



A G E N D A
BOARD OF EDUCATION MEETING
RIVERSIDE UNIFIED SCHOOL DISTRICT
Board Room
6735 Magnolia Avenue, Riverside, California

BOARD OF EDUCATION:
MRS. GAYLE CLOUD
PRESIDENT
CHARLES L. BEATY, Ph.D.
VICE PRESIDENT
MRS. KATHY ALLAVIE
CLERK
MR. TOM HUNT
MEMBER
MRS. PATRICIA LOCK-
DAWSON, MEMBER

Closed Session – 4:30 p.m.

May 20, 2013

Open Session – 5:30 p.m.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification of accommodation in order to participate in a meeting should direct such request to the District Superintendent at 788-7135, Ext. 80402 at least 48 hours before the meeting, if possible.

As required by Government Code 54957.5, agenda materials can be reviewed by the public at the District's administrative offices, Reception Area, First Floor, 3380 Fourteenth Street, Riverside, California.

At approximately 9:00 p.m., the Board of Education will determine which of the remaining agenda items can be considered and acted upon prior to 9:30 p.m., and may continue all other items on which additional time is required until a future meeting. All meetings are scheduled to end at 9:30 p.m.

CALL MEETING TO ORDER – 4:30 p.m.

ESTABLISHMENT OF A QUORUM OF THE BOARD OF EDUCATION

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS

CLOSED SESSION

The Board of Education will recess to Closed Session at 4:30 p.m. to discuss:

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6

District Representative:	Rick L. Miller, Ph.D., District Superintendent
Employee Organizations:	Riverside City Teachers Association
	California School Employees Association

3. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957

RECONVENE OPEN SESSION

May 20, 2013

The Board of Education will convene in Open Session at 5:30 p.m.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag will be led by Parker Pate, 6th grade Andrew Jackson Elementary School student.

GROUP PERFORMANCE

The Sierra Middle School Band will perform for the Board of Education.

	<u>Oral Report Assigned To</u>	<u>For Board</u>	<u>Page</u>
<u>SECTION A – PRESENTATIONS</u>			
A.1 Riverside Educational Enrichment Foundation (REEF) Presentation of AVID Scholarships in Honor of Mrs. Maxine Frost and Mr. Lewis Vanderzyl	District Superintendent		1
<i>Mrs. Sandra Ramirez, President REEF, will present scholarships to three of our comprehensive high schools that have AVID programs.</i>			
A.2 Recognition of AVID Graduates Class of 2013	Asst. Supt. Inst. Services (7-12)		2
<i>The 2013 AVID graduating class will be recognized.</i>			
A.3 Recognition of John W. North High School as an AVID National Demonstration School	Asst. Supt. Inst. Services (7-12)		3
<i>The Board of Education will recognize the AVID program at John W. North High School.</i>			
A.4 Recognition for American Mathematics Contest	Asst. Supt. Inst. Services (7-12)		4
<i>The Board of Education will recognize seven students for outstanding achievement on the Mathematical Association of America (MAA) American Mathematics Contests (AMC 12, AMC 10, and AMC 8).</i>			
A.5 Recognition of RIMS Science Fair Winners and Science Olympiad	Asst. Supt. Inst. Services (7-12)		5-7
<i>The Board of Education will recognize the students who participated in the California State Science Fair and Science Olympiad competition.</i>			

SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES

B.1 High School Representatives

District
Superintendent

*Mary Jo DeSilva – Arlington High School
Evan Cowder – Martin Luther King High School
Naomi Cerda – Abraham Lincoln High School
Michael VanHaaster – Educational Options Center/
Riverside Virtual School
Aileen Fletcher – John W. North High School
Kendall Morris – Riverside Polytechnic High School
Marissa Huston – Ramona High School*

SECTION C – PUBLIC INPUT

*Public Input provides an opportunity for citizens to make suggestions, identify concerns, or request information about matters affecting the school District for items **NOT on the agenda**. Complaints against employees will normally be heard in Closed Session, and the District's complaint procedure should be followed before discussion with the Board.*

Individuals or groups who wish to address the Board are requested to fill out a "Request to Address the Board of Education" card located on the table at the back of the Board Room. Comments or presentations should be limited to five minutes or less.

Pursuant to the Brown Act, Board of Education members cannot discuss or take action on any item which does not appear on the Consent and Action Calendars of the agenda. The Board of Education may provide a reference to staff or other resources of information, request staff to report back at a subsequent meeting, or direct staff to place an item on a future agenda.

SECTION D – DISTRICT EMPLOYEE GROUP REPORTS

D.1 CSEA Presentation by Mr. Richard Carpenter, President, Riverside Unified School District, Chapter #506

District
Superintendent

Mr. Richard Carpenter will report on the activities and accomplishments of the California School Employees Association (CSEA).

D.2 Riverside Council PTA Presentation by Ms. Marilyn Orens, President

District
Superintendent

Ms. Marilyn Orens will report on the activities and accomplishments of the Riverside Council Parent Teacher Association (PTA).

SECTION E – SUBCOMMITTEE REPORTS

E.1 Board Finance Subcommittee Report

Dr. Beaty Report

The Board of Education will receive a report from the Board Finance Subcommittee.

E.2 Board Instruction Subcommittee Report

Mrs. Lock-Dawson Report

The Board of Education will receive a report from the Board Instruction Subcommittee.

E.3 Board Operations Subcommittee Report

Mr. Hunt Report

The Board of Education will receive a report from the Board Operations Subcommittee.

SECTION F – CONSENT

Moved_____ Seconded_____ Vote_____

All items listed under the Consent Calendar are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items to be removed from the Consent Calendar.

F.1 Minutes of Board Meeting

District Superintendent Consent 8-14

*May 6, 2013 – Regular Board Meeting
May 14, 2013 – Special Board Meeting*

F.2 Acceptance of Gifts and Donations to the District

Deputy Supt. Business Consent 15-16

Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of \$100 or more in value are accepted and acknowledged by the Board of Education.

F.3 Warrant List No. 17

Deputy Supt. Business Consent 17-23

The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.

F.4 Approval of Change Order No. 3 – Purchase Order C6002247 – Bid No. 2011/12-38 – Category 15 – Electrical –

Deputy Supt. Business Consent 24-27

Ramona High School Athletic Facilities Master Plan

A change is recommended in the scope of work for the Electrical at the Ramona High School Athletic Facilities Master Plan.

