adds a section on "Protection from Communicable Diseases and Infections" which includes the development of an exposure control plan for bloodborne pathogens and strategies to prevent and mitigate infectious diseases, and a section on "COVID-19 Exposure" reflecting **NEW LAW (AB 685, 2020)** which specifies notifications that must be provided if the district receives notice of potential exposure to COVID-19 or the Division of Occupational Safety and Health (Cal/OSHA) prohibits entry into any district work site that exposes employees to the risk of COVID-19.

Administrative Regulation 4157.1/4257.1/4357.1 - Work-Related Injuries

Regulation updated to reflect **NEW LAW (AB 1804, 2019)** which requires that a report of death or serious injury or illness be immediately reported to Cal/OSHA by telephone or through an online mechanism established by Cal/OSHA, with clarification that districts may make the report by telephone or email until Cal/OSHA has an online mechanism available, and **NEW LAW (AB 1805, 2019)** which redefines "serious injury or illness." Regulation adds optional language regarding the responsibility of employees to document any incident, and combines options regarding the reporting of incidents to the insurance carrier or Department of Industrial Relations. Regulation also reflects **NEW LAW (SB 1159, 2020)** which provides that an employee will be presumed to be entitled to workers' compensation benefits for illness or injury resulting from COVID-19 if the diagnosis was made within 14 days after the employee performed labor or services at the place of employment and other conditions are met.

Board Policy 5113.1 - Chronic Absence and Truancy

Policy updated to designate the attendance supervisor as the person responsible for performing various assignments related to absence and truancy; reflect a tiered approach for reducing chronic absence which includes universal strategies and letters to parents/guardians; expand material regarding early intervention; add the provision of training and information to staff for the implementation of a trauma-informed approach to chronic absence; reflect chronic absence as a measure of district and school performance on the California

CSBA POLICY GUIDE SHEET

October 2020

2nd Reading January 20, 2021

School Dashboard; and add grade level to the list of specific data to be provided to the board regarding attendance, absence, and truancy.

Administrative Regulation 5113.1 - Chronic Absence and Truancy

Regulation updated to reflect law allowing the referral of a chronic absentee (rather than a student who is "irregular in attendance") to a school attendance review board (SARB), a truancy mediation, or a comparable program and requiring documentation of the interventions undertaken at the school when making such a referral. Regulation also revised to give students who are absent the opportunity to make up missed work for full credit and support to limit the impact of absences on grades. Regulation clarifies that parents/guardians of students between 13 and 18 years of age must be notified, upon initial identification of their child for truancy, that the student may be subject to suspension, or delay of driving privilege.

Administrative Regulation 5113.11 - Attendance Supervision

Regulation updated to reflect the requirements to investigate complaints of violations of compulsory education laws, gather and transmit to the county superintendent of schools the number and type of referrals made to the SARB and of requests for petitions made to the juvenile court, and refer a matter to court if a parent/guardian continually and willfully fails to respond to SARB directives or services.

Board Policy 5145.7 - Sexual Harassment

Policy updated to clarify that, in some instances, it may be necessary to concurrently review a sexual harassment complaint under both the Title IX sexual harassment complaint procedures and the district's uniform complaint procedures (UCP) in order to meet the applicable timelines. Policy also adds the requirement to provide supportive measures to the respondent as well as the complainant.

Administrative Regulation 5145.7 - Sexual Harassment

Regulation updated to add section on "Definitions," including the federal definition of sexual harassment for purposes of applying the Title IX complaint procedures. Section identifying the Title IX Coordinator(s) moved and revised to reference CSBA's AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Section on "Notifications" adds requirement to notify students and parents/guardians that the district does not discriminate on the basis of sex and that inquiries about the application of Title IX may be referred to the Title IX Coordinator or the U.S. Department of Education; deletes requirement to provide contact information of the Title IX Coordinator to employees, bargaining units, and job applicants which is addressed in AR 4119.11/4219.11/4319.11 - Sexual Harassment; and reflects **NEW LAW (AB 34, 2019)** which requires districts to post the definition of sex discrimination and harassment in a prominent location on the district's web site.

Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to clarify that a sexual harassment complaint that is dismissed or denied under Title IX may still be subject to review under the district's UCP and thus the two procedures should be implemented concurrently in order to meet the applicable timelines. Regulation also updated to clarify that the applicability of the Title IX sexual harassment complaint procedures is limited to conduct that allegedly occurs in an education program or activity over which the district exercises control; add optional language providing that an employee must forward a report of sexual harassment to the Title IX Coordinator within one day, consistent with AR 5145.7 - Sexual Harassment; revise the timeframe for concluding the complaint process from 45 to 60 days to align with requirements of the UCP; reflect the right to appeal the district's decision to the California Department of Education consistent with the UCP or to pursue civil law remedies; and add the requirement to maintain a record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment.

NEW - Exhibit 5145.71 - Title IX Sexual Harassment Complaint Procedures

New exhibit presents a sample of the required notification to students and parents/guardians regarding the district's Title IX sexual harassment policy, the district's Title IX coordinator, and grievance procedures pursuant to 34 CFR 106.8.

CSBA POLICY GUIDE SHEET

October 2020

2nd Reading January 20, 2021

Board Policy 6161.1 - Selection and Evaluation of Instructional Materials

Policy updated to reflect **NEW LAW (SB 820, 2020)** which revises the definition of "technology-based materials" to include the electronic equipment required to make use of those materials, making such equipment subject to the determination of sufficiency. Policy also deletes unnecessary legal citations related to the State Board of Education's (SBE) adoption of academic standards, deletes section on "Review Process" which was moved to the AR, deletes option in regard to public hearings on the sufficiency of textbooks and other instructional materials for schools that operate on a multitrack year-round calendar since such schools can use the same language as those that operate on a traditional calendar, and adds references to sample board policy and regulations for complaints concerning instructional materials.

Administrative Regulation 6161.1 - Selection and Evaluation of Instructional Materials

Regulation updated to add section on "Review Process" formerly in the BP and revise the section to encourage input from a diverse group of stakeholders. Section on "Criteria for Selection and Adoption of Instructional Materials" revised to delete unnecessary legal citations related to SBE's adoption of academic standards; move material regarding publisher requirements for grades 9-12 to end of list to make it easier for K-8 districts to delete; replace the list of nondiscrimination categories with a reference to BP 0410 - Nondiscrimination in District Programs and Activities; add a new item on criteria for technology-based materials; emphasize the importance of the accurate portrayal of the cultural and racial diversity of society in instructional materials; and delete an outdated item regarding quality, durability and appearance. "Conflict of Interest" section revised to delete redundant and difficult-to-enforce item.

Exhibit 6161.1 - Selection and Evaluation of Instructional Materials

Exhibit updated to delete unnecessary legal citations related to SBE's adoption of academic standards and to change "foreign language" to "world language" consistent with current law.

Exhibit(1) 9323.2 - Actions by the Board

Exhibit updated to clarify items under "Actions Requiring a Two-Thirds Vote of the Board" and "Actions Requiring a Four-Fifths Vote of the Board" regarding emergency facilities conditions as only applying to districts that have adopted the Uniform Public Construction Cost Accounting Act procedures. Item regarding the expenditure and transfer of funds or use of district property or personnel to meet a national or local emergency created by war moved from "Actions Requiring a Four-Fifths Vote of the Board" to "Action Requiring a Four-Fifths Vote of the Board Members Present at the Meeting" to more accurately reflect law.

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES
Hamilton High School Library/Zoom/Facebook Live
Wednesday, December 9, 2020**

5:30 p.m. Public session for purposes of opening the meeting only via Zoom:
5:30 p.m. Closed session to discuss closed session items listed below via Zoom (For Board Only)
6:00 p.m. Reconvene to open session no **later** than 6:30 p.m. via Facebook Live or Zoom (see below)

Hamilton Unified School District Board Meetings are open to the public. We are still adhering to social distancing for public safety so in-person seating capacity in the Hamilton High School Library is limited to thirteen attendees. As authorized by the Governor's Emergency Executive Orders issued on March 12 and 17, 2020, the Hamilton Unified School District Board of Education will continue to conduct Board of Education meetings by video conference until further notice. Please join the meeting by attending the livestream via Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/86857369649?pwd=ZlhWUHExSW5vSXVIZk1JWmJBZjNvdz09>

Meeting ID: 868 5736 9649

Passcode: board

Dial in by phone:

+1 669 900 6833

Meeting ID: 868 5736 9649

Passcode: 712410

1.0 OPENING BUSINESS:

- a. Call to order and roll call at 5:34 p.m.

Gabriel Leal, President

Hubert "Wendall" Lower, Clerk

Rod Boone

Genaro Reyes

Ray Odom

2.0 IDENTIFY CLOSED SESSION ITEMS: None.

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. None.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Government Code Section 54956.9, Subdivision (a), Existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.
- e. Conference with Real Property Negotiators. Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- f. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session. None.

5.0 PUBLIC SESSION/FLAG SALUTE: Lead by Mr. Odom.

6.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Lower 2nd by Mr. Boone.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

7.0 ADJOURN TO ORGANIZATIONAL MEETING at 6:36 p.m.

- a. Administration of oath of office for re-appointed board members
Dr. Powell administered oath of office to the below re-appointment board members:
 - i. Rod T. Boone
 - ii. Hubert "Wendell" Lower
 - iii. Juan Gabriel Leal
- b. Seating of board members

Motion to nominate Mr. Lower for President by Mr. Odom 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

Motion to nominate Mr. Boone for Clerk by Mr. Reyes 2nd by Mr. Odom.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- i. Board President: Mr. Lower for the 2021 year.
- ii. Board Clerk: Mr. Boone for the 2021 year.
- iii. Meeting Dates: Set day, time and location of regular monthly meetings for the 2021 year.
- c. Set board meeting dates for 2021 (p. 9)
Dr. Powell reviewed the day, time, location of the 2021 meetings.
 - noted that location will be announced if changed from HHS Library.
 - requested that the January 2021 meeting be moved from January 27 to January 20, 2021.

Motion to approve 2021 meeting schedule with January date change by Mr. Lower 2nd by Mr. Reyes. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

8.0 CLOSE ORGANIZATIONAL MEETING AND REOPEN REGULAR MEETING at 6:44 p.m.

9.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports.
Mr. Reyes and Mr. Leal provided comments.
- b. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (p. 10)
 - ii. Nutrition Services Report by Sean Montgomery (p. 11)
 - iii. Operations Report by Alan Joksch (p.12)
- c. Principal and Dean of Student Reports (written)
 - i. Kathy Thomas, Hamilton Elementary School Principal (p. 13)
 - ii. Maria Reyes, District Dean of Students (p. 14)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 15)
 - iv. Sylvia Robles, Adult School (p. 17)
- d. Chief Business Official Summary of 2020-21 First Interim Report by Kristen Hamman (p. 18)
Ms. Hammon reviewed the report and answered questions.
- e. Superintendent Report by Jeremy Powell (p. 168)

10.0 PRESENTATIONS:

- a. None

11.0 CORRESPONDENCE:

- a. None

12.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 169)
- b. Bond Status (Fund 21) Update (p.170)
- c. Update on Roy Boone Memorial Barn Project – Mike Cannon (p. 173)
- d. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 174)

13.0 DISCUSSION ITEMS:

- a. CSBA Policies for Review and 1st Reading (p. 176) – [Dr. Powell reviewed the policies.](#)
 - i. Exhibit E 1113 (New Exhibit) District and School Web Sites (p. 182)
 - ii. Board Policy BP 3280 Sale or Lease of District-Owned Real Property (p. 186)
 - iii. Board Policy BP 3530 Risk Management Insurance (p. 194)
 - iv. Administrative Regulation AR 3530 Risk Management Insurance (p. 197)
 - v. Board Policies BP 4119.11/4219.11/4319.11 Sexual Harassment (p. 200)
 - vi. Administrative Regulations AR 4119.11/4219.11/4319.11 Sexual Harassment (p. 205)
 - vii. Administrative Regulations AR 4119.12/4219.12/4319.12 Title IX Sexual Harassment Complaint Procedures (p. 213)
 - viii. Exhibits E 4119.12/4219.12/4319.12 (New Exhibit) Title IX Sexual Harassment Complaint Procedures (p. 226)
 - ix. Board Policy BP 4157/4257/4357 Employee Safety (p. 228)
 - x. Administrative Regulation AR 4157/4257/4357 Employee Safety (p. 231)
 - xi. Administrative Regulation AR 4157.1/4257.1/4357.1 Work-Related Injuries (p. 240)
 - xii. Board Policy BP 5113.1 Chronic Absence and Truancy (p. 245)
 - xiii. Administrative Regulation AR 5113.1 Chronic Absence and Truancy (p. 251)
 - xiv. Administrative Regulation AR 5113.11 Attendance Supervision (p. 260)
 - xv. Board Policy BP 5145.7 Sexual Harassment (p. 265)
 - xvi. Administrative Regulation AR 5145.7 Sexual Harassment (p. 271)
 - xvii. Administrative Regulation AR 5145.71 Title IX Sexual Harassment Complaint Procedures (p. 278)
 - xviii. Exhibit E 5145.71 (New Exhibit) Title IX Sexual Harassment Complaint Procedures (p. 292)
 - xix. Board Policy BP 6161.1 Selection and Evaluation of Instructional Materials (p. 294)
 - xx. Administrative Regulation AR 6161.1 Selection and Evaluation of Instructional Materials (p. 301)
 - xxi. Exhibit E 6161.1 Selection and Evaluation of Instructional Materials (p. 308)
 - xxii. Exhibit E(1) 9323.2 Actions by the Board (p. 312)

14.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

None.