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|------------|--|--------------------------|---------|-------|
| F.5 | Notice of Completion – Purchase Order C6002247 – Bid No. 2011/12-38 – Category 15 – Electrical – Ramona High School Athletic Facilities Master Plan | Deputy Supt.
Business | Consent | 28-30 |
|------------|--|--------------------------|---------|-------|

A Notice of Completion is recommended for the Electrical at the Ramona High School Athletic Facilities Master Plan.

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|------------|--------------------------------------|--------------------------|---------|-------|
| F.6 | Donation of E-Waste Equipment | Deputy Supt.
Business | Consent | 31-47 |
|------------|--------------------------------------|--------------------------|---------|-------|

From time to time, the District needs to dispose of items that are surplus or obsolete. As an alternative, some items may be donated. Approval is requested for the disposal of surplus items otherwise constituting E-Waste (electronic waste) through donation to a charitable organization.

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|------------|---|--------------------------|---------|-------|
| F.7 | Approval of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506 | Deputy Supt.
Business | Consent | 48-63 |
|------------|---|--------------------------|---------|-------|

It is recommended that the Board of Education approve the Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

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|------------|--|-------------------------------------|---------|------------------------|
| F.8 | Recommended Actions From the Administrative Hearing Panel and/or the Executive Director, Pupil Services/SELPA and Adoption of the Findings of Fact for All Approved Cases | Exec. Director
Pupil Serv./SELPA | Consent | Confidential
Insert |
|------------|--|-------------------------------------|---------|------------------------|

Cases for Expulsion

Consistent with Administrative Regulation #5144.1, principals may suspend students who are in violation of Education Code Section 48900 and Board Policy #5144.1. Certain violations identified in Education Code Section 48915 are of a serious nature that require recommendation to the Board of Education for expulsion.

Student Cases: #2012-121, #2012-140, #2012-142

Cases for Expulsion With a Recommendation for Suspended Expulsion

Education Code Section 48917 provides that a student who has been recommended for expulsion may have the expulsion suspended by the Board of Education. The suspended expulsion is valid for the term of the original expulsion order. The student is placed upon school probation, assigned to a school program, and must remain there until the conditions identified in the Rehabilitation Plan are met.

Student Cases: #2012-126, #2012-132, #2012-133, #2012-134, #2012-136, #2012-141, #2012-143, #2012-144

Case for Readmission After Expulsion

Students expelled from the Riverside Unified School District who have successfully completed the conditions stipulated in their rehabilitation plan may apply for readmission (RUSD Rules and Regulations #5144.1).

Student Case: #2011-154

F.9	Certificated Personnel Assignment Order CE 2012/13-17	Asst. Supt. Human Res.	Consent	64-67
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The latest District's management, certificated personnel actions are presented to the Board of Education for approval.

F.10	Classified/Non-Classified Personnel Assignment Order CL 2012/13-17	Asst. Supt. Human Res.	Consent	68-72
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The latest District's classified personnel actions are presented to the Board of Education for approval.

SECTION G – ACTION

G.1	New High School Course Proposal for International Baccalaureate (IB) Mathematical Standards (Standard Level)	Asst. Supt. Inst. Services (7-12)	Action	73-90
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New high school mathematics course, IB Mathematical Studies (Standard Level) is submitted for approval.

Moved_____ Seconded_____ Vote_____

G.2	New High School Course Proposals for: Introduction to Law, Introduction to Education, and Exploring Computer Science	Asst. Supt. Inst. Services (7-12)	Action	91-144
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New High School Course Proposals for Introduction to Law, Introduction to Education, and Exploring Computer Science are submitted for approval.

Moved_____ Seconded_____ Vote_____

G.3 Approval of Nutrition Services Meal Price Adjustment for 2013-14

Deputy Supt.
Business

Action

145-146

It is recommended that the Board of Education approve the recommended Nutrition Services meal price adjustments for 2013-14.

Moved_____ Seconded_____ Vote_____

SECTION H – CONCLUSION

H.1 Board Members' Comments

H.2 Superintendent's Announcements

**H.3 Agenda Items for Future Meetings
Monday, June 3, 2013 – Regular Board Meeting**

ADJOURNMENT

The next regular meeting of the Board of Education is scheduled for Monday, June 3, 2013. The meeting will be called to order at 4:30 p.m. in the Board Room at 6735 Magnolia Avenue, Riverside, California. The Board will adjourn to Closed Session from 4:30 to 5:30 p.m., at which time the Board of Education will reconvene in Open Session.



Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda

May 20, 2013

Topic: Riverside Educational Enrichment Foundation (REEF) Presentation of AVID Scholarships in Honor of Mrs. Maxine Frost and Mr. Lewis Vanderzyl

Presented by: Mrs. Sandra Ramirez, President, REEF
Responsible
Cabinet Member: Dr. Richard L. Miller, District Superintendent

Type of Item: Presentation

Short Description: Mrs. Sandra Ramirez, President REEF, will present scholarships to three of our comprehensive high schools that have AVID programs.

DESCRIPTION OF AGENDA ITEM:

For the third year, REEF is honored to offer graduating RUSD AVID seniors with \$500.00 scholarships. The student must have a 3.0 GPA and is asked to write a personal essay about how AVID has changed their perspective and has encouraged them in their education. The recipients are:

Kathy Chu, Ramona High School
Rafael Perez Martinez, John W. North High School
Carla Del Cid, Arlington High School

To honor Mr. Lewis Vanderzyl's dedicated service to RUSD, upon his retirement, friends and family donated to REEF for a scholarship to be provided to a recipient of his choice. Mr. Vanderzyl has chosen to award this \$1,000 scholarship to Ramona High School AVID student Samantha Vessels.

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action is requested.

Additional Material: None

Riverside Unified School District

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Board Meeting Agenda

May 20, 2013

Topic: Recognition of AVID Graduates Class of 2013

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services
Mr. Jorge N. Perez, Instructional Services Specialist, 7-12 Student Support and Guidance

Responsible
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Type of Item: Presentation

Short Description: The 2013 AVID graduating class will be recognized.

DESCRIPTION OF AGENDA ITEM:

Advancement via Individual Determination (AVID) is an academic support program designed to increase college readiness and postsecondary success for traditionally under-represented, first-generation, college-going students. AVID was first launched in San Diego in 1980. Ramona High School was the first school within RUSD to embrace AVID. Twenty five years later, the AVID program has a highly distinguished presence in all Riverside Unified School District middle and high schools. An RUSD elementary AVID program was launched last year.