15.0 ADJOURN REGULAR MEETING AND OPEN PUBLIC HEARING at 7:39 p.m.

- a. Resolution No. 20-21-105 to Resolution Establish Temporary Interfund Transfers (p. 318)
[Ms. Hammon reviewed the resolution and answered questions from the School Board and Audience.](#)

16.0 CLOSE PUBLIC HEARING AND REOPEN REGULAR MEETING TO ACTION ITEMS at 7:52 p.m.

- a. Adopt Resolution No. 20-21-105 Resolution to Establish Tempooary Interfund Transfer.(p. 321)

[Motion to adopt Resolution No. 20-21-105 by Mr.Lower 2nd by Mr. Boone](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- b. Approve 2020-21 LCFF Budget Overview for Parents. (p. 322)

Dr. Powell reviewed LCFF Budget Overview.

Motion to approve 2020-21 LCFF Budget Overview by Mr. Lower 2nd by Mr. Reyes Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- c. Approve adjustments to the 8th grade promotion requirements due to COVID-19. (p. 326)

Ms. Thomas reviewed the requested adjustments to 8th grade promotion during COVID-19 and answered questions.

Motion to approve adjustments to 8th grade promotion requirements by Mr. Odom 2nd by Mr. Boone Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- d. Approve new job description: Social Services Coordinator. (p. 329)

Motion to approve new job description Social Services Coordinator by Mr. Reyes 2nd by Mr. Boone Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- e. Accept donation of oak table to District from retired HES teacher, Ruthie Holland. (p. 332)

Motion to accept donation by Mr. Lower 2nd by Mr. Reyes

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- f. Approve First Interim Report 2020-2021. (p. 333)

Motion to approve First Interim Report by Mr. Boone 2nd by Mr. Lower

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- g. Approve Developer Fee Report for 2019-2020. (p. 334)

Motion to approve Developer Fee Report 2019-2020 by Mr. Boone 2nd by Mr. Lower

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- h. Approve Memorial Barn Notice of completion (p. 336)

Motion to approve Memorial Barn Notice of Completion by Mr. Boone 2nd by Mr. Odom Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- i. Approve HHS and HUSD Participation Liability Waivers (p. 338)

Dr. Powell reviewed and answered questions regarding the proposed liability waivers.

Motion to approve HHS & HUSD Participation Liability Waivers by Mr. Boone 2nd by Mr. Reyes

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- j. Approve Spring 2021 Instructional Schedule (p. 341)
 Dr. Powell reviewed the schedule, took questions and recommended:
 - K-12 returning on hybrid schedule through January 29th.
 - Full return on February 1st
 - Board meeting on 1/20/2021 to review

Motion approve schedule as recommended by Mr. Reyes 2nd by Mr. Lower Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

17.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from October 21, 2020 Regular Board Meeting (p. 342)
- b. Minutes from November 4, 2020 Special Board Meeting (p. 346)
- c. Williams Quarterly Report for October 2020 (p. 348)
- d. HES School Site Council Minutes November 10, 2020 (p. 349)
- e. Warrants and Expenditures (p. 351)
- f. Interdistrict Transfers (new only; elementary students reapply annually).

i. Out

- 1. Hamilton Elementary School
 - a. none
- 2. Hamilton High School
 - a. none

ii. In

- 1. Hamilton Elementary School
 - a. none
- 2. Hamilton High School
 - a. 9th grade x 1
 - b. 10th grade x 1

g. Personnel Actions as Presented:

i. New hires:

Sheila Skemp	Multiple Subject Teacher, Long Term Substitute – Postion ending December 2020	HUSD
Aaron Johnson	Temporary Science Teacher	HES
Derek Nall	Temporary Physical Education Teacher	HES

ii. Resignations/Retirement:

Kristy Eden	Art Teacher	HHS
Lawna Dalton-Saldivar	Girls Soccer Coach	HHS
Todd Deitz	Varsity Softball Coach	HHS

Motion to approve consent agenda by Mr. Boone 2nd by Mr. Reyes Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

18.0 **ADJOURN to closed session at 8:35 p.m.**

19.0 **RETURN FROM CLOSED SESSION at 8:52 p.m. - no action to report out**

20.0 **ADJOURN MEETING at 8:52 p.m.**

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell, Ed.D.
Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL BOARD MEETING AGENDA
Hamilton High School Library/Zoom/Facebook Live
Thursday, December 17, 2020**

4:30 p.m. Open Public Session of Special Board Meeting

Hamilton Unified School District Board Meetings are open to the public. We are still adhering to social distancing for public safety so in-person seating capacity in the Hamilton High School Library is limited to thirteen attendees. As authorized by the Governor's Emergency Executive Orders issued on March 12 and 17, 2020, the Hamilton Unified School District Board of Education will continue to conduct Board of Education meetings by video conference until further notice. Please join the meeting by attending the livestream via Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/81666836816?pwd=RDRqL0plbU94UzArR1JpbjdCMlkvdz09>

Meeting ID: 816 6683 6816

Passcode: board

Dial in:

[+1 253 215 8782](tel:+12532158782)

Meeting ID: 816 6683 6816

Passcode: 954440

1.0 OPENING BUSINESS:

- a. Call to order and roll call at 4:30 p.m.

<input checked="" type="checkbox"/> Hubert "Wendell" Lower, President	<input checked="" type="checkbox"/> Rod Boone, Clerk	<input checked="" type="checkbox"/> Gabriel Leal
<input checked="" type="checkbox"/> Genaro Reyes	<input checked="" type="checkbox"/> Ray Odom	

2.0 PUBLIC SESSION/FLAG SALUTE: [Lead by Mr. Boone](#)

3.0 ADOPT THE AGENDA: (M)

[Motion to adopt the agenda by Mr. Leal 2nd by Mr. Boone.](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- 4.0 PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon. [Board president sent out holiday greeting and Mr. Oseguera commented on the Spring 2021 Instructional Schedule.](#)

5.0 ACTION ITEMS:

- a. Approve Spring 2021 Instructional Schedule
- [Dr. Powell reviewed the proposed schedules for Spring 2021 and recommended the AM/PM model to start 1/11/2021 upon return.](#)
 - [Dr. Powell, Mr. Oseguera and Mr. Boone made comments and answered questions from board and community members.](#)

[Motion to approve the Spring 2021 AM/PM Schedule by Mr. Reyes 2nd by Mr. Leal.](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

b. Approve 2020-21 Winter Break Office Hours

Motion to approve 2020-21 Winter Break Office Hours by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

6.0 ADJOURNMENT: 5:35 p.m.

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell, Ed.D.
Superintendent

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Ella Barkley High School
Street	Hwy. 32 And Los Robles St.
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-3331
Principal	Dr. Jeremy Powell
E-mail Address	twilhelm@husdschools.org
School Website	www.husdschools.org
CDS Code	11765621130053

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Hamilton Unified School District
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3261
Superintendent	Dr. Jeremy Powell
Web Site	www.husdschools.org
E-mail Address	twilhelm@husdschools.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

The mission of the faculty, staff, administration and Governing Board of Ella Barkley Continuation High School is to provide a comprehensive educational program for all students so that they may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for lifelong learning, and a genuine concern for the welfare and cultural diversity of others.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Ella Barkley High School staff believes that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@husdschools.org or Martha Jaeger at mjaeger@husdschools.org for more information about ways of getting involved in the school's programs.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April, 2020. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District's School Safety Plan details Ella Barkley High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. An updated updated School Safety Plan was reviewed in Fall 2019, with pending approval by the HUSD School Board by April 2019. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

In 2020-21, weekly in-services have largely centered on reviewing and meeting the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Ella Barkley and Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and this continues for 2020-21. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lock-down training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety

policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 10/19/2020

This section should be kept to 1-2 paragraphs.

The school opens before and after school for students who arrive early and have to be late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for individual or group teaching. The buildings and gardens are maintained by the District staff and are in good repair, and the bathrooms are functioning properly.

Teachers ensure that teaching students is safe, and that classrooms are kept in good order. A District custodian keeps the facility clean during the afternoons. The school has had the benefit of using the traditional school gym for physical education classes when needed.

The District Library serves the school with more than 7,500 books and a capacity of 15,000. The school has 12 computers connected to the internet used for learning and instruction and a greenhouse that is used by the ROP classes of Ornamental Horticulture. The entire school has access for the disabled. There are two classrooms and an administrative building / offices, all built in 1986. All elements of the School Facilities were inspected in October 2020.

The District participates in the State School Deferred Maintenance Program which provides equal dollar-for-dollar funds to support school districts with their expenses for major repairs or replacement of existing school buildings. Typically this includes roof, plumbing, heating, air conditioning, electrical system, interior and exterior paint, flooring system.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	5	5	5	30.5
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0		0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	1	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	1	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 09/2020

This section should be kept to 1-2 paragraphs.

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999 Study Sync, BookheadEd Learning, LLC 2019	Yes	0%
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015	Yes	0%
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	0%
History-Social Science	Economics 2005 United States History 2008 United States Government 2005 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 World History: Modern World History, Houghton Mifflin Harcourt, 2019	Yes	0%
Foreign Language			
Health	Life Skill Heath 2005	Yes	
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	Meets State Standards		0

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9797	916	8881	64281.00
District	♦	♦	8881	\$65,707
Percent Difference: School Site and District	♦	♦	0.0	-2.2
State	♦	♦	\$7,750	\$68,990
Percent Difference: School Site and State	♦	♦	13.6	-7.1

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, and summer school. In the 18-19 and in the current school year 18-19 a music class was added to the master schedule at Ella Barkley taught by the district music teacher.

Glenn County programs include a Youth Employment Services Program, as well as partnerships with the local community college. Glenn County programs also include a complete range of Special Education programs that

include speech and language services, resource specialist, and a special day class. On the Ella Barkley Continuation High campus, the district operates a State Preschool and an Adult Education School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a State licensed Preschool and a Family Resource Center.

A school based counseling program is also available for students in need of emotional and mental support. This school based counseling program is a partnership with Glenn County Mental Health Department and Glenn County Of Education, SELPA department. School based counselors are available to meet weekly with students on campus.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Focus areas for staff development since the 2016-17 school year and current school year are: Safety, continue with Professional Learning Communities, Ella Barkley teachers meet with Hamilton High School teachers on Fridays for Professional Learning Community (PLC). Areas of Professional development were selected based on the needs of our students, particularly the structured English immersion training's which are aimed at improving access to our educational programs for all students. The district continues its focus with the implementation of Common Core State Standards- specifically Integrated Science implementation, and ELD standards for designated and integrated instruction. The HUSD also offers ongoing training's for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and training's, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established as way for our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district’s CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture, Career Life Planning, and Study Skills. Each year at Ella Barkley High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a course offered for all students at Ella Barkley Continuation High School. Elective course offerings also include Environmental Horticulture, Careers with Children, Plant Science, and Animal Science.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.7	21.4	4.5	3.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	3.5	
Expulsions	0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

2020 SARC Input Form

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This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

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A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Hamilton Elementary School
Street	277 Capay Avenue
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3474
Principal	Kathryn Thomas
E-mail Address	kthomas@husdschools.org
School Website	
CDS Code	11765626007447

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Hamilton Unified School District
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3261
Superintendent	Dr. Jeremy Powell
Web Site	www.husdschools.org
E-mail Address	jpowell@husdschools.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Hamilton Elementary School, with a current enrollment of 415 students, is located in Hamilton City--approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves the community of Hamilton City. Our 6th-8th grade middle structure offers junior high students the opportunity to work with highly qualified content specialist instructors to maximize their learning as they prepare for high school. This year is the third year implementing our Dual Immersion Program--at the Kindergarten, first, second and third grade levels providing bilingual instruction to 100 students. In the years prior to the onset of COVID-19, we were able to offer middle school athletics: flag football, volleyball, boys and girls basketball, however, for this school year we are not offering sport participation.

School and student safety are paramount for our students and staff at Hamilton Elementary School. Students are supervised throughout the day. A crossing guard is available before and after school and we have yard duty supervisors that assist with campus safety. Scheduled drills and training for fire, lock-downs, and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and supporting the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

Hamilton Elementary School is committed to making a positive difference in the lives our students, and we are proud to be a MTSS (Multi-tiered system of support) school. We set high academic expectations for all children and support students socio-emotionally, behaviorally, and academically through our multi-tiered system of supports. By supporting a positive school culture, setting high standards for teacher performance, increasing academic expectations for all students and engaging the community in school-wide events, it is our goal at Hamilton Elementary School to foster independent life-long learners and their college and career preparedness. We encourage parents to be involved with our Parent Teacher Organization (PTO), and to participate in all school activities. We embrace the challenges of the future while we celebrate the traditions of the past. Our staff, parents and students are provided opportunities to create a collaborative culture with respect for individual differences and diverse community values.

Visit our website www.husdschools.org and it will give you a quick snapshot of life at our school. Explore our links to find out more about curriculum, programs, and daily events at Hamilton Elementary School.

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. Parents can become involved in our school in various ways. Parents are encouraged to be actively involved in our site and district committees. Committees such as our District leadership team known as HULC, (Hamilton Unified Leadership Committee) guides curriculum and instruction for all schools in Hamilton Unified. HULC is where all voices can be heard and guide the goals and actions of our school board. Our School Site Council helps school leadership plan for categorical funding expenditures as well as help refine the goals and objectives of Hamilton Elementary School. Prior to the pandemic, we hosted a monthly parent breakfast to bring parents and HES leadership together to be kept informed of schoolwide initiatives as well as take part in our ELAC. Finally, the Parent Teacher Organization known to us as PTO also provides opportunities for parent input and partnership. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our elementary staff. PTO works to support our teachers and classroom needs and benefits from each parent actively participating in PTO membership. We have continued to meet with parents via zoom during the pandemic. In addition, we support connections between teachers and homes with conference calls and translation as needed.

Prior to the pandemic, morning coffee with the principal allows parents to share ideas and voice any concerns as well as inform parents of other information about upcoming events. Our school's social worker provides an additional resource for parent outreach including home visitations and bridging school/home relationships. Home visits and contacts have increased during the pandemic to continue school and parent relationships.

Academic Parent Teacher Teams (APTT) have been established in various classrooms on campus, and has continued to be available via zoom during our distancing learning instruction. This is an opportunity for parents to meet with their teacher and discuss their children and school performance in comparison with other students. Teachers then create goals with parents and teach parents specific learning activities that support the goals so they can better work with their children at home. After a set amount of time, the teacher reconnects with the parents and discusses assessment results on the learning goals that were established. This process repeats itself and parents become more connected with their child's learning and progress.

For further information on how parents may become involved in our school, please contact Kathryn Thomas, Principal, at (530) 826-3474 or kthomas@hudschools.org.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Maintaining a safe, orderly environment is essential to learning. This begins with periodic inspections of all facilities as well as a written plan.

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school

office. The School Safety Plan was last updated for approval in December of 2020 and was reviewed with staff and School Site Council. As part of the safety plan, a Crisis Response Plan was created and is annually reviewed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

Hamilton Elementary School has a closed campus from 8:00 a.m. until 6:00 p.m. while school is in session. Prior to the start of the school day, one of two maintenance personnel inspects the campus for safety. When recesses are available (depending on the instructional model in accordance with CDH guidelines) teachers, classified staff, and administration are assigned supervision duties during all recesses and lunch periods in the cafeteria. Fire drills are conducted monthly, and lock-down/intruder drills at least twice a year. As part of the Safety Plan Objectives, staff and students discuss scenarios and participate in needed trainings in an effort to develop muscle memory to respond potential incidents. Fourteen cameras are installed to provide 24 hours surveillance of two thirds of our campus. All visitors to the campus must check in with the office. Access is limited through two pedestrian gates in front of the school during the beginning and end of the school day. During the school day access is limited to a single pedestrian gate in the front of the school. Student absences are confirmed by a phone call to the parent or guardian and no child is released from school during the day without previous approval by parents or guardians. Any removal of students during the school day is documented in the office and parents are required to report to the office for all inquiries. All classrooms and other student areas are equipped with phones capable of reaching 911.

Keeping students in school even when disciplinary matters occur is a priority. At times, students may be excluded from school because of certain violation of the education code section 48900. Usually such actions as fighting, bringing unsafe objects, including firearms and knives are usually met with immediate exclusion and may result in an expulsion under Education Code Section 48915. At Hamilton Elementary School we work as an administrative team with our Intervention Specialist (Counselor) to find alternatives to removing students from school. Parents are reminded to have conversations with children about school and classroom expectations for schoolwide safety. Join us as a partner in safety by having family talks about how your child can be safe and learn at Hamilton Elementary School.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 10/21/2020

This section should be kept to 1-2 paragraphs.

Hamilton Elementary has a closed campus from 8:00 a.m. until 6:00 p.m. while school and the Boys and Girls Club program are in session. Prior to the start of the school day, one of two Maintenance personnel inspects the campus for safety. The facility is clean and in good repair. There are ample classrooms, restrooms,

playground space and equipment.

A staff of two typically provides janitorial services, but during the pandemic we have increased these services to meet the increased needs for sanitization. Schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 6:00 a.m. until 8:30 p.m. When in full session, the cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. When following a blended model of instruction, restrooms are cleaned in between sessions and at the end of the day. The school receives a deep clean every Friday by a professional cleaning service during the pandemic. Trash cans are available throughout the campus.

The playgrounds and lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The school facilities, grounds, and vehicles are in good condition. The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities (such as HVAC, roofs, floor surfaces, and so on). All toilets and other fixtures work and are in good repair. We have installed automatic flush valves on every toilet and hand dryers in each restroom to maintain a clean environment for students.

Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have long ago been replaced by modern facilities. All buildings meet current fire and earthquake codes. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus.

Hamilton Elementary School occupies 4.8 acres with separate athletic fields and blacktop space for both primary and middle school students. There are separate playground facilities with rubber drop zones for both primary and middle school children. The cafeteria complex can also serve as a gymnasium. All buildings have handicap access. The library has holdings in both English and Spanish. All students have a device to use during in-person and distance learning instruction.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$78,800 for the Deferred Maintenance Program. This represents .012% of the District's general fund budget.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Cafeteria Hot water heater needs to be replaced Rm 401/402/403/404/405/406: Drains backed up
Interior: Interior Surfaces	Fair	Rm. 503: Carpet needs replacement Rm: 202/203/204 Stained ceiling tiles Rm 609: Floor needs replacing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	200 Bathrooms: Bathroom needs modernization
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds: Gophers
Overall Rating:	Good	

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	20	17	30.5
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	2	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 8/2020

This section should be kept to 1-2 paragraphs.

At Hamilton Elementary School each student has access to his or her own copy of the Standards-aligned textbooks and instructional materials that were approved by the State Board of Education in the core curriculum areas. Hamilton Elementary School adheres to the State-adoption cycle for purchasing textbooks and all materials considered for District adoption are available to the public for review prior to any purchase. A public sufficiency and adequacy hearing is held each year in October by the Glenn County Office of Education. Because we are a small K-8 elementary school, we involve the entire staff in the selection of textbooks and instructional materials. Whenever feasible, we have piloted the curriculum under consideration for a semester (from the state-approved list), conducted an evaluation of the material based on predetermined guidelines, presented evaluation summaries to the entire staff, and made staff recommendations to the school board.

Hamilton Elementary School has transitioned to Common Core Standards and teachers use instructional materials and practices to best serve our students. We adopted Everyday Math (TK-5) and CPM (6-8) and Study Sync for English Language Arts. We have just recently adopted the Stemsopes curriculum for Science (Tk-8). In addition, all teachers use the Second Step Curriculum to support students' socio-emotional well being on a daily basis. All adopted curriculum is available online to fully support students when receiving distance learning instruction. Hamilton Elementary School is in compliance with the curriculum adoption cycle established by the California Department of Education. The District has aligned the curriculum with the State Frameworks and the Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark for K-5 grades, Benchmark Education Company Study Sync 6_8th grades, McGraw Hill	Yes	0%
Mathematics	K, U of O, Early Learning in Math 2015 1-5 McGraw-Hill, Everyday Math - Common Core Edition 2015 College Preparatory Math (CPM) - Common Core Edition 2013	Yes	0%
Science	K-5 Pearson Education 2005-06 6-8 Holt, Rinehart, Winston 2005-06	Yes	0%
History-Social Science	K-1 Studies Weekly, 2018 2-8 Pearson, My World Interactive 2018	Yes	0%
Foreign Language			
Health			
Visual and Performing Arts			

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)			0

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,163	572	10,591	64,105
District	♦	♦	121,044	63,582
Percent Difference: School Site and District	♦	♦	-167.8	0.8
State	♦	♦	\$7,750	\$68,990
Percent Difference: School Site and State	♦	♦	31.0	-7.3

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the Response to Instruction in Reading, Class Size Reduction K-3, interventions to address learning loss, high school tutorial, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track).

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through the Glenn County Office of Education, Hamilton Elementary School was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a State licensed Preschool and a Family Resource Center.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	12

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

The Hamilton Unified School District has provided four staff development days and calendared 10 minimum day Fridays to allow for additional hours of staff development. In addition, there are two full professional development days that are completely student free so that staff can have dedicated time to develop skills and refine their practice. The focus of the staff development has included training to support our effective Professional Learning Communities, formative assessment and data collection, and socio-emotional learning. During the school year, the professional development at Hamilton Elementary School has been in alignment with our former MTSS grant, and all staff development during the site's 10 staff training afternoons has been focused on supporting the HUSD vision and LCAP goals. In addition to districtwide and schoolwide professional development opportunities, coaching opportunities are made available to support our schoolwide initiatives and meeting the needs of our special populations: 1:1 coaching, co-teaching, content and grade-level collaborations and lesson studies with our DI program and NTC (New Teacher Center).

The MTSS leadership team was established to develop an action plan to increase student achievement and meet school and district goals. This team meets twice a month.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.9	2.5	4.5	3.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.5%	3.5%	3.4%
Expulsions	0.0	0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Hamilton High School
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530.826.3261
Principal	Cris Oseguera
E-mail Address	coseguera@husdschools.org
School Website	www.husdschools.org
CDS Code	11765621133701

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Hamilton Unified School District
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530-826-3261
Superintendent	Dr. Jeremy Powell
Web Site	www.husdschools.org
E-mail Address	

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Hamilton High School, with a 2020-21 current enrollment of 290 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees. Over the last three years, our school has added a modern hog barn and a new sheep barn. In November 2018, our community voters passed a \$7 million bond to expand the high school plant. Recently, we celebrated 100 years of providing an exceptional educational experience for the greater Hamilton City community.

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our rigorous core curriculum offerings in Math, English, Science, and the Social Sciences. In Spring 2015, Hamilton High School was awarded a six year accreditation by the Western Association of Schools and Colleges (WASC)- the highest level that can be achieved by a secondary school. We are also expanding our college opportunities by offering Dual Enrollment courses for our students through Butte College.

We are fortunate to offer a varied amount of co-curricular and extra-curricular activities at Hamilton High. Many of our students participate in our Future Farmers of America (FFA) program, which is recognized as one of the finest in the North state area. Additionally, we annually have a theatrical play, a band program, and offer the following sports- volleyball, football, cross country, cheer, basketball, soccer, track & field, baseball, softball, and wrestling. We are pleased to state that our sports teams and student-athletes are recognized as competitive while continuing to exhibit appropriate sportsmanship and exceptional behavior.

School and student safety are paramount for our students and staff at Hamilton High and a priority of the site administrator. The site administrator, with assistance from the two Deans of Students, consistently supervises campus throughout the day and, along with the athletic director, each can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations are conducted to enhance the preparedness and safety of our staff and students.

The Hamilton High School campus is attractive and welcoming with an abundance of trees, shrubs, and grassy areas and a courtyard quad that often serves as a main focal point for student interaction.

The mission of the faculty, staff, and administration of Hamilton High School is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

Hamilton High School staff and administration believe that parent involvement is vital to our student's success. Our school offers Back-to-School Night in the fall and Open House in the spring for parents to meet and communicate with their child's teachers as well as viewing the new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held once each semester, in September and February each year, one of the few high schools to offer these conferences. At the Open House, samples of student work from throughout the year are also showcased and student success is at the core of the evening.

Parents are welcome to visit our campus, take school tours, or visit with the Principal. A visitor's pass and a school information can be obtained in the school office. Due to the coronavirus pandemic which has affected our school being open to students from March to December 2021, we have limited the number of visitors to campus for health and safety reasons. We anticipate lifting these restrictions once county and state health procedures are updated.

Parents have the opportunity to participate in a wide variety of programs including Hamilton High Athletics, Hamilton High School Sports Boosters, HC Future Farmers of America (FFA), and School Site Council, just to name a few. Also, regular invitations to district level meetings, such as LCAP, are made through the auto-dialing system and school mailings. Parents are always welcome at our school and may contact Principal Cris Oseguera at (530) 826-3261 ext. 1008 or coseguera@husdschools.org for more information about getting involved in the school's programs.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Hamilton High School continues to provide a safe and secure campus for students, employees, and visitors. All take pride in ensuring Hamilton High School remains a positive educational environment for all students. Our crime rate remains well below that of other schools in the area and significantly below high schools throughout the State. The District's School Safety Plan details Hamilton High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the office for public inspection.

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Staff fully participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings. Even through the coronavirus pandemic, our HHS School Site Council reviewed and updated the HHS School Safety Plan in Late Fall 2020 semester, with regular updates and discussion related to the pandemic. Approval by the HUSD School Board is expected in April 2021.

The site administrator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. In 2020-21, these in-services have largely centered on meetings the health and safety protocols

needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and this continues for 2020-21. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lockdown training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

Hamilton High School continues to work closely with local law enforcement and the local fire department and we are fortunate that both agencies are attentive to our needs. This year, due to the coronavirus pandemic, the majority of our meetings, trainings, and discussions have centered on our protocols for student and staff safety. .

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 10/20/2020

This section should be kept to 1-2 paragraphs.

Hamilton High School, with a current year enrollment of 265 students, is located in Hamilton City on a 23- acre campus. The school library has a 30-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. In Spring 2014, an additional portable classroom was added to our site to provide needed classroom space. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity. Internet and Network speed improvements completed in December 2016 increased network speed to 1,000MB. Our Internet/Network now has 10x faster internet access as well as improved school to school access. Over 200 chromebooks for student use, including one set on a portable chromecart, have been purchased by the district for student use. As well, four classrooms have been outfitted with interactive computerized smart screen monitors for increased technological use.

In the Summer of 2016, HUSD repaired and updated the roofs of the Gym, the cafeteria, the library building, and the industrial technology building. In the summer of 2020, we hope to have our gymnasium receive a facelift paint job. Previously, in September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased. Finally, new state-of-the art fire and communications systems were installed. The Home Economics

and Science rooms were last modernized in the summer of 2008.

In Winter 2018, a new 9,000 square foot hog barn was completed for use beginning in January 2019. This barn will allow our school agricultural department to double the amount of animals we can house on site and increase the number of students participating in our CTE program. In Fall 2020, a new 6,000 square foot sheep barn was erected and is ready for use in Spring 2021.

School and student safety are very important and a priority at Hamilton High School. The site administrator and Deans of Students actively supervise the campus throughout the school day and are present at all extracurricular activities. Emergency drills are conducted regularly with the following drills held during the year: fire drills and lockdown drill.

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts.