The Riverside Unified School District AVID graduating class of 2013 has 362 seniors. At tonight's School Board meeting, students from Arlington, Martin Luther King, John W. North, Riverside Polytechnic, and Ramona High Schools will present highlights reflecting the outstanding academic achievements of AVID graduates. Parents, AVID coordinators, teachers, and administrators are invited to attend and will be recognized for their involvement and continued support of the AVID program.

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action is requested.

Additional Material: Video

Attached: Yes

<http://www.youtube.com/watch?v=rQKAtXSpIGQ>

Presentation Agenda — Page 1

Board Meeting Agenda

May 20, 2013

Topic: Recognition of John W. North High School as an AVID National Demonstration School

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Responsible
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Type of Item: Presentation

Short Description: The Board of Education will recognize the AVID program at John W. North High School.

DESCRIPTION OF AGENDA ITEM:

AVID National Demonstration Schools are exemplary models of the program and demonstrate the very best AVID methodologies and strategies. Schools and districts interested in implementing AVID or improving their own AVID program visit John W. North High School to experience a highly successful AVID program.

Visitors observe:

- Dedicated and successful implementation of the 11 Essentials
- Strong and committed leadership
- Evidence of outstanding student achievement
- Models for excellent inquiry-based AVID tutorials
- AVID as a schoolwide approach to school improvement
- A schoolwide college-going culture with college readiness as a basic expectation
- A center of learning for AVID best practices
- A showplace for the synergy and excitement a strong AVID program creates

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action required.

ADDITIONAL MATERIAL: None

Board Meeting Agenda

May 20, 2013

Topic: Recognition for American Mathematics Contest

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Responsible
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Type of Item: Presentation

Short Description: The Board of Education will recognize seven students for outstanding achievement on the Mathematical Association of America (MAA) American Mathematics Contests (AMC 12, AMC 10, and AMC 8).

DESCRIPTION OF AGENDA ITEM:

The Board of Education will recognize these seven students whom represent the top scorers for each grade level on the AMC 12 for 11th and 12th graders, the AMC 10 for 9th and 10th graders, and the AMC 8 for 5th through 8th graders. Their names are: Angel Aaron (Arlington, 12th), Liang Zhou (John W. North High School, 11th), Nikolay Grantcharov (Martin L. King High School, 10th), Jared Anklam (Martin L. King High School, 9th), Zherui Xuan (Amelia Earhart Middle School, 8th), Angela Xu (Frank Augustus Miller Middle School, 7th), and Jimmy Shi (Riverside STEM Academy, 5th). Jimmy Shi will also be recognized for being named to the Mathematical Association's Achievement Roll because of his high score for his grade level.

FISCAL IMPACT: None

RECOMMENDATION: None. Presentation only.

ADDITIONAL MATERIAL: None.

Riverside Unified School District

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Board Meeting Agenda

May 20, 2013

Topic: Recognition of RIMS Science Fair Winners and Science Olympiad

Presented by: Mr. John Robertson, Instructional Specialist, K-12 Science and Health

Responsible
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services 7-12

Type of Item: Presentation

Short Description: The Board of Education will recognize the students who participated in the California State Science Fair and Science Olympiad competition.

DESCRIPTION OF AGENDA ITEM:

The Riverside Unified School District (RUSD) Science and Engineering Fair was held at University California, Riverside on February 5-7, 2013, and represented the scientific research of over 280 RUSD students from grades K-12. Forty-four students advanced to the RIMS Regional Science and Engineering Fair. At the Inland Regional Fair, 17 students were awarded gold medals representing three high schools and two middle schools. Three RUSD regional winners will also be advancing to the Intel-International Science and Engineering Fair in Phoenix, AZ May 12 – 17.

Also, being recognized are the students from Riverside STEM Academy, Earhart Middle Schools and Martin L. King High School who participated in the 2013 Southern California Science Olympiad competition. These three teams placed at the Riverside County Science Olympiad competition and advanced to the Southern California State competition held on February 23, 2013.

FISCAL IMPACT: None

RECOMMENDATION: Presentation only. No action required.

ADDITIONAL MATERIAL: Science and Engineering Fair Winners and Science Olympiad Winners

Attached: Yes

Presentation Agenda — Page 1

Science and Engineering Fair Winners/Science Olympiad Winners RUSD 2013

The 18 RUSD students that were selected to advance to the California State Science Fair competition are as follows:

Middle School Finalists

<u>Student</u>	<u>School</u>	<u>Teacher</u>
Zherui Xuan	Amelia Earhart Middle School	Carlo Rozzi
Dylan Beyermann	Riverside STEM Academy	Adrian Gamez
Ian Hughes	Riverside STEM Academy	Tracy Lawrence

High School Finalists

<u>Student</u>	<u>School</u>	<u>Teacher</u>
Blake Bergstrom	Martin Luther King High School	Michele Hampton
Sanjita Gowda	Martin Luther King High School	Michele Hampton
Reysha Patel	Martin Luther King High School	Michele Hampton
Shivali Gowda	Martin Luther King High School	Michele Hampton
Preeanka Mazumder	Martin Luther King High School	Michele Hampton
Prabhjot Grewal	Martin Luther King High School	Michele Hampton
Jennifer Nguyen	Martin Luther King High School	Michele Hampton
Apoorva Panse	Martin Luther King High School	Michele Hampton
Amy Xu	Martin Luther King High School	Michele Hampton
Zachary Larsen	Martin Luther King High School	Michele Hampton
Hanna Larsen	Martin Luther King High School	Michele Hampton
Hanna Johnson	Martin Luther King High School	Michele Hampton
Amir Kelly	John W. North High School	Hannah Geiger
Iloria (Lily) Naik	Riverside Polytechnic High School	Lillian McCandless

The Three Intel – ISEF Winners are as Follows:

Saumya Keremane	Martin Luther King High School	Michele Hampton
Connor Tom	John W. North High School	Michael Santoyo
Liang Zhou	John W. North High School	Michele Lieux

The Science Olympiad regional winners are as follows:

Riverside STEM Academy Amelia Earhart Middle School Martin Luther King H.S.