Two maintenance/custodial workers and one grounds person keep the school clean and well maintained. Custodians are on duty from 7 A.M. until 10:00 P.M. on most school days. Restrooms are cleaned daily and kept in good working order.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

In the November 2018 election, our community approved a \$7 million bond aimed at the purchase of land located north of Hamilton High School and the construction of new high school facilities, which would include modern classrooms as well as a new gymnasium. Meetings will be held with community stakeholders to assist in the process of design and best ideas for the future facilities.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Cafeteria: replace ceiling tiles needed Library: Stained ceiling tiles Office: Stained ceiling tile Room 1: Sink water valve needs replacing Room 4 sink valves on faucet needs replacing Room 9: formica countertops need repair Gym: water heater needs replacement; gym ceiling paint peeling; outdoor of gym needs painting Gym locker rooms: floors need refinishing
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	squirrels
Overall Rating:	Good	The most recent inspection conducted at Hamilton High School, utilizing the FIT form, indicated that there are no major structural or mechanical issues other than few minor general maintenance issues. Regular, ongoing maintenance is practiced to mitigate any major circumstances from occurring on school/district buildings and grounds. Preventive maintenance on such items as pest/vermin control, fire and safety systems, and play areas/school grounds is practiced to ensure the safety of students, staff, and visitors.

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	17	17	13.5	30.5
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	0	0	0
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	1	1	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	1	1	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	1

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: November 2020

This section should be kept to 1-2 paragraphs.

With the transition to Common Core State Standards, Hamilton High School will be reviewing and recommending to the HUSD school board California state CDE approved textbooks in the core subject areas. Math adoption occurred in 2014-2015, with state CDE approved textbooks. English Language Arts text book adoptions will occur in the 2016-17 school year. Science and Social Science textbook adoptions have not been scheduled yet by the CDE, but will likely occur within the next three school years. Our Social Science curriculum was updated with new purchases made for the 2018-19 school year.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Writer’s Inc., 2003 The American Reader, 2007 Holt, Literature and Language Arts, 3rd Course, 2003 Holt, Literature and Language Arts, 4th Course, 2003 The Language of Composition, 2nd Edition, 2013 StudySync, BookheadEd Learning, LLC, 2019	No	0%
Mathematics	CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003	Yes	0%
Science	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology:CA The Living Earth Biology, 2020 Intro to Plant Science, 2002 Chemistry CA Experience Chemistry in the Earth System, Vol. 1, 2020 Holt’s Essentials of Human Anatomy & Physiology, 2005	No	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Psychology: Prentice Hall Psychology, Pearson Education, 2016 U.S. Government: Democracy in Action, 2006 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 Economics: Principles in Action, 2004 World History: Modern World History, Houghton Mifflin Harcourt, 2019 By The People, A History of the United States, AP Edition- Pearson, 2015	Yes	0%
Foreign Language	Realidades 1, Pearson 2008 Realidades 2, Pearson 2008, 2014 Realidades 3, Pearson 2014 Temas, AP Spanish Language & Culture- Vista, 2014		0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12 schools only)	Meets State Standards		0%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,490	\$167	\$12,323	\$63,060
District	♦	♦	\$12,044	\$63, 582
Percent Difference: School Site and District	♦	♦	2.3	199.6
State	♦	♦	\$7,750	\$68,990
Percent Difference: School Site and State	♦	♦	45.6	-9.0

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School- these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP & Immigrant); Title IV (Student Support & Academic Enrichment); Title v (Rural & Low Income); Career Tech Education (CTE); Carl Perkins Vocational Education; Agricultural Incentive Grant; College Readiness Block Grant (CRBG), which expired in June 2019.

We have also received additional funding through CTEIG as well through CDE. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

Funding from these sources allows Hamilton High School to offer support classes, assist new immigrant students, assist our migrant students and families, allow for us to increase the number of agricultural class offerings, and offer nearly a dozen CTE courses. Also, we are able to offer college campus tours, college and financial aid workshops to our students, and cover the costs of Advanced Placement (AP) and PSAT tests for all our students. Additionally, we have been able to provide ongoing professional development opportunities to our staff.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

In the 2018-19 and 2019-20 school years, Hamilton High School provided four full days and up to 13 minimum days of professional development. Each Friday is scheduled as a Professional Learning Community (PLC) team opportunity. Focus areas for staff development for our school are Safety, especially once the pandemic affected our schools, structured English immersion, common assessments, integrated math implementation, and NGSS implementation. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. These will continue to be a focus as well as health and safety procedures due to the pandemic.

The Math Department teachers have been involved in ongoing training aimed at the implementation of Common Core Math Standards and the varied delivery of curriculum involved in CCSS Math Standards. Implementation is now complete and the Math teachers have weekly collaborative PLC meetings. Additionally, beginning with the 2020-21 school year, our master schedule was changed to a modified block schedule, with four periods each day for students. We are looking for the next school year to add back in sections for our students to allow for more core classes and more electives.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly Monday collaboration time has been changed with the new schedule to Friday afternoon PD and PLC time as every Friday is now a minimum day with the change in master schedule. This time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on CAASPP and other mandated testing. PLC time is a time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students at Hamilton High School. Approximately 86% of our students are enrolled in Career Technical Education (CTE) classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student's academic career at HHS. Hamilton High has required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

Because we are a small school and district, our staff works closely to ensure student success. Valuable discussion occurs regularly to assist all student populations and class completion and course effectiveness is measurable. PowerPoint presentations, oral reports, and research skills are examples of some of the skills students are measured upon, in addition to gauging the effectiveness of our programs. An end-of-course exam is also required and students must achieve a 70% or above to receive college credit. CTE instructors also administer quarterly benchmark assessments.

We have also received additional funding through the CTEIG as well as applied for Strong Workforce Program funding through CDE, which continues into 2020-21. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Hamilton High participates in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions. Additionally, new state funding will allow for increased dual enrollment as well as potentially courses for Butte College offered on site by HHS staff members. Hamilton High School is committed to encouraging and providing Dual Enrollment courses for our students with Butte College and we expect to offer several more over the next couple of years as currently we have two Dual Enrollment courses for our students.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture. Courses conducted by Career Tech Education teachers (formerly ROP) include: Forensics, Horticulture (Floral Design), Ag Careers, Ag Mechanics, Careers with Children, Digital Photography, and Web Design.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	5.2	4.1	4.5	3.5	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.8	3.5	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount	
000010/00	ALHAMBRA & SIERRA SPRINGS									
210045	PO-000406	11/27/2020	NOV DIST	9858589	112720	1	01-0000-0-0000-2700-4300-000-000-00000	NN P	0.00	17.20
210045	PO-000406	11/27/2020	NOV HS	9858589	112720	2	01-0000-0-0000-2700-4300-100-000-00000	NN P	0.00	25.80
210045	PO-000406	11/27/2020	NOV ELEM	9858589	112720	3	01-0000-0-0000-2700-4300-800-000-00000	NN P	0.00	52.00
210045	PO-000406	11/27/2020	NOV ELLA	9858589	112720	4	01-0000-0-3200-1000-4300-300-000-00000	NN P	0.00	0.00
210045	PO-000406	11/27/2020	NOV MAINT	9858589	112720	5	01-8150-0-0000-8100-4300-000-000-00000	NN P	0.00	37.00
210045	PO-000406	11/27/2020	NOV ADULT ED	9858589	112720	6	11-6391-0-4110-1000-4300-000-000-00000	NN P	0.00	30.00
			TOTAL PAYMENT AMOUNT				162.00 *			162.00
002082/00	ALIVE STUDIOS			464697505						
210330	PO-021387	12/03/2020	201242			1	01-3220-0-1110-1000-5890-800-000-00000	NY F	2,183.54	2,183.54
210330	PO-021387	12/03/2020	201242			2	01-3220-0-1110-1000-4300-800-000-00000	NY F	935.80	935.80
			TOTAL PAYMENT AMOUNT				3,119.34 *			3,119.34
000342/00	ATKINS, ANDELSON, LOYA,			000000000						
210216	PO-021279	10/31/2020	609062-FRISK MANUALS			1	01-0000-0-0000-2700-4300-000-000-00000	NN F	225.00	234.33
210216	PO-021279	10/31/2020	609062-FRISK MANUALS			2	01-0000-0-1110-1000-4300-000-000-00000	NN F	225.00	234.33
			TOTAL PAYMENT AMOUNT				468.66 *			468.66
000444/00	BARCO PRODUCTS									
210325	PO-021381	11/21/2020	SORCO62293-ELEM TABLES/CANS			1	01-3220-0-1110-1000-4400-800-000-00000	NN F	16,200.00	16,662.34
210334	PO-021394	12/03/2020	SORCO62453-HS TABLES			1	01-3220-0-1110-1000-4400-100-000-00000	NN F	5,055.51	5,773.62
			TOTAL PAYMENT AMOUNT				22,435.96 *			22,435.96
001296/00	BOYS & GIRLS CLUB OF			680294846						
210337	PO-021397	12/01/2020	COVID PRGM & SERVICES			1	01-3220-0-1110-1000-5890-800-000-00000	NY F	50,108.33	50,108.83
			TOTAL PAYMENT AMOUNT				50,108.83 *			50,108.83
000053/00	CALIFORNIA WATER SERVICE CO			000000000						
210052	PO-000422	11/24/2020	DEC 6314177777 EB			4	01-0000-0-0000-8100-5590-300-000-00000	NN P	0.00	198.72
210052	PO-000422	11/24/2020	DEC 0669843652 ELEM			3	01-0000-0-0000-8100-5590-800-000-00000	NN P	0.00	1,252.86
210052	PO-000422	11/24/2020	DEC 4328876467 ELEM			3	01-0000-0-0000-8100-5590-800-000-00000	NN P	0.00	433.67
210052	PO-000422	11/24/2020	DEC 7314177777 HS			2	01-0000-0-0000-8100-5590-100-000-00000	NN P	0.00	352.68
210052	PO-000422	11/24/2020	DEC 7314177777 DIST			1	01-0000-0-0000-8100-5590-000-000-00000	NN P	0.00	235.12
210052	PO-000422	11/24/2020	DEC 3624177777 AE			1	01-0000-0-0000-8100-5590-000-000-00000	NN P	0.00	25.90
			TOTAL PAYMENT AMOUNT				2,498.95 *			2,498.95

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000424/00	DELL MARKETING	742616805							
210235	PO-021301 11/07/2020	10436464706-3510	LATITUDE	1	01-3220-0-1110-1000-4400-000-000-00000	NN	F	19,370.96	9,686.94
			TOTAL PAYMENT AMOUNT					9,686.94 *	9,686.94
001042/00	EDUCATIONAL FACILITIES PROGRAM	050597395							
210029	PO-021150 12/02/2020	NOV HRS;INV#16	BOND PROJ	1	21-0000-0-0000-8500-5890-000-000-00000	NY	P	2,520.00	2,520.00
210099	PO-021167 12/02/2020	NOV HRS;INV#14	BOONE BARN	1	01-6387-0-3800-8500-5890-000-000-00000	NY	F	1,680.00	1,680.00
			TOTAL PAYMENT AMOUNT					4,200.00 *	4,200.00
000879/00	GATES GARAGE DOOR SERVICE	000000000							
	PV-000039 11/25/2020	1352688-ELEM BUS BARN DOOR REP		01	8150-0-0000-8100-5890-000-000-00000	NN			250.00
			TOTAL PAYMENT AMOUNT					250.00 *	250.00
000162/00	GRAINGER								
	CM-000010 12/01/2020	1398253881-RETURN/REFUND		01	8150-0-0000-8100-4300-000-000-00000	N			-169.79
	PO-000409 11/05/2020	7908059812		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	169.79
	PO-000409 10/29/2020	9699813052		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	169.79
			TOTAL PAYMENT AMOUNT					169.79 *	169.79
000072/00	HILLYARD INC								
210264	PO-021333 11/20/2020	604147788-EQUIPMENT		1	01-3220-0-0000-8100-6400-000-000-00000	NN	P	16,856.17	16,856.17
			TOTAL PAYMENT AMOUNT					16,856.17 *	16,856.17
000070/00	HOUGHTON MIFFLIN CO								
210283	PO-021347 11/18/2020	710206652		2	01-3220-0-1110-1000-5890-800-000-00000	NN	P	1,386.00	1,386.00
210283	PO-021347 11/20/2020	710206659		2	01-3220-0-1110-1000-5890-800-000-00000	NN	P	2,798.40	2,798.40
210283	PO-021347 11/20/2020	710206793		2	01-3220-0-1110-1000-5890-800-000-00000	NN	P	21,499.57	21,499.57
210283	PO-021347 11/20/2020	710206793		1	01-3220-0-1110-1000-5890-100-000-00000	NN	P	11,075.53	11,075.53
210283	PO-021347 11/20/2020	710206659		1	01-3220-0-1110-1000-5890-100-000-00000	NN	P	1,441.60	1,441.60
210283	PO-021347 11/18/2020	710206652		1	01-3220-0-1110-1000-5890-100-000-00000	NN	P	714.00	714.00
			TOTAL PAYMENT AMOUNT					38,915.10 *	38,915.10

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount	
000801/00	HUNT & SONS INC	942209320								
	PO-000400	12/01/2020	684056		1 01-0000-0-0000-3600-4392-000-000-00000	NN	P	0.00	978.59	
					TOTAL PAYMENT AMOUNT				978.59	
									978.59	
000445/00	IT SAVVY									
210241	PO-021306	12/01/2020	DUPLICATE 21-323		1 01-9150-0-0000-2420-5890-000-000-00000	NN	C	5,352.85	0.00	
210255	PO-021323	12/01/2020	WEBROOT-12/3/20-12/2/21		1 01-9150-0-0000-2420-5890-000-000-00000	NN	F	4,991.00	4,991.00	
					TOTAL PAYMENT AMOUNT			4,991.00	4,991.00	
									4,991.00	
001388/00	LARRY'S PEST & WEED CONTROL	141953612								
	PO-000440	11/08/2020	NOV W12970 DIST WIDE		1 01-0000-0-0000-8100-5590-000-000-00000	NY	P	0.00	540.00	
					TOTAL PAYMENT AMOUNT				540.00	
									540.00	
000973/00	LOGMEIN COMMUNICATIONS INC	020783048								
	PO-000442	12/01/2020	DEC 2020-IN7100081536		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P	0.00	1,777.76	
					TOTAL PAYMENT AMOUNT				1,777.76	
									1,777.76	
000524/00	MJB WELDING SUPPLY									
	210120	PO-021200	11/30/2020	01320093-TANK RENTAL		2 01-0350-0-6000-1000-5890-000-053-00000	NN	P	9.50	9.50
					TOTAL PAYMENT AMOUNT				9.50	
									9.50	
000012/00	NAPA AUTO PARTS									
	CM-000009	12/01/2020	735113-CORE DEP REFUND		01-8150-0-0000-8100-4300-000-000-00000	N			-19.40	
	PO-000418	11/12/2020	734845-BATTERY		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	345.01	
					TOTAL PAYMENT AMOUNT				325.61	
									325.61	
000309/00	OFFICE DEPOT INC									
	210257	PO-021352	11/18/2020	138685725001		1 01-3220-0-1110-1000-4300-800-000-00000	NN	P	20.66	20.66
					TOTAL PAYMENT AMOUNT				20.66	
									20.66	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000027/00	ORLAND HARDWARE										
PO-000417	11/12/2020	451561-CAFE TOGO STAND	3	01-3220-0-1110-1000-4300-000-0000-00000	NN	P				0.00	64.93
PO-000417	10/29/2020	450209	1	01-8150-0-0000-8100-4300-000-0000-00000	NN	P				0.00	88.15
PO-000417	11/05/2020	450886	1	01-8150-0-0000-8100-4300-000-0000-00000	NN	P				0.00	79.41
PO-000417	11/16/2020	451857	1	01-8150-0-0000-8100-4300-000-0000-00000	NN	P				0.00	10.62
PO-000417	11/19/2020	452177	1	01-8150-0-0000-8100-4300-000-0000-00000	NN	P				0.00	113.02
210118	PO-021190	11/18/2020	452081	1	01-0350-0-6000-1000-4300-000-053-00000	NN	P			19.37	19.37
210118	PO-021190	11/17/2020	451944	2	01-7010-0-3800-1000-4300-000-000-00000	NN	P			360.99	360.99
TOTAL PAYMENT AMOUNT										736.49	736.49
000084/00	PG&E										
PO-000416	11/30/2020	NOV ELEM 3699672995-4	4	01-0000-0-0000-8100-5590-800-000-00000	NN	P				0.00	3,979.49
TOTAL PAYMENT AMOUNT										3,979.49	3,979.49
000512/00	PLATT ELECTRIC SUPPLY INC										
PO-000432	11/06/2020	Z755801	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	506.49
TOTAL PAYMENT AMOUNT										506.49	506.49
000134/00	QUILL CORPORATION										
CM-000011	11/25/2020	12525849-REPL PAPER		01-3220-0-1110-1000-4300-800-000-00000	NN						-96.10
CM-000012	11/25/2020	12525849-REPL SHARP/CRAYONS		01-3220-0-1110-1000-4300-800-000-00000	NN						-3.46
PO-021125	11/19/2020	12408106	3	01-0000-0-1110-1000-4300-000-000-00000	NN	P				0.00	212.35
PO-021125	11/19/2020	12408106	2	01-0000-0-0000-7300-4300-000-000-00000	NN	P				0.00	43.99
210289	PO-021354	11/18/2020	12408234	1	01-3220-0-1110-1000-4300-100-000-00000	NN	P			243.80	243.80
210289	PO-021354	11/18/2020	12412633	1	01-3220-0-1110-1000-4300-100-000-00000	NN	F			82.93	82.93
210290	PO-021355	11/18/2020	12445973	1	11-6391-0-4110-1000-4300-000-000-00000	NN	F			75.27	75.27
210294	PO-021359	11/18/2020	12445975	1	01-3220-0-1110-1000-4300-800-000-00000	NN	F			0.00	67.25
210296	PO-021361	11/18/2020	12412653	1	01-3220-0-1110-1000-4300-800-000-00000	NN	P			10.65	10.65
210296	PO-021361	11/18/2020	12446630	1	01-3220-0-1110-1000-4300-800-000-00000	NN	F			16.07	16.07
210300	PO-021363	11/19/2020	12408061	1	01-3220-0-1110-1000-4300-800-000-00000	NN	F			176.78	181.39
210309	PO-021391	11/25/2020	12531954	1	01-3220-0-1110-1000-4300-800-000-00000	NN	P			58.72	58.72
210309	PO-021391	11/25/2020	12555100	1	01-3220-0-1110-1000-4300-800-000-00000	NN	P			553.92	553.92
210309	PO-021391	11/25/2020	12525849	1	01-3220-0-1110-1000-4300-800-000-00000	NN	P			284.83	381.45
210309	PO-021391	11/25/2020	12643241-REPL	1	01-3220-0-1110-1000-4300-800-000-00000	NN	P			0.00	0.91
TOTAL PAYMENT AMOUNT										1,829.14	1,829.14

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000186/00	RECONNECTING YOUTH INC	821876739									
210335	PO-021395	11/30/2020	201104-JAN 12-14 2021	1	01-3220-0-1110-1000-5890-000-000-00000	NY	F			6,416.85	6,416.85
			TOTAL PAYMENT AMOUNT								6,416.85
001114/00	ROSETTA STONE										
210320	PO-021371	11/24/2020	11183424-ELEM THRU 6/30/21	1	01-3220-0-1110-1000-5890-100-000-00000	NN	F			7,580.00	7,580.00
210320	PO-021371	11/24/2020	11183439-HS THRU 6/30/21	2	01-3220-0-1110-1000-5890-800-000-00000	NN	F			7,580.00	7,580.00
			TOTAL PAYMENT AMOUNT								15,160.00
000942/00	SCHOOL TECH SUPPLY										
210238	PO-021308	11/25/2020	46101-AVER DOC CAMERAS	1	01-3220-0-1110-1000-4300-000-000-00000	NN	F			6,413.55	6,413.55
			TOTAL PAYMENT AMOUNT								6,413.55
002012/00	SMART FOODSERVICE										
	PO-000438	12/01/2020	565054 TOGO PKGING	4	01-3220-0-1110-1000-4300-000-000-00000	NN	P			0.00	260.50
	PO-000438	12/01/2020	565054	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	15.95
	PO-000438	12/01/2020	565054	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	77.85
			TOTAL PAYMENT AMOUNT								354.30
001382/00	U S BANK CORPORATE										
210031	PO-021110	12/03/2020	SUPER SUPPLIES	2	01-0000-0-0000-7150-4300-000-000-00000	NN	P			196.26	196.26
210134	PO-021192	12/03/2020	CITIZENSHIP BOOKS	1	11-6391-0-4110-1000-4200-000-000-00000	NN	P			31.83	31.83
210148	PO-021205	12/03/2020	AG FUEL	1	01-7010-0-3800-1000-4392-100-000-00000	NN	P			21.37	21.37
210221	PO-021295	12/03/2020	MUSIC SUPPLIES	1	01-0000-0-1110-1000-4300-800-013-00000	NN	F			90.07	136.22
210251	PO-021320	12/03/2020	NOTARY SERVICE	1	01-0000-0-0000-7300-5890-000-000-00000	NN	F			15.00	15.00
210258	PO-021324	12/03/2020	SCREEN TENT SUPPLIES	1	01-3220-0-1110-1000-4300-800-000-00000	NN	F			1,200.76	1,200.76
210258	PO-021324	12/03/2020	SCREEN TENT SUPPLIES	2	01-3220-0-1110-1000-4300-100-000-00000	NN	F			514.61	514.61
210260	PO-021326	12/03/2020	COVID MAINT SUPPLIES	1	01-3220-0-0000-8100-4300-000-000-00000	NN	F			21.80	21.80
210260	PO-021326	12/03/2020	MAINT SUPPLIES	2	01-8150-0-0000-8100-4300-000-000-00000	NN	F			250.67	250.67
210267	PO-021331	12/03/2020	FORKLIFT CLASS GLOVES	1	11-6391-0-4110-1000-4300-000-021-00000	NN	F			69.45	69.45
210280	PO-021345	12/03/2020	MISC COVID CLASS SUPPLIES	1	01-3220-0-1110-1000-4300-100-000-00000	NN	P			868.57	1,338.20
210284	PO-021348	12/03/2020	GLASSES FACESHIELDS	1	01-3220-0-1110-1000-4300-100-000-00000	NN	F			111.48	111.48
210285	PO-021349	12/03/2020	BLUETOOTH SPEAKER AC	1	01-3220-0-1110-1000-4300-800-000-00000	YN	F			124.99	124.99
210292	PO-021357	12/03/2020	DOUBLE SIDED WHITEBOARD	1	01-3220-0-1110-1000-4300-100-000-00000	NN	F			407.52	407.52
210302	PO-021365	12/03/2020	GOPROS/SPEAKERS/ACCESSORIES	1	01-3220-0-1110-1000-4300-100-000-00000	NN	P			4,880.05	5,312.15
210302	PO-021365	12/03/2020	GOPROS/SPEAKERS/ACCESSORIES	2	01-3220-0-1110-1000-4300-800-000-00000	NN	F			1,626.68	1,626.68
210303	PO-021366	12/03/2020	BUCKETS O WIPES	1	01-3220-0-1110-1000-4300-100-000-00000	YN	F			2,261.52	2,108.65
	PV-000040	12/03/2020	NOV 4246044555628555		01-0000-0-0000-8100-4392-000-000-00000	NN					316.32

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount

001382 (CONTINUED)

FV-000040	12/03/2020	NOV 4246044555628555			01-8150-0-0000-8100-4300-000-000000	NN				146.49	
FV-000040	12/03/2020	NOV 4246044555628555			11-6391-0-4110-1000-4392-000-021-000000	NN				28.93	
TOTAL PAYMENT AMOUNT										13,979.38	*
TOTAL USE TAX AMOUNT											13,979.38
											161.94

001462/00 WIZARD CLEANING 822765674

210226	PO-021286	12/06/2020	DEC CLEANING SERVICE		1 01-3220-0-1110-1000-5890-000-000-000000	NY F				2,100.00	2,100.00
TOTAL PAYMENT AMOUNT										2,100.00	*
											2,100.00

TOTAL BATCH PAYMENT	208,990.55	***	0.00	208,990.55
TOTAL USE TAX AMOUNT				161.94

TOTAL DISTRICT PAYMENT	208,990.55	****	0.00	208,990.55
TOTAL USE TAX AMOUNT				161.94

TOTAL FOR ALL DISTRICTS:	208,990.55	****	0.00	208,990.55
TOTAL USE TAX AMOUNT				161.94

Number of checks to be printed: 29, not counting voids due to stub overflows.

208,990.55

<i>Chris Barries</i>	
Prepared by	Date
	12/8/20
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

002047/00	DANNIS WOLIVER KELLEY	943172834							
PO-000423	12/07/2020	OCTOBER 2020	ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-00000	NE P		0.00	7,389.00
PO-000423	12/07/2020	OCTOBER 2020	ATTORNEY BILL	2	21-0000-0-0000-8500-5815-000-000-00000	NE P		0.00	12,913.50
TOTAL PAYMENT AMOUNT									20,302.50 *

000584/00 STANDARD

PO-000408	12/07/2020	DECEMBER 2020		1	01-0000-0-0000-0000-9573-000-000-00000	NN P		0.00	287.76
TOTAL PAYMENT AMOUNT									287.76 *

TOTAL BATCH PAYMENT	20,590.26 ***	0.00	20,590.26
TOTAL DISTRICT PAYMENT	20,590.26 ****	0.00	20,590.26
TOTAL FOR ALL DISTRICTS:	20,590.26 ****	0.00	20,590.26

Number of checks to be printed: 2, not counting voids due to stub overflows. 20,590.26

<i>John T...</i>	12/7/20
Processed by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC	510664349							
210059	PO-000435	12/11/2020	9090120420		1 01-0000-0-1110-1000-5630-100-000-00000	NN	P	0.00	128.00
					TOTAL PAYMENT AMOUNT			128.00 *	128.00
002080/00	ACCELERATE EDUCATION	273693683							
210323	PO-021379	12/09/2020	3457-HS(57%)-ELEM(43%)		1 01-3215-0-1110-1000-5890-100-000-00000	NY	F	1,954.50	4,770.90
210323	PO-021379	12/09/2020	3457-HS(57%)-ELEM(43%)		2 01-3215-0-1110-1000-5890-800-000-00000	NY	P	3,599.10	3,599.10
210323	PO-021379	12/09/2020	3456-ELEM(100%)		2 01-3215-0-1110-1000-5890-800-000-00000	NY	F	13,991.40	11,175.00
					TOTAL PAYMENT AMOUNT			19,545.00 *	19,545.00
000794/00	BUSWEST - NORTH								
	PO-000421	12/08/2020	XA410023288;01		1 01-0000-0-0000-3600-4300-000-000-00000	NN	P	0.00	71.16
					TOTAL PAYMENT AMOUNT			71.16 *	71.16
000053/00	CALIFORNIA WATER SERVICE CO	000000000							
210052	PO-000422	11/30/2020	DEC 4141117777		1 01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	51.73
210052	PO-000422	11/30/2020	DEC 3141117777		1 01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	51.73
					TOTAL PAYMENT AMOUNT			103.46 *	103.46
000156/00	CASBO								
210338	PO-021399	11/12/2020	631743-JTOWNE HR SUMMIT 2020		1 01-0000-0-0000-7300-5200-000-000-00000	NN	F	89.00	89.00
					TOTAL PAYMENT AMOUNT			89.00 *	89.00
001054/00	CLYDE CROSBY								
	PV-000045	12/07/2020	REIMB FUEL PURCHASE		01-0000-0-0000-8100-4392-000-000-00000	NN			16.64
					TOTAL PAYMENT AMOUNT			16.64 *	16.64
000205/00	CPM EDUCATIONAL PROGRAM								
210250	PO-021319	11/12/2020	2005791-IN		1 01-3220-0-1110-1000-4300-800-000-00000	NN	F	346.17	344.67
					TOTAL PAYMENT AMOUNT			344.67 *	344.67