Connor Astran
Sophia Bautista
Abram Escobedo
Alex Herrera
Hannah Herrick
Jon Jenkins
Nivedita Kanrar
Lindsay Lake
Armeen Mobasher
Finn Morehead
Sebastian Morgan
Adrian Orozco
Matt Saenz
Morgan Su
Jake Yokley

Kaini Chen
Kumann Liu
Sarah Lee
Aiden Potter
Zheuri Xuan
Delaney Hamilton
Kenley Hendrawan
Richard Smith
Yash Korde
Lawrence Myung
Omkar Ponse
Preetha Krishmurthy
Susan Su
Darren Azzou
Michael Wang

Vincente Capistrano
Brian Cho
Anthony Garcia
Probhjot Grewal
Shivali Gowda
Aishvarya Korde
Alan Kwok
Shamik Maganlal
Kyle McCarry
Virgiline Ongkingo
Subigya Panday
Apoorva Panse
Robert Sanchez
Weston Templeton
TC Wilson

UNOFFICIAL

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT
MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION
MONDAY, MAY 6, 2013
BOARD ROOM
6735 MAGNOLIA AVENUE, RIVERSIDE, CALIFORNIA**

CALL THE MEETING TO ORDER

Mrs. Cloud, Board President, called the meeting to order at 4:30 p.m.

MEMBERS PRESENT

Mrs. Gayle Cloud, President; Dr. Charles L. Beaty, Vice President; Mrs. Kathy Allavie, Clerk; Mr. Tom Hunt, Member; and Mrs. Patricia Lock-Dawson, Member.

Also present were District Superintendent, Dr. Rick L. Miller, members of the staff, and other interested citizens.

PUBLIC PARTICIPATION ON CLOSED SESSION MATTERS

The Board adjourned to Closed Session at 4:30 p.m.

CLOSED SESSION

1. Consideration of Pupil Services Matters Pursuant to Education Code Sections 35146 and 48918
2. Conference With Labor Negotiator Pursuant to Government Code Section 54957.6

District Representative:	Rick L. Miller, Ph.D., District Superintendent
Employee Organizations:	Riverside City Teachers Association California School Employees Association Management, Confidential, and Supervisory Employees Superintendent, Deputy and Assistant Superintendents
3. Consideration of Public Employee Appointment Pursuant to Government Code Section 54957.6

Title:	Middle School Principals and Assistant Superintendent
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4. Consideration of Public Employee Discipline/Dismissal/Release Pursuant to Government Code Section 54957

RECONVENE OPEN SESSION

The Board reconvened in Open Session at 5:31 p.m. Mrs. Cloud announced that the following actions were taken during Closed Session:

It was moved by Mrs. Allavie and seconded by Dr. Beaty and unanimously approved by members present that Administrative Employee #004248 will be given notice pursuant to Education Code 44951, and will be assigned to a classroom teacher position for the 2013-14 school year.

It was moved by Dr. Beaty and seconded by Mrs. Allavie and unanimously approved by members present that the following staffing changes will begin July 1, 2013. Mr. Raul Ayala, is being promoted to Middle School Principal at Chemawa Middle School; Mr. Sean Curtin will be transferred to Amelia Earhart Middle School; Mr. Coleman Kells,

will be transferred to University Heights Middle School; and Dr. David Haglund, is being promoted to Assistant Superintendent of Instructional Support, K-12.

RIVERSIDE POLYTECHNIC HIGH SCHOOL ARMY JROTC COLOR GUARD PRESENTATION

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance to our flag was led by Rylee Burke, 6th grade Benjamin Franklin Elementary School student.

STUDENT PERFORMANCE

Riverside Polytechnic High School student, Israel Tucker, Pianist, performed for the Board of Education.

SECTION A – PRESENTATIONS

A.1 Recognition of RUSD's National History Day – California Team and Alternates

A.2 Recognition of Riverside Unified School District Students Who Qualified for the Destination Imagination Global Finals

SECTION B – REPORTS BY HIGH SCHOOL REPRESENTATIVES

B.1 Reports presented by John W. North, Riverside Polytechnic, Ramona High Schools, and Educational Options/Riverside Virtual School Student Board Representatives.

SECTION C – PUBLIC INPUT

The following individuals addressed the Board of Education: Mr. Steve Anderson discussed his concerns regarding the Home Hospital Temporary Disability Program at Martin Luther King High School, and Ms. Jean Anderson mentioned her concerns related to the potential closing of Riverside Adult School.

SECTION D – DISTRICT EMPLOYEE GROUP REPORT

D.1 RCTA Presentation by Mr. Tim Martin, President, Riverside City Teachers Association

SECTION E – SUBCOMMITTEE REPORTS

E.1 Board Instruction Subcommittee Report

The Board of Education received a report from Mrs. Lock-Dawson regarding the Board Instruction Subcommittee.

E.2 Board Student Activities Subcommittee Report

The Board of Education received a report from Mrs. Allavie regarding the Board Student Activities Subcommittee.

E.3 Board Communications Subcommittee Report

The Board of Education received a report from Mrs. Allavie regarding the Board Communications Subcommittee.

SECTION F – CONSENT

Approval of the Consent Calendar was moved by Mrs. Allavie and seconded by Mr. Hunt and unanimously approved by members present, with the exception of Items F.9, F.10, and F.15 which were pulled for discussion. Items in the Consent Calendar have

been published with the agenda and copies are on file in the District administrative offices.

ITEMS PULLED FROM THE CONSENT CALENDAR FOR DISCUSSION

F.9 APPROVAL OF FURLOUGH PAYBACK BETWEEN RIVERSIDE UNIFIED SCHOOL DISTRICT AND MANAGEMENT, CONFIDENTIAL, AND SUPERVISORY EMPLOYEES

F.10 APPROVAL OF FURLOUGH PAYBACK BETWEEN RIVERSIDE UNIFIED SCHOOL DISTRICT AND THE SUPERINTENDENT, DEPUTY AND ASSISTANT SUPERINTENDENTS, AND BOARD MEMBERS

The Items were moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and unanimously approved by members present.

F.15 CERTIFICATED PERSONNEL ASSIGNMENT ORDER CE 2012/13-16

The Item was moved by Mr. Hunt and seconded by Mrs. Lock-Dawson and approved by a 4 to 1 vote with Mrs. Cloud abstaining.

SECTION G – REPORT/DISCUSSION

G.1 Disclosure of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506

Mr. Michael Fine, Deputy Superintendent, Business Services and Governmental Relations, stated that this item represents the public disclosure of the terms and conditions, including financial impact, of Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

G.2 Riverside STEM High School – Update

Dr. Bill Ermert, Assistant Superintendent, Instructional Services 7-12, introduced Mr. Dale Moore, Principal, Riverside STEM Academy, who reviewed a PowerPoint and provided a brief update on the progress in the expansion of the high school division of the Riverside STEM Academy.