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001470/00	CRIS OSEGUERA								
	PV-000041	12/07/2020	MILEAGE;AUG-DEC 2020			01-0000-0-0000-2700-5200-100-006-00000	NN		165.12
	PV-000041	12/07/2020	MILEAGE;AUG-DEC 2020			01-3220-0-1110-1000-5200-100-000-00000	NN		198.43
			TOTAL PAYMENT AMOUNT					363.55 *	363.55
000762/00	CRYSTAL CREAMERY								
	210060	PO-000445	10/26/2020	18818145		1 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	376.68
	210060	PO-000445	10/29/2020	18818144		1 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	93.88
	210060	PO-000445	11/09/2020	18857488		1 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	400.98
	210060	PO-000445	11/02/2020	18839496		1 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	400.98
	210060	PO-000445	11/16/2020	18876240		1 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	302.07
			TOTAL PAYMENT AMOUNT					1,574.59 *	1,574.59
000764/00	DANIELSON CO								
		PO-000425	12/10/2020	CLOSE STRING		6 01-3220-0-1110-1000-4300-000-000-00000	NN C	0.00	0.00
		PO-000425	11/17/2020	238608		5 01-3210-0-1110-1000-4300-000-000-00000	NN P	0.00	17.95
		PO-000425	12/01/2020	239234		5 01-3210-0-1110-1000-4300-000-000-00000	NN P	0.00	98.88
		PO-000425	11/17/2020	238608		4 13-5320-0-0000-3700-4700-000-049-00000	NN P	0.00	141.84
		PO-000425	12/01/2020	239234		4 13-5320-0-0000-3700-4700-000-049-00000	NN P	0.00	152.90
		PO-000425	12/01/2020	239234		2 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	1,353.79
		PO-000425	11/17/2020	238608		2 13-5310-0-0000-3700-4700-000-000-00000	NN P	0.00	2,134.82
			TOTAL PAYMENT AMOUNT					3,900.18 *	3,900.18
000424/00	DELL MARKETING								
				742616805					
		210331	PO-021388	12/10/2020	2008166032863-EMELLO	1 01-3220-0-1110-1000-4400-100-000-00000	NN F	4,508.61	4,508.61
								4,508.61 *	4,508.61
002078/00	DOLLAR DAYS								
		210268	PO-021332	12/07/2020	2724610	1 01-3220-0-1110-1000-4300-000-000-00000	NN F	1,028.78	765.41
		210268	PO-021332	12/07/2020	2724610	2 01-3220-0-1110-1000-4300-800-000-00000	NN F	744.98	839.15
								1,604.56 *	1,604.56
001279/00	ERIN JOHNSON								
		PV-000043	12/07/2020	MILEAGE;COVID TEST		01-3220-0-1110-1000-5200-100-000-00000	NN		11.16
								11.16 *	11.16

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef			
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net	Amount
002081/00	FLIPPEN GROUP	742900345										
210327	PO-021383	12/01/2020	CONTRACT CANCELED-DEC 2020	1	01-3215-0-1110-1000-5890-000-000-00000	NY	C			50,000.00		0.00
			TOTAL PAYMENT AMOUNT							0.00 *		0.00
000460/00	FLORA FRESH											
210143	PO-021210	12/07/2020	00939852	1	01-0350-0-6000-1000-4300-100-052-00000	NN	P			375.38		375.38
			TOTAL PAYMENT AMOUNT							375.38 *		375.38
001198/00	FLORAL RESOURCES											
210140	PO-021204	11/12/2020	CLOSE/JN TO 3220 21-215	1	01-3220-0-1110-1000-4300-100-000-00000	NN	C			516.22		0.00
210144	PO-021215	11/30/2020	00141996	1	01-0350-0-6000-1000-4300-100-052-00000	NN	P			240.24		240.24
			TOTAL PAYMENT AMOUNT							240.24 *		240.24
000201/00	FOLLETT SCHOOL SOLUTIONS INC											
210310	PO-021372	12/09/2020	785596F	1	01-3220-0-1110-1000-5890-800-000-00000	NN	P			395.91		395.91
210310	PO-021372	12/09/2020	785607F	1	01-3220-0-1110-1000-5890-800-000-00000	NN	P			336.69		336.69
210310	PO-021372	12/09/2020	785612F	1	01-3220-0-1110-1000-5890-800-000-00000	NN	P			1,387.77		1,387.77
210310	PO-021372	12/09/2020	785619F	1	01-3220-0-1110-1000-5890-800-000-00000	NN	P			1,741.09		1,741.09
210310	PO-021372	12/09/2020	785626F	1	01-3220-0-1110-1000-5890-800-000-00000	NN	F			1,511.46		1,511.46
			TOTAL PAYMENT AMOUNT							5,372.92 *		5,372.92
000770/00	GOPHER SPORT											
210272	PO-021338	12/08/2020	9808062	1	01-3220-0-1110-1000-4300-800-000-00000	NN	F			877.24		333.16
			TOTAL PAYMENT AMOUNT							333.16 *		333.16
000072/00	HILLYARD INC											
	PO-000412	12/02/2020	604161173	3	01-3220-0-0000-8100-4300-000-000-00000	NN	F			0.00		1,660.23
	PO-000412	12/02/2020	604161174	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00		521.15
210264	PO-021333	12/02/2020	604161172	1	01-3220-0-0000-8100-6400-000-000-00000	NN	F			3,109.48		3,109.48
			TOTAL PAYMENT AMOUNT							5,290.86 *		5,290.86

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef			
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net	Amount
000070/00	HOUGHTON MIFFLIN CO											
210283	PO-021347	12/01/2020	CLOSE/MOVE 3215	1	01-3220-0-1110-1000-5890-100-000-00000	NN	C			427.29		0.00
210283	PO-021347	12/01/2020	CLOSE/MOVE 3215	2	01-3220-0-1110-1000-5890-800-000-00000	NN	C			829.47		0.00
TOTAL PAYMENT AMOUNT										0.00	*	0.00
000723/00	JIMMY'S CUSTOM TROPHIES											
210298	PO-021368	11/18/2020	30668	1	01-0000-0-0000-2700-4400-000-000-00000	NN	F			1,793.70		1,793.70
TOTAL PAYMENT AMOUNT										1,793.70	*	1,793.70
001138/00	JOHNNY ON THE SPOT 464458679											
210082	PO-021139	12/08/2020	DEC ELEM I9360	2	01-3220-0-1110-1000-5890-800-000-00000	NY	P			0.00		96.45
210082	PO-021139	12/08/2020	DEC ELEM I9275	2	01-3220-0-1110-1000-5890-800-000-00000	NY	F			0.00		252.90
210082	PO-021139	10/27/2020	NOV HS I9445	3	01-3220-0-1110-1000-5890-100-000-00000	NY	P			0.00		192.90
210082	PO-021139	11/24/2020	DEC HS I9446	3	01-3220-0-1110-1000-5890-100-000-00000	NY	P			0.00		192.90
210082	PO-021139	12/22/2020	JAN HS I9446	3	01-3220-0-1110-1000-5890-100-000-00000	NY	F			0.00		192.90
TOTAL PAYMENT AMOUNT										928.05	*	928.05
000217/00	KELLY LANGAN											
	PV-000042	12/07/2020	MILEAGE;COVID TEST		01-3220-0-1110-1000-5200-100-000-00000	NN						11.16
TOTAL PAYMENT AMOUNT										11.16	*	11.16
000592/00	MISSION UNIFORM & LINEN											
	PO-000405	12/10/2020	513806560	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00		77.65
TOTAL PAYMENT AMOUNT										77.65	*	77.65
000811/00	NORTHSTAR A/V											
	PO-021398	12/08/2020	CLOSE LINE; NO USE TAX	2	01-3210-0-1110-1000-5890-000-000-00000	NN	C			52.00		0.00
	PO-021398	12/08/2020	35129141-MAXELL PROJECTORS	1	01-3210-0-1110-1000-4400-000-000-00000	NN	F			2,116.00		2,325.18
TOTAL PAYMENT AMOUNT										2,325.18	*	2,325.18
000309/00	OFFICE DEPOT INC											
210094	PO-021175	12/01/2020	CLOSE STRING/DEADLINE	3	01-3220-0-1110-1000-4300-800-000-00000	NN	C			0.00		0.00
210220	PO-021283	11/25/2020	140001697001	1	12-6105-0-1110-1000-4300-000-000-00000	NN	F			13.50		13.50
210257	PO-021352	11/19/2020	138685564001	1	01-3220-0-1110-1000-4300-800-000-00000	NN	P			34.32		34.32

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000309 (CONTINUED)									
210257	PO-021352	11/19/2020	138685724001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		48.16	48.16
210291	PO-021356	11/20/2020	138218457001	1	11-6391-0-4110-1000-4300-000-000-00000	NN P		40.77	40.77
210291	PO-021356	11/20/2020	138221073001	1	11-6391-0-4110-1000-4300-000-000-00000	NN F		91.14	91.14
210293	PO-021358	11/20/2020	138230447001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		104.83	104.83
210295	PO-021360	11/20/2020	138244672001	1	01-3220-0-1110-1000-4300-800-000-00000	NN P		8.99	8.99
210295	PO-021360	11/20/2020	138240705001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		104.24	104.24
210301	PO-021364	11/20/2020	138355009001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		32.18	32.18
210329	PO-021386	11/20/2020	139327552001	1	01-3220-0-1110-1000-4300-800-000-00000	NN P		333.01	333.02
210329	PO-021386	11/25/2020	139327552002	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		234.88	234.88
210332	PO-021389	11/25/2020	139984401001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		209.65	209.65
210314	PO-021390	11/25/2020	140016072001	1	01-3220-0-1110-1000-4300-800-000-00000	NN P		141.06	141.06
210314	PO-021390	11/25/2020	140022664001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		98.86	98.86
210317	PO-021392	11/25/2020	140052929001	1	01-3220-0-1110-1000-4300-800-000-00000	NN F		256.51	256.51
				TOTAL PAYMENT AMOUNT				1,752.11 *	1,752.11
001407/00 PARAMEX SCREENING SERVICE 680179882									
PO-000431		12/11/2020	CORE0013396	1	01-0000-0-0000-3600-5890-000-000-00000	NY P		0.00	89.00
				TOTAL PAYMENT AMOUNT				89.00 *	89.00
002062/00 PAULA GARCIA KRAUSS 680822309									
PV-000044		12/07/2020	MILEAGE;COVID TEST		01-3220-0-1110-1000-5200-100-000-00000	NN			11.16
				TOTAL PAYMENT AMOUNT					11.16 *
000084/00 PG&E									
PO-000416		11/24/2020	NOV DIST 9921774729-6	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	2,449.20
PO-000416		11/24/2020	NOV HS 9921774729-6	2	01-0000-0-0000-8100-5590-100-000-00000	NN P		0.00	3,673.80
				TOTAL PAYMENT AMOUNT				6,123.00 *	6,123.00
000763/00 PROPACIFIC FRESH									
PO-000407		11/30/2020	6829548	3	13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	57.75
PO-000407		12/07/2020	6831164	3	13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	103.90
PQ-000407		08/31/2020	6809131	1	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	448.58
PO-000407		11/30/2020	6829548	1	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	468.88
PO-000407		12/07/2020	6831164	1	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	694.03
				TOTAL PAYMENT AMOUNT				1,773.14 *	1,773.14