G.3 Overview of Transfers Within the Riverside Unified School District

Mr. Tim Walker, Executive Director, Pupil Services/SELPA, reviewed a PowerPoint which provided information explaining the different types of transfer options available to parents and students who reside within the geographical boundaries of the Riverside Unified School District, as well as those parents and students from other districts that are interested in attending RUSD schools.

The Board took a recess from 8:12 to 8:24 p.m.

SECTION H – ACTION

H.1 Resolution No. 2012/13-48 – Resolution of the Board of Education of the Riverside Unified School District Approving the Layoff of Classified Personnel

Mrs. Susan Mills, Assistant Superintendent, Human Resources, stated that staff is recommending that the Board of Education adopt Resolution No. 2012/13-48 – Approving the Layoff of Classified Personnel.

The item was moved by Mr. Hunt and seconded by Dr. Beaty and unanimously approved by members present to approve Resolution No. 2012/13-48.

H.2 New High School Course Proposal: STEM Research Methodologies

Dr. Ermert introduced Mr. Moore who reviewed a PowerPoint regarding the New High School Course Proposal: STEM Research Methodologies that was being submitted for Board approval.

The item was moved by Dr. Beaty and seconded by Mrs. Allavie and unanimously approved by members present to approve the STEM Research Methodologies course as submitted.

H.3 New High School Course Proposals for Three Visual and Performing Arts Courses

Dr. Ermert introduced Ms. Kelli Dower, Instructional Services Specialist, K-12 Visual and Performing Arts (VAPA), who discussed the PowerPoint related to the three new high school Visual and Performing Arts (VAPA) Courses that were being submitted for approval.

The item was moved by Mrs. Allavie and seconded by Mr. Hunt and unanimously approved by members present to approve the three Visual and Performing Arts (VAPA) courses as submitted.

H.4 New High School Course Proposals for Two Mathematics Courses

Dr. Ermert introduced Ms. Anne Marie Montgomery, Instructional Services Specialist, 7-12 Mathematics, who reviewed a PowerPoint discussing the two new high school mathematics courses that were being submitted for approval.

The item was moved by Mrs. Lock-Dawson and seconded by Mrs. Allavie and unanimously approved by members present to approve the two mathematics courses as submitted.

SECTION I – CONCLUSION**I.1 Board Members' Comments**

Mr. Hunt indicated that he will not be able to attend the dedication event on Friday at Central Middle School for Mr. Vanderzyl nor the Good Morning Riverside presentation on Thursday, since he will be attending his daughter Taylore's graduation. He discussed a meeting that he recently attended which included Dr. Kirk Lewis, Assistant Superintendent, Operations; Mr. Michael Fine, Deputy Superintendent, Business Services; and Councilmember Gardner, regarding the homeless encampment in front of the District office that disrupts employees. He commended District staff for making this a priority and voiced his opinion that the Riverside Police Department appears to be re-energized to control the problem. He mentioned the Budget Advisory Committee and suggested that this might be a good time to re-establish the committee through the Board Finance Subcommittee's direction.

There was discussion related to the policy regarding the Naming of School Facilities.

Mrs. Allavie mentioned two incredible choir moments: first was Arlington High School's choir who sang in the Riverside Art Museum's atrium, and Mr. Steffen's Alumni Tribute Concert with Riverside Polytechnic High School's Alumni Choir. She then spoke about an article in today's *Press-Enterprise* regarding Completion Counts and the Education Trust – West Report. She voiced her continued concern with the use of the word "access" in regards to the A-G requirements. She stated by using the word access that we are saying there is no easy way for students to enter these classes, and Mrs.

Allavie disagrees with this concept. She feels that this wording needs to be removed from any Education Trust – West Report or Completion Counts Report and replaced with other wording.

Mr. Lock-Dawson said that she met with Dr. Jamie Angulo, Principal, Ramona High School, to discuss the performing arts magnet and working to expand on offering more classes. She indicated that they are busing students from feeder middle schools to see performing arts at Ramona High School, and that the cost is paid for out of Ramona's budget. She mentioned her attendance at the Middle School Track Meet, and she noted that AP testing is coming up.

Dr. Beaty mentioned visiting the March Air Museum recently and that they are now accredited as a museum. He discussed attending the 7th Annual Youth Awards Program at the Riverside Elks Club with Mrs. Cloud on April 25, and he stated that they give away thousands of dollars to our students.

Mrs. Cloud commended the City of Riverside for providing several free fun activities for families to enjoy. She mentioned with the California Day of the Teacher approaching, she wanted to thank staff members for working so hard each and every day. Mrs. Cloud discussed her visits to Chemawa Middle School and Monroe Elementary School.

I.2 Superintendent's Announcements

Dr. Miller stated that staff has been recently engaged a lot with many budget issues. He mentioned his attendance at RCOE's Celebrating Educators Luncheon in Palm Springs and the 15th Annual "Making a Difference in a Student's Future" Awards event on May 7. Dr. Miller indicated that employee recognitions will be celebrated next week with the Day of the Teacher and Classified Employees Week. He reported that Mr. Lewis Vanderzyl will be honored on Friday with the dedication of Central Middle School's Multipurpose Hall.

I.3 Next Board Meeting: May 20, 2013

ADJOURNMENT

Mrs. Cloud adjourned the Public Session at 9:28 p.m., in memory of Mr. Ameal Moore, former Councilman who passed away after a long courageous battle with cancer; Ms. Betty Ann Simmons, former employee of Ramona High School for 23 years; and Mr. Lee Watters, former teacher and counselor at Riverside Polytechnic and John W. North High Schools.

Kathy Allavie
Clerk
Board of Education

This is an uncorrected copy of Board Minutes. The Minutes do not become official until they are approved by the Board at the next meeting.

**RIVERSIDE UNIFIED SCHOOL DISTRICT
MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING
TUESDAY, MAY 14, 2013
DISTRICT OFFICE, CONFERENCE ROOM 3 A/B
3380 14TH STREET, RIVERSIDE, CALIFORNIA**

CALL MEETING TO ORDER

Mrs. Cloud, Board President, called the Special Board meeting to order at 3:31 p.m.

MEMBERS PRESENT

Mrs. Gayle Cloud, President; Dr. Charles L. Beaty, Vice President; Mrs. Kathy Y. Allavie, Clerk; Mr. Tom Hunt, Member; and Mrs. Patricia Lock-Dawson, Member.