Vendor/Addr	Requit	Remit Reference	name Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
						Fd Res	Y Goal	Func Obj	Sit Bdr	DD	T9MPS	Liq Amt	Net Amount
000134/00		QUILL CORPORATION											
210309	PO-021391	12/01/2020	12643473			1	01-3220-0-1110-1000-4300-800-000-00000	NN F				98.65	96.10
TOTAL PAYMENT AMOUNT												96.10 *	96.10
001510/00		RAY MORGAN COMPANY											
210046	PO-000413	11/20/2020	DEC DIST;3149690			1	01-0000-0-0000-2700-5620-000-000-00000	NN P				0.00	166.44
210046	PO-000413	11/20/2020	DEC HS;3149690			2	01-0000-0-1110-1000-5620-100-000-00000	NN P				0.00	370.12
210046	PO-000413	11/20/2020	DEC ELEM;3149690			3	01-0000-0-1110-1000-5620-800-000-00000	NN P				0.00	995.19
210046	PO-000413	11/20/2020	DEC ELLAB;3149690			4	01-0000-0-3200-1000-5620-300-000-00000	NN P				0.00	104.03
210046	PO-000413	11/20/2020	DEC DIST B&W;3149690			7	01-0000-0-0000-2700-4300-000-000-00000	NN P				0.00	9.43
210046	PO-000413	11/20/2020	DEC DIST COLOR;3149690			7	01-0000-0-0000-2700-4300-000-000-00000	NN P				0.00	50.93
210046	PO-000413	11/20/2020	DEC HS B&W;3149690			8	01-0000-0-1110-1000-4300-100-000-00000	NN P				0.00	27.18
210046	PO-000413	11/20/2020	DEC ELEM B&W;3149690			9	01-0000-0-1110-1000-4300-800-000-00000	NN P				0.00	123.89
210046	PO-000413	11/20/2020	DEC ELLAB B&W;3149690			10	01-0000-0-3200-1000-4300-300-000-00000	NN P				0.00	7.54
210046	PO-000413	11/20/2020	DEC ADULT ED;3149690			5	11-6391-0-4110-1000-5620-000-000-00000	NN P				0.00	202.58
210046	PO-000413	11/20/2020	DEC ADULT ED B&W;3149690			11	11-6391-0-4110-1000-4300-000-000-00000	NN P				0.00	18.16
210046	PO-000413	11/20/2020	DEC PRESCH;3149690			6	12-6105-0-1110-1000-5620-000-000-00000	NN P				0.00	104.02
210046	PO-000413	11/20/2020	DEC PRESCH B&W;3149690			12	12-6105-0-1110-1000-4300-000-000-00000	NN P				0.00	7.54
TOTAL PAYMENT AMOUNT												2,187.05 *	2,187.05
000144/00		ROBERTSON ERICKSON INC			822988190								
210030	PO-021152	10/31/2020	7020-PARCEL MAP/REVISE			1	21-0000-0-0000-8500-6100-000-000-00000	NY P				540.00	540.00
210030	PO-021152	11/30/2020	7065-PARCEL MAP			1	21-0000-0-0000-8500-6100-000-000-00000	NY P				1,105.00	1,105.00
210236	PO-021300	12/10/2020	7088-FINAL:BOONE BARN			1	01-6387-0-3800-8500-5890-000-000-00000	NY F				1,450.00	1,450.00
TOTAL PAYMENT AMOUNT												3,095.00 *	3,095.00
000137/00		SCHOOL SERVICES OF CALIF INC											
	PO-000426	12/01/2020	DEC 2020-0127421-IN			1	01-0000-0-1110-1000-5890-000-000-00000	NN P				0.00	320.00
TOTAL PAYMENT AMOUNT												320.00 *	320.00
000466/00		SCHOOL SPECIALTY											
210328	PO-021385	12/11/2020	HEADPHONES/ELEM			1	01-3220-0-1110-1000-4300-800-000-00000	NN F				1,211.70	1,346.85
TOTAL PAYMENT AMOUNT												1,346.85 *	1,346.85

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000169/00	U LINE								
210333	PO-021393	12/03/2020	127402115-AG FORKLIFT CONES	1	01-7010-0-3800-1000-4300-000-0000	NN F		333.50	358.54
210333	PO-021393	12/03/2020	127402115-AG WASH STATIONS	2	01-3220-0-1110-1000-4400-100-000-0000	NN F		1,519.29	1,494.25
			TOTAL PAYMENT AMOUNT					1,852.79 *	1,852.79
001382/00	U S BANK CORPORATE								
210031	PO-021110	12/14/2020	ZOOM/MTG SUPPLIES	2	01-0000-0-0000-7150-4300-000-000-0000	NN P		44.23	44.23
210299	PO-021362	12/14/2020	DOUBLE SIDE WHITEBOARDS	1	01-3220-0-1110-1000-4300-800-000-0000	NN F		158.68	158.68
210302	PO-021365	12/14/2020	GOPRO/SPEAKERS/ACCESSORIES	1	01-3220-0-1110-1000-4300-100-000-0000	NN F		0.00	1,172.07
210304	PO-021367	12/14/2020	EMELLO;EARBUDS	1	01-3220-0-1110-1000-4300-100-000-0000	NN P		578.56	411.68
210304	PO-021367	12/14/2020	GOPRO/SPEAKERS/ACCESSORIES	1	01-3220-0-1110-1000-4300-100-000-0000	NN C		1,180.10	0.00
210304	PO-021367	12/14/2020	GOPRO/SPEAKERS/ACCESSORIES	1	01-3220-0-1110-1000-4300-100-000-0000	NN O		-214.49	0.00
210311	PO-021373	12/14/2020	AJOHNSON;MICRO/SEED HEAT	1	01-3220-0-1110-1000-4300-800-000-0000	NN F		1,022.34	1,022.34
210322	PO-021375	12/14/2020	HS PARTITIONS REPLACE	1	01-3220-0-1110-1000-4300-100-000-0000	NN F		1,118.16	1,118.16
210307	PO-021376	12/14/2020	ELEM;STORAGE BINS	1	01-3220-0-1110-1000-4300-800-000-0000	NN F		1,543.79	1,543.79
210305	PO-021377	12/14/2020	JARVIS;PE EQUIP	1	01-3220-0-1110-1000-4300-100-000-0000	NN P		3,919.16	3,569.16
210313	PO-021378	12/14/2020	HEFFLEY;WHITEBOARDS/ECT	1	01-3220-0-1110-1000-4300-800-000-0000	NN F		222.95	222.95
210324	PO-021380	12/14/2020	ELEM;SEEDS FOR SCIENCE	1	01-3220-0-1110-1000-4300-800-000-0000	NN F		0.00	99.04
210326	PO-021382	12/14/2020	BCARTER;GUMMY/UNICORNS	1	01-3220-0-1110-1000-5890-800-000-0000	NN F		85.55	85.55
210318	PO-021384	12/14/2020	MALVAREZ;CLASS SUPPLIES	1	01-3220-0-1110-1000-4300-800-000-0000	NN F		469.29	469.27
210336	PO-021396	12/14/2020	HS/SWIVEL CLIPS	1	01-3220-0-1110-1000-4300-100-000-0000	NN F		541.44	541.44
	PV-000046	12/07/2020	4246044555628555		01-0000-0-0000-8100-4392-000-000-0000	NN			96.64
	PV-000046	12/07/2020	4246044555628555		01-8150-0-0000-8100-4300-000-000-0000	NN			90.06
			TOTAL PAYMENT AMOUNT					10,645.06 *	10,645.06
000377/00	WASTE MANAGEMENT								
210044	PO-000402	12/01/2020	DEC PRESCH/ELLB 40238285009	1	01-0000-0-0000-8100-5590-000-000-0000	NN P		0.00	340.56
210044	PO-000402	12/01/2020	DEC DIST 40238285003	1	01-0000-0-0000-8100-5590-000-000-0000	NN P		0.00	414.29
210044	PO-000402	12/01/2020	DEC HS 40238285003	2	01-0000-0-0000-8100-5590-100-000-0000	NN P		0.00	621.43
210044	PO-000402	12/01/2020	DEC ELEM 40238905009	3	01-0000-0-0000-8100-5590-800-000-0000	NN P		0.00	340.56
210044	PO-000402	12/01/2020	DEC ELEM 40238215004	3	01-0000-0-0000-8100-5590-800-000-0000	NN P		0.00	281.57
			TOTAL PAYMENT AMOUNT					1,998.41 *	1,998.41
001317/00	WILLIAMS ELECTRIC		822796998						
	PV-000047	12/14/2020	20368-MARQUEE REPAIRS		01-8150-0-0000-8100-5630-000-000-0000	NY			866.57
			TOTAL PAYMENT AMOUNT					866.57 *	866.57
			TOTAL BATCH PAYMENT					0.00	81,165.12

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef			
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net	Amount

TOTAL DISTRICT PAYMENT			81,165.12	****	0.00			81,165.12	
TOTAL FOR ALL DISTRICTS:			81,165.12	****	0.00			81,165.12	
Number of checks to be printed:			37,	not counting voids due to stub overflows.					81,165.12
Number of zero dollar checks:			2,	will be skipped.					

<i>Chris Torres</i>		<i>12/14/20</i>
Prepared by	Date	
Authorized by	Date	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

000008/00	CALIFORNIA'S VALUED TRUST H/W								
PO-000444	12/21/2020	JANUARY 2021	1	01-0000-0-0000-0000-9571-000-000-00000	NN P			0.00	31,079.07
PO-000444	12/21/2020	JANUARY 2021	2	01-0000-0-0000-0000-9572-000-000-00000	NN P			0.00	55,542.58
PO-000444	12/21/2020	JANUARY 2021	3	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	3,833.05
TOTAL PAYMENT AMOUNT				90,454.70	*				90,454.70

000522/00	LESLIE ANDERSON-MILLS	573472011							
PO-000433	12/21/2020	JANUARY 2021 - CASH IN LIEU	1	01-0000-0-1110-1000-3701-000-000-00000	NY P			0.00	791.67
TOTAL PAYMENT AMOUNT				791.67	*				791.67

TOTAL BATCH PAYMENT	91,246.37	***	0.00	91,246.37
TOTAL DISTRICT PAYMENT	91,246.37	****	0.00	91,246.37
TOTAL FOR ALL DISTRICTS:	91,246.37	****	0.00	91,246.37

Number of checks to be printed: 2, not counting voids due to stub overflows. 91,246.37

<i>John Tan</i>	12/21/20
Prepared by	Date
Authorized by	Date

Batch status: A All

From batch: 0031

To batch: 0031

Include Revolving Cash: Y

Include Address: N

Include Object Desc: N

Include Vendor TIN: Y

Include Audit Date and Time in Sort: N

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001075/00	AT&T								
	PO-000403	12/12/2020	DEC HS;15729111	1	01-0000-0-0000-2700-5990-000-000-00000	NN P		0.00	119.71
	PO-000403	12/12/2020	DEC ELEM;15730555	1	01-0000-0-0000-2700-5990-000-000-00000	NN P		0.00	44.25
			TOTAL PAYMENT AMOUNT						163.96
000053/00	CALIFORNIA WATER SERVICE CO	000000000							
	210052 PO-000422	12/29/2020	JAN 4141117777	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	51.73
	210052 PO-000422	12/29/2020	JAN 3141117777	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	51.73
	210052 PO-000422	12/29/2020	JAN 3624177777 AE	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	13.41
	210052 PO-000422	12/29/2020	JAN 7314177777 DIST	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	122.02
	210052 PO-000422	12/29/2020	JAN 7314177777 HS	2	01-0000-0-0000-8100-5590-100-000-00000	NN P		0.00	183.01
	210052 PO-000422	12/29/2020	JAN 0669843652 ELEM	3	01-0000-0-0000-8100-5590-800-000-00000	NN P		0.00	936.84
	210052 PO-000422	12/29/2020	JAN 4328876467 ELEM	3	01-0000-0-0000-8100-5590-800-000-00000	NN P		0.00	387.93
	210052 PO-000422	12/29/2020	JAN 6314177777 EB	4	01-0000-0-0000-8100-5590-300-000-00000	NN P		0.00	121.81
			TOTAL PAYMENT AMOUNT						1,868.48
000334/00	CALSTRS-JEM								
	PO-000428	01/07/2021	166549-OCT-DEC QTR 2	1	01-0000-0-0000-2700-5890-000-000-00000	NN P		0.00	152.00
			TOTAL PAYMENT AMOUNT						152.00
002024/00	CHICO PRINTING								
	210345 PO-021400	01/08/2021	27761-2021 SPRING A/E SCHED	1	11-6391-0-4110-1000-4300-000-000-00000	NN F		858.00	900.90
			TOTAL PAYMENT AMOUNT						900.90
001498/00	CHRISTY WHITE ASSOCIATES	272956198							
	PO-000446	12/15/2020	16550;19-20 3RD PROGRESS	1	01-0000-0-0000-7191-5810-000-000-00000	NN P		0.00	8,100.00
			TOTAL PAYMENT AMOUNT						8,100.00
000764/00	DANIELSON CO								
	PO-000425	12/08/2020	239706	5	01-3210-0-1110-1000-4300-000-000-00000	NN P		0.00	98.88
	PO-000425	12/15/2020	240116	5	01-3210-0-1110-1000-4300-000-000-00000	NN P		0.00	98.88
	PO-000425	12/30/2020	TXFR TO 3215	5	01-3210-0-1110-1000-4300-000-000-00000	NN C		0.00	0.00
	PO-000425	12/15/2020	240116	1	13-5310-0-0000-3700-4300-000-000-00000	NN P		0.00	17.95
	PO-000425	12/08/2020	239706	1	13-5310-0-0000-3700-4300-000-000-00000	NN P		0.00	35.90
	PO-000425	12/15/2020	240116	2	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	1,698.25
	PO-000425	12/08/2020	239706	2	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	2,022.36

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BdR DD	T9MPS	Liq Amt	Net Amount
000764 (CONTINUED)									
PO-000425	12/08/2020	239706	4	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	295.96
TOTAL PAYMENT AMOUNT									4,268.18 *
000424/00	DELL MARKETING	742616805							
210232	PO-021307	10/23/2020	10432936809-BATTERY	1	01-9150-0-0000-2420-4300-000-000-00000	NN F		86.87	86.87
210341	PO-021410	01/08/2021	10454970728-BT TRANSMITTER	1	01-3215-0-1110-1000-4300-000-000-00000	NN F		184.36	184.36
TOTAL PAYMENT AMOUNT									271.23 *
001042/00	EDUCATIONAL FACILITIES PROGRAM	050597395							
210029	PO-021150	01/04/2021	DEC HRS;INV#17;2018 BOND	1	21-0000-0-0000-8500-5890-000-000-00000	NY P		1,120.00	1,120.00
210099	PO-021167	12/14/2020	INV#1;BOONE BARN CO#1	2	01-6387-0-3800-8500-5890-000-000-00000	NY F		2,240.00	2,240.00
TOTAL PAYMENT AMOUNT									3,360.00 *
000460/00	FLORA FRESH								
210278	PO-021343	01/10/2021	CANCEL/COVID	1	11-6391-0-4110-1000-4300-000-023-00000	NN C		600.00	0.00
TOTAL PAYMENT AMOUNT									0.00 *
000428/00	FORTUNA UNIFIED SCHOOL DISTRIC								
210243	PO-021310	01/10/2021	CONF NOV 5-6;A MARTIN	1	01-7010-0-3800-1000-5200-000-000-00000	NN F		75.00	75.00
TOTAL PAYMENT AMOUNT									75.00 *
000162/00	GRAINGER								
PO-000409	01/08/2021	9740981395	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	66.98
PO-000409	01/08/2021	9740761706	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	148.58
PO-000409	01/09/2021	9743749831	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	40.20
PO-000409	01/13/2021	9745716234	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	55.88
TOTAL PAYMENT AMOUNT									311.64 *
000113/00	HAMILTON CITY COMMUNITY SVC								
210047	PO-000414	11/01/2020	NOV-DEC;ROAD 203	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	642.85
210047	PO-000414	11/01/2020	NOV-DEC;ROAD 203	2	01-0000-0-0000-8100-5590-100-000-00000	NN P		0.00	964.28
210047	PO-000414	11/01/2020	NOV-DEC;277 CAPAY AVE	3	01-0000-0-0000-8100-5590-800-000-00000	NN P		0.00	2,295.90
210047	PO-000414	11/01/2020	NOV-DEC;290 6TH ST	4	01-0000-0-0000-8100-5590-300-000-00000	NN P		0.00	76.53