Also present were District Superintendent Dr. Rick L. Miller, Ms. Gloria Johnston, and staff.

SECTION A – PUBLIC INPUT

Ms. Vera Stamenkovic, Riverside Polytechnic High School parent, spoke to the Board of Education regarding her concerns related to Riverside Polytechnic High School.

SECTION B – GOVERNANCE TEAM WORKSHOP

EXPECTED OUTCOMES:

- Review/Revise District Vision and Mission
- Draft District Core Values
- Draft District Strategic Goals
- Plan Next Steps

- B.1 Join Up and Catch Up
- B.2 Agenda Review
- B.3 Review/Revise District Vision and Mission
- B.4 Draft District Core Values

Bio Break
Working Dinner

- B.5 Draft District Strategic Goals
- B.6 Plan Next Steps
- B.7 Evaluation
- B.8 Adjourn

SECTION C – CONCLUSION

C.1 Board Members' – Comments

There were no comments made by the Board members.

C.2 Superintendent's Announcements

There were no comments made by Dr. Miller.

ADJOURNMENT

Mrs. Cloud adjourned the Public Session at 6:54 p.m.

Kathy Allavie
Clerk
Board of Education

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda May 20, 2013

Topic: Acceptance of Gifts and Donations to the District

Presented by: Donna Manson, Account Clerk, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: Individuals and entities may make gifts or donations of usable items or money to the District. Gifts or donations of \$100 or more in value are accepted and acknowledged by the Board of Education.

DESCRIPTION OF AGENDA ITEM:

The District has received the following gifts and donations:

- Arlington High School received \$500.00 from The Community Foundation for their Envirothon team.
- Bryant Elementary received the following for their 6th grade science camp:
 - \$200.00 from Charles L. Beaty, Ph.D.
 - \$100.00 from Keith Alex
 - \$100.00 from Stan Morrison
 - \$200.00 from Chani Beeman
- Benjamin Franklin Elementary School received \$100.00 from Fresh & Easy Neighborhood Market, Inc. through their Shop for Schools Program.
- John W. North High School received \$1,496.93 from Wahab Gandal for the Legal and Protective Services Academy (LAPS).
- Tomás Rivera Elementary School received an office jet copier, paper, pencils, pens, markers, white board, laminator, paper cutter, staplers, pencil sharpeners, tape, ink cartridges, tissues and wipes from Costco Wholesale valued at \$1,500.00.

- Mark Twain Elementary School received \$10,185.00 from their Parent Teacher Association for field trips.
- George Washington Elementary School received \$632.63 from Fresh and Easy Neighborhood Market, Inc. through their Shop for Schools Program.

Values are set by donor, and the District has not conducted any independent assessment as to the actual value of the gifted donated item. Inclusion of the value on this report is for information only and does not represent an affirmation of the value.

FISCAL IMPACT: \$15,014.56

RECOMMENDATION: It is recommended that the Board of Education accept the above gifts and donations.

ADDITIONAL MATERIAL: None

**Board Meeting Agenda
May 20, 2013**

Topic: Warrant List No.17

Presented by: Liz O'Donnell, Account Clerk, Business Services

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent Business Services and Governmental Relations

Type of Item: Consent

Short Description: The payment for the purchase of goods, materials, and services is done in school districts with checks called warrants. Warrant lists are presented to the Board of Education for ratification.

DESCRIPTION OF AGENDA ITEM:

B-Warrants in excess of \$2,000 issued since last period. Invoices for the claims have been checked and audited by the Business Office. Warrants for the claims have been prepared.

FISCAL IMPACT: \$ 5,932,946.23

RECOMMENDATION: It is recommended that the Board of Education approve the warrants.

ADDITIONAL MATERIAL: Warrant List No. 17

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

Commercial Warrant Listing 2012 - 2013

April 15, 2013 THRU April 26, 2013

B-Warrants In Excess of \$1,999.00 Issued Since Last Period

Claim	Date	Fund	Warrant	Vendor Name	Claim Amount
<u>GENERAL FUND UNRESTRICTED 03</u>					
210395	04/15/2013	03	14485155	ESCHOOL SOLUTIONS INC.	\$23,371.20
210403	04/15/2013	03	14485163	CR&R INC.	\$4,124.83
210405	04/15/2013	03	14485165	BADGE A MINIT	\$3,522.90
210430	04/15/2013	03	14485190	APPLE COMPUTER INC-AUSTIN	\$3,200.88
210452	04/15/2013	03	14485212	BEESON, TAYLER & BODINE, ATTORNEY AT LAW	\$11,259.58
210459	04/15/2013	03	14485219	RIVERSIDE COUNTY OFFICE OF ED.	\$3,700.00
210470	04/15/2013	03	14485229	DELTA EDUCATION	\$5,020.99
210480	04/16/2013	03	14486747	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$16,437.79
210482	04/16/2013	03	14486749	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$16,736.25
210499	04/16/2013	03	14486766	AT&T	\$18,800.00
210500	04/16/2013	03	14486767	MEDINA PEST CONTROL	\$2,145.00
210501	04/16/2013	03	14486768	BB&T INSURANCE SERVICES OF CALIFORNIA, INC.	\$5,000.00
210525	04/16/2013	03	14486792	PATHFINDER RANCH	\$13,515.00
210533	04/16/2013	03	14486800	PEAK EXPECTATIONS	\$2,364.87
210534	04/16/2013	03	14486801	XPEDX, AN INTERNATIONAL PAPER COMPANY	\$2,782.55
210560	04/17/2013	03	14487520	BEESON, TAYLER & BODINE, ATTORNEY AT LAW	\$3,782.49
210562	04/17/2013	03	14487522	APPLE COMPUTER INC-AUSTIN	\$2,508.61
210585	04/17/2013	03	14487545	APPLE COMPUTER INC-AUSTIN	\$15,541.47
210589	04/17/2013	03	14487549	APPLE COMPUTER INC-AUSTIN	\$3,961.00
210642	04/18/2013	03	14489125	WAXIE SANITARY SUPPLY	\$11,761.03
210649	04/18/2013	03	14489132	IMAGING PLUS	\$2,159.40
210651	04/18/2013	03	14489134	STUDENT TRANSPORTATION OF AMERICA	\$2,128.94
210653	04/18/2013	03	14489136	RIVERSIDE CONVENTION CENTER	\$2,775.00
210675	04/18/2013	03	14489158	RIDDELL/ ALL AMERICAN SPORTS GROUP	\$7,775.39
210698	04/18/2013	03	14489181	AREY JONES EDUCATIONAL SOLUTIONS	\$11,916.91
210701	04/18/2013	03	14489184	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$6,828.47
210884	04/23/2013	03	14492150	NATIONAL UNIVERSITY	\$333,539.27
210885	04/23/2013	03	14492151	NATIONAL UNIVERSITY	\$5,691.08
210887	04/23/2013	03	14492153	CANON BUSINESS SOLUTIONS, INC., WEST	\$2,000.00
210888	04/23/2013	03	14492154	CCS PRESENTATION SYS	\$3,078.01
210899	04/23/2013	03	14492165	STATE BOARD OF EQUALIZATION	\$14,661.00
210903	04/23/2013	03	14492169	STUDENT TRANSPORTATION OF AMERICA	\$37,019.37
210904	04/23/2013	03	14492170	STUDENT TRANSPORTATION OF AMERICA	\$11,064.71
210907	04/23/2013	03	14492171	AREY JONES EDUCATIONAL SOLUTIONS	\$5,723.07
210913	04/23/2013	03	14492174	PEAK EXPECTATIONS	\$3,277.77
210918	04/23/2013	03	14492177	APPLE COMPUTER INC-AUSTIN	\$19,067.04
210919	04/23/2013	03	14492178	SWEETWATER SOUND, INC.	\$2,705.33
210925	04/23/2013	03	14492184	APPLE COMPUTER INC-AUSTIN	\$19,679.51
210932	04/24/2013	03	14492927	EDMENTUM HOLDINGS, INC.	\$2,193.00

210946	04/24/2013	03	14492941	WESTERN MUNICIPAL WATER DISTRICT	\$2,057.50
210948	04/24/2013	03	14492943	APPLE COMPUTER INC-AUSTIN	\$2,488.39
210949	04/24/2013	03	14492944	APPLE COMPUTER INC-AUSTIN	\$5,424.96
210956	04/24/2013	03	14492951	AT&T	\$58,604.09
210966	04/24/2013	03	14492961	COPYLITE INC	\$3,394.00
211001	04/24/2013	03	14492996	PEDERSEN, PHD, JOHN E.	\$4,000.00
211045	04/25/2013	03	14493901	WAXIE SANITARY SUPPLY	\$13,280.65
211076	04/25/2013	03	14493932	DOCUMENT TRACKING SERVICES	\$20,090.00
211096	04/25/2013	03	14493951	RIVERSIDE COUNTY OFFICE OF ED.	\$296,283.99
211101	04/25/2013	03	14493956	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$16,736.25
211144	04/26/2013	03	14495246	INTERNATIONAL BACCALAUREATE	\$9,500.00
211152	04/26/2013	03	14495254	SPICERS PAPER	\$40,867.20
211161	04/26/2013	03	14495263	URIBE PRINTING	\$2,335.92
211186	04/26/2013	03	14495287	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$16,736.25

TOTAL FOR FUND 03 \$1,154,618.91

GENERAL FUND RESTRICTED 06

210407	04/15/2013	06	14485167	NATIONAL GEOGRAPHIC	\$2,138.40
210408	04/15/2013	06	14485168	NATIONAL GEOGRAPHIC	\$3,207.60
210429	04/15/2013	06	14485189	NCS PEARSON, INC	\$6,250.00
210435	04/15/2013	06	14485195	GLENN B. DORNING, INC.	\$3,860.59
210447	04/15/2013	06	14485207	ROSETTA STONE LTD.	\$6,065.80
210484	04/16/2013	06	14486751	KMBS C/O BURTRONICS BUSINESS SYSTEMS	\$12,362.54
210487	04/16/2013	06	14486754	APPLE VALLEY COMMUNICATIONS, INC.	\$16,996.34
210498	04/16/2013	06	14486765	MARRIOTT	\$2,103.70
210502	04/16/2013	06	14486769	MIJAC ALARM	\$9,450.00
210509	04/16/2013	06	14486776	APOLLO WOOD RECOVERY, INC.	\$7,322.40
210536	04/16/2013	06	14486803	THE WARE GROUP, INC.	\$19,800.00
210537	04/16/2013	06	14486804	VS ATHLETICS	\$32,317.87
210553	04/17/2013	06	14487513	ACTION SALES	\$2,375.59
210554	04/17/2013	06	14487514	ACTION SALES	\$6,200.92
210564	04/17/2013	06	14487524	APPLE COMPUTER INC-AUSTIN	\$10,433.52
210567	04/17/2013	06	14487527	LEADING EDGE LEARNING CENTER	\$2,216.40
210591	04/17/2013	06	14487551	RIVERSIDE ARTS COUNCIL	\$7,049.22
210635	04/18/2013	06	14489118	GRILLO'S FILTER SALES	\$2,971.08
210655	04/18/2013	06	14489138	STUDENT TRANSPORTATION OF AMERICA	\$34,519.86
210657	04/18/2013	06	14489140	CENTEN CONSULTING, LLC	\$4,946.80
210659	04/18/2013	06	14489142	STUDENT TRANSPORTATION OF AMERICA	\$40,649.22
210660	04/18/2013	06	14489143	HOME DEPOT	\$4,079.19
210661	04/18/2013	06	14489144	STUDENT TRANSPORTATION OF AMERICA	\$31,100.79
210662	04/18/2013	06	14489145	ACADEMIC TUTORING SERVICES, INC.	\$2,105.88
210664	04/18/2013	06	14489147	STUDENT TRANSPORTATION OF AMERICA	\$26,082.24
210733	04/18/2013	06	14489216	SHERATON HOTEL	\$7,044.66
210762	04/19/2013	06	14490234	GEARY PACIFIC	\$12,302.00
210765	04/19/2013	06	14490237	SHORT POUR CONCRETE	\$2,605.88
210772	04/19/2013	06	14490244	OAK GROVE INSTITUTE	\$16,711.80
210773	04/19/2013	06	14490245	OAK GROVE INSTITUTE	\$7,743.36
210831	04/22/2013	06	14490599	SOMERSET EDUCATIONAL SERVICES INC.	\$31,912.52