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BdR DD	T9MPS	Liq Amt	Net Amount

000113	(CONTINUED)								
210047	PO-000414	11/01/2020	NOV-DEC;535	SACRAMENTO	5	11-6391-0-4110-8100-5590-000-000-00000	NN P	0.00	76.53
210047	PO-000414	11/01/2020	NOV-DEC;300	6TH ST	6	12-6105-0-1110-8100-5590-000-000-00000	NN P	0.00	76.53
TOTAL PAYMENT AMOUNT									4,132.62 *
000072/00	HILLYARD INC								
	PO-000412	12/09/2020	604170599		1	01-8150-0-0000-8100-4300-000-000-00000	NN P	0.00	57.45
	PO-000412	12/30/2020	604191918		1	01-8150-0-0000-8100-4300-000-000-00000	NN P	0.00	241.16
	PO-000412	12/30/2020	604191916		1	01-8150-0-0000-8100-4300-000-000-00000	NN P	0.00	48.43
	PO-000412	12/30/2020	TXFR TO 3215		2	01-3210-0-0000-8100-4300-000-000-00000	NN C	0.00	0.00
	PO-000412	12/30/2020	604191915		4	01-3215-0-1110-1000-4300-000-000-00000	NN P	0.00	51.65
TOTAL PAYMENT AMOUNT									398.69 *
002077/00	IN TENTS EVENTS		844486166						
210340	PO-021401	01/05/2021	i10621-JAN	HS SCREEN TENT	1	01-3215-0-1110-1000-5890-100-000-00000	NY P	440.00	440.00
210340	PO-021401	01/05/2021	i10621-JAN	ELEM SCREEN TENT	2	01-3215-0-1110-1000-5890-800-000-00000	NY P	440.00	440.00
TOTAL PAYMENT AMOUNT									880.00 *
000723/00	JIMMY'S CUSTOM TROPHIES								
210297	PO-021369	01/10/2021	30669-TW	NAME PLAQUE	1	01-0000-0-0000-2700-4300-000-000-00000	NN F	10.72	10.72
210297	PO-021369	01/10/2021	30669-WL	NAME PLAQUE	2	01-0000-0-0000-7110-4300-000-000-00000	NN F	13.10	13.10
TOTAL PAYMENT AMOUNT									23.82 *
001138/00	JOHNNY ON THE SPOT		464458679						
210082	PO-021139	01/05/2021	i10621-JAN	ELEM 2WASH STN	1	01-3210-0-1110-1000-5890-800-000-00000	NY P	252.90	252.90
TOTAL PAYMENT AMOUNT									252.90 *
001251/00	K-12 SPECIALTIES INC		000000000						
210050	PO-000420	01/05/2021	TXFR TO 3215		1	01-3220-0-0000-8100-4300-000-000-00000	NN C	0.00	0.00
210050	PO-000420	01/05/2021	73367-BIO	SPRAY REFILLS	2	01-3215-0-1110-1000-4300-000-000-00000	NN P	0.00	422.43
TOTAL PAYMENT AMOUNT									422.43 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BGR DD	T9MFS	Liq Amt	Net Amount	
000349/00	LARKIN AUTO ELECTRIC	564958031								
	PO-000401	12/09/2020	2474-FORKLIFT SERVICE	1	01-8150-0-0000-8100-5630-000-000-000000	NY	P	0.00	510.57	
			TOTAL PAYMENT AMOUNT						510.57 *	
000860/00	M T HALL & ASSOCIATES INC									
	210168	PO-021239	12/14/2020	1759-BOONE BARN	1	01-6387-0-3800-8500-5890-000-000-000000	NN	F	1,200.00	2,062.50
			TOTAL PAYMENT AMOUNT						2,062.50 *	
000592/00	MISSION UNIFORM & LINEN									
	PO-000405	01/01/2021	513634655	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P	0.00	77.65	
	PO-000405	01/01/2021	513541237	1	13-5310-0-0000-3700-4300-000-000-000000	NN	P	0.00	77.65	
			TOTAL PAYMENT AMOUNT						155.30 *	
000524/00	MJB WELDING SUPPLY									
	210120	PO-021200	12/31/2020	01323845-TANK RENTAL	2	01-0350-0-6000-1000-5890-000-053-000000	NN	P	9.50	9.50
			TOTAL PAYMENT AMOUNT						9.50 *	
000012/00	NAPA AUTO PARTS									
	PO-000418	12/17/2020	737102	1	01-8150-0-0000-8100-4300-000-000-000000	NN	P	0.00	38.48	
	PO-000418	12/03/2020	738778	1	01-8150-0-0000-8100-4300-000-000-000000	NN	P	0.00	69.49	
			TOTAL PAYMENT AMOUNT						107.97 *	
000127/00	NICHOLS MELBURG & ROSSETTO	680009012								
	210356	PO-018634	11/30/2020	18-2857-06	1	14-0000-0-0000-8100-5630-000-000-000000	NY	F	2,120.00	2,120.00
			TOTAL PAYMENT AMOUNT						2,120.00 *	
002066/00	NORTH VALLEY BUILDING									
	210098	PO-021164	11/30/2020	INVB7471-ROY BOONE MEMORIAL	1	01-6387-0-3800-8500-6200-000-000-000000	NN	F	1,617.50	1,617.50
	210098	PO-021164	11/30/2020	INVB7471-ROY BOONE MEMORIAL	2	01-6387-0-3800-8500-6200-000-000-000000	NN	F	5,900.00	5,900.00
			TOTAL PAYMENT AMOUNT						7,517.50 *	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000309/00	OFFICE DEPOT INC								
210094	PO-021175	12/22/2020	143110222001	2	01-0000-0-1110-1000-4300-800-000-00000	NN P		63.08	63.08
210094	PO-021175	12/21/2020	143121538001	2	01-0000-0-1110-1000-4300-800-000-00000	NN P		48.84	48.84
			TOTAL PAYMENT AMOUNT					111.92	111.92
000027/00	ORLAND HARDWARE								
210118	PO-021190	11/30/2020	452614	2	01-7010-0-3800-1000-4300-000-000-00000	NN P		36.83	36.83
210118	PO-021190	12/16/2020	454080	2	01-7010-0-3800-1000-4300-000-000-00000	NN P		31.97	31.97
			TOTAL PAYMENT AMOUNT					68.80	68.80
001407/00	PARAMEX SCREENING SERVICE	680179882							
	PO-000431	12/29/2020	CORE0013506	1	01-0000-0-0000-3600-5890-000-000-00000	NY P		0.00	89.00
			TOTAL PAYMENT AMOUNT					89.00	89.00
000084/00	PG&E								
	PO-000416	12/24/2020	DEC DIST;9921774729-6	1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	2,946.62
	PO-000416	12/24/2020	DEC HS;9921774729-6	2	01-0000-0-0000-8100-5590-100-000-00000	NN P		0.00	4,419.93
	PO-000416	12/24/2020	DEC ELEM;3699672995-4	4	01-0000-0-0000-8100-5590-800-000-00000	NN P		0.00	4,755.23
			TOTAL PAYMENT AMOUNT					12,121.78	12,121.78
000418/00	PITNEY BOWES GLOBAL FINCL INC	201344287							
	PO-000443	12/11/2020	OCT-JAN 2021;3104489134	1	01-0000-0-1110-1000-5620-800-000-00000	NN P		0.00	145.53
			TOTAL PAYMENT AMOUNT					145.53	145.53
000512/00	PLATT ELECTRIC SUPPLY INC								
	PO-000432	11/30/2020	Z772760	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	203.02
	PO-000432	12/16/2020	Z783380	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	115.27
			TOTAL PAYMENT AMOUNT					318.29	318.29
000763/00	PROPACIFIC FRESH								
	PO-000407	12/14/2020	6832700	1	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	1,206.23
			TOTAL PAYMENT AMOUNT					1,206.23	1,206.23

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Res	Y Goal	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001510/00 RAY MORGAN COMPANY								
210046	PO-000413	12/21/2020	JAN DIST;3177962	1	01-0000-0-0000-2700-5620-000-000-00000	NN P	0.00	166.44
210046	PO-000413	12/21/2020	JAN HS;3177962	2	01-0000-0-1110-1000-5620-100-000-00000	NN P	0.00	370.12
210046	PO-000413	12/21/2020	JAN ELEM;3177962	3	01-0000-0-1110-1000-5620-800-000-00000	NN P	0.00	995.19
210046	PO-000413	12/21/2020	JAN ELLAB;3177962	4	01-0000-0-3200-1000-5620-300-000-00000	NN P	0.00	104.03
210046	PO-000413	12/21/2020	JAN DIST COLOR;3177962	7	01-0000-0-0000-2700-4300-000-000-00000	NN P	0.00	28.10
210046	PO-000413	12/21/2020	JAN DIST B&W;3177962	7	01-0000-0-0000-2700-4300-000-000-00000	NN P	0.00	22.03
210046	PO-000413	12/21/2020	JAN HS B&W;3177962	8	01-0000-0-1110-1000-4300-100-000-00000	NN P	0.00	55.13
210046	PO-000413	12/21/2020	JAN ELEM B&W;3177962	9	01-0000-0-1110-1000-4300-800-000-00000	NN P	0.00	61.42
210046	PO-000413	12/21/2020	JAN ELLAB B&W;3177962	10	01-0000-0-3200-1000-4300-300-000-00000	NN P	0.00	4.81
210046	PO-000413	12/21/2020	JAN ADULT ED;3177962	5	11-6391-0-4110-1000-5620-000-000-00000	NN P	0.00	202.58
210046	PO-000413	12/21/2020	JAN ADULT ED B&W;3177962	11	11-6391-0-4110-1000-4300-000-000-00000	NN P	0.00	11.86
210046	PO-000413	12/21/2020	JAN PRESCH;3177962	6	12-6105-0-1110-1000-5620-000-000-00000	NN P	0.00	104.02
210046	PO-000413	12/21/2020	JAN PRESCH B&W;3177962	12	12-6105-0-1110-1000-4300-000-000-00000	NN P	0.00	4.81
TOTAL PAYMENT AMOUNT							2,130.54 *	2,130.54
001382/00 U S BANK CORPORATE								
210031	PO-021110	12/21/2020	MTG SUPPLIES	2	01-0000-0-0000-7150-4300-000-000-00000	NN P	35.07	35.07
210239	PO-021303	01/10/2021	CLOSE;PREV PD; 21-295	1	01-0000-0-1110-1000-4300-100-013-00000	NN C	67.55	0.00
210277	PO-021342	01/10/2021	CANCEL/COVID	1	01-7010-0-3800-1000-5200-000-000-00000	NN C	220.00	0.00
210304	PO-021367	12/21/2020	TXFR TO 3215	1	01-3220-0-1110-1000-4300-100-000-00000	NN C	214.49	0.00
210304	PO-021367	12/21/2020	ACURIEL SPEAKER	2	01-3215-0-1110-1000-4300-800-000-00000	NN F	214.49	214.49
210305	PO-021377	12/21/2020	TXFR TO 3215	1	01-3220-0-1110-1000-4300-100-000-00000	NN C	365.34	0.00
210305	PO-021377	12/21/2020	JARVIS-WEIGHT POLES	2	01-3215-0-1110-1000-4300-100-000-00000	NN F	365.34	365.34
210342	PO-021404	12/21/2020	TW CSBA EXE ASST PRGM	1	01-0000-0-0000-2700-5200-000-000-00000	NN F	300.00	300.00
	PV-000048	12/21/2020	DEC 4246044555628555		11-6391-0-4110-1000-4392-000-021-00000	NN		28.29
	PV-000048	12/21/2020	DEC 4246044555628555		01-0000-0-0000-8100-4392-000-000-00000	NN		6.58
TOTAL PAYMENT AMOUNT							949.77 *	949.77
000172/00 U S POSTMASTER								
	PV-000049	12/21/2020	BULK MAIL PERMIT#1 HUSD		01-0000-0-0000-2700-5990-000-000-00000	NN		240.00
TOTAL PAYMENT AMOUNT							240.00 *	240.00
001078/00 WILGUS FIRE CONTROL INC 942412079								
	PV-000050	12/21/2020	31395:ELEM FIRE EXT SERVICE		01-0000-0-1110-1000-5890-800-000-00000	NN		223.48
TOTAL PAYMENT AMOUNT							223.48 *	223.48
TOTAL BATCH PAYMENT					55,670.53 ***	0.00	55,670.53	

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res Y Goal	ABA num Func Obj	Account num Sit BdR DD	T9MPS	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
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						55,670.53 ****			0.00	55,670.53
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						55,670.53 ****			0.00	55,670.53
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Number of checks to be printed:	34, not counting voids due to stub overflows.	55,670.53
Number of zero dollar checks:	1, will be skipped.	

Prepared by	Date
Authorized by	Date