210832	04/22/2013	06	14490600	RUSSO, FLECK AND ASSOCIATES	\$51,556.81
210834	04/22/2013	06	14490602	RISE INTERPRETING, INC.	\$7,590.00
210836	04/22/2013	06	14490604	STARTING GATE EDUCATIONAL SERVICES	\$179,292.17
210889	04/23/2013	06	14492155	OMNI SHOREHAM HOTEL	\$19,178.12
210890	04/23/2013	06	14492156	OMNI SHOREHAM HOTEL	\$28,407.43
210916	04/23/2013	06	14492175	YOUR TRAVEL CENTER INC.	\$5,865.40
210920	04/23/2013	06	14492179	APPLE COMPUTER INC-AUSTIN	\$2,483.95
210921	04/23/2013	06	14492180	APPLE COMPUTER INC-AUSTIN	\$6,447.60
210922	04/23/2013	06	14492181	APPLE COMPUTER INC-AUSTIN	\$6,734.40
210928	04/23/2013	06	14492187	APPLE COMPUTER INC-AUSTIN	\$2,483.95
210929	04/23/2013	06	14492188	APPLE COMPUTER INC-AUSTIN	\$7,665.79
210931	04/24/2013	06	14492926	EDMENTUM HOLDINGS, INC.	\$2,140.80
210950	04/24/2013	06	14492945	APPLE COMPUTER INC-AUSTIN	\$13,969.80
210951	04/24/2013	06	14492946	APPLE COMPUTER INC-AUSTIN	\$4,943.16
210953	04/24/2013	06	14492948	BLEEKER GLASS	\$4,768.37
210955	04/24/2013	06	14492950	APPLE COMPUTER INC-AUSTIN	\$7,254.18
210969	04/24/2013	06	14492964	ACADEMIC TUTORING SERVICES, INC.	\$3,254.04
210970	04/24/2013	06	14492965	CAROLYN E. WYLIE CENTER	\$4,097.00
210972	04/24/2013	06	14492967	AMTECH ELEVATORS	\$3,404.10
210976	04/24/2013	06	14492971	AMTECH ELEVATORS	\$2,465.00
210979	04/24/2013	06	14492974	CATAPULT LEARNING WEST, LLC	\$31,180.78
210981	04/24/2013	06	14492976	CAROLYN E. WYLIE CENTER	\$11,301.18
210982	04/24/2013	06	14492977	CODY EDUCATIONAL ENTERPRISES, INC.	\$14,792.15
210984	04/24/2013	06	14492979	BRIGHT FUTURES ACADEMY LLC	\$54,009.65
210985	04/24/2013	06	14492980	BRIGHT FUTURES ACADEMY LLC	\$67,778.37
210986	04/24/2013	06	14492981	CENTER FOR AUTISM C.A.R.D.	\$29,115.29
210987	04/24/2013	06	14492982	CENTER FOR AUTISM C.A.R.D.	\$22,538.22
210988	04/24/2013	06	14492983	CENTER FOR AUTISM C.A.R.D.	\$28,534.66
210990	04/24/2013	06	14492985	APPLIED BEHAVIOR CONSULTANTS, INC.	\$5,641.29
210991	04/24/2013	06	14492986	APPLIED BEHAVIOR CONSULTANTS, INC.	\$10,773.19
210993	04/24/2013	06	14492988	APPLIED BEHAVIOR CONSULTANTS, INC.	\$9,132.19
211000	04/24/2013	06	14492995	SOCO GROUP, INC.	\$13,852.18
211033	04/25/2013	06	14493889	KINSELLA, KATHERINE M.	\$5,000.00
211102	04/26/2013	06	14495204	BONNETT IRRIGATION	\$5,549.49
211106	04/26/2013	06	14495208	JUDY M. SEGAL SPEECH/LANGUAGE PATHOLOGY CORP.	\$4,500.00
211114	04/26/2013	06	14495216	APPLE COMPUTER INC-AUSTIN	\$7,594.56
211119	04/26/2013	06	14495221	AREY JONES EDUCATIONAL SOLUTIONS	\$5,698.81
211120	04/26/2013	06	14495222	OMNI SHOREHAM HOTEL	\$2,420.49
211121	04/26/2013	06	14495223	AREY JONES EDUCATIONAL SOLUTIONS	\$8,053.38
211175	04/26/2013	06	14495276	RIVERSIDE, CITY OF	\$8,685.00
211177	04/26/2013	06	14495278	ASSOCIATION OF TWO-WAY & DUAL LANGUAGE EDUCAT	\$7,350.00
211181	04/26/2013	06	14495282	ALTERNATIVES UNLIMITED, INC.	\$5,256.75
211184	04/26/2013	06	14495285	CCS PRESENTATION SYS	\$3,645.01
211185	04/26/2013	06	14495286	BEST BUY GOV LLC	\$2,194.83
211188	04/26/2013	06	14495289	NATIONAL GEOGRAPHIC	\$3,367.98
211189	04/26/2013	06	14495290	NATIONAL GEOGRAPHIC	\$6,495.39
TOTAL FOR FUND 06					\$1,113,389.08

ADULT EDUCATION FUND 11

210964	04/24/2013	11	14492959	CENGAGE LEARNING	\$3,717.55
211117	04/26/2013	11	14495219	AREY JONES EDUCATIONAL SOLUTIONS	\$13,422.30

TOTAL FOR FUND 11					\$17,139.85
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CAFETERIA SPECIAL REVENUE FUND

210472	04/16/2013	13	14486739	GOLD STAR FOODS, INC.	\$5,551.72
210473	04/16/2013	13	14486740	GOLD STAR FOODS, INC.	\$8,704.95
210522	04/16/2013	13	14486789	GOLD STAR FOODS, INC.	\$2,797.90
210523	04/16/2013	13	14486790	GOLD STAR FOODS, INC.	\$8,853.97
210526	04/16/2013	13	14486793	GOLD STAR FOODS, INC.	\$27,098.97
210531	04/16/2013	13	14486798	GOLD STAR FOODS, INC.	\$24,338.01
210538	04/16/2013	13	14486805	STATE BOARD OF EQUALIZATION	\$4,374.00
210543	04/17/2013	13	14487503	GOLD STAR FOODS, INC.	\$5,201.94
210544	04/17/2013	13	14487504	GOLD STAR FOODS, INC.	\$8,573.57
210545	04/17/2013	13	14487505	WEBB FOODSERVICE DESIGN CONSULTANTS, INC.	\$12,000.00
210546	04/17/2013	13	14487506	GOLD STAR FOODS, INC.	\$5,220.39
210568	04/17/2013	13	14487528	GOLD STAR FOODS, INC.	\$7,903.70
210587	04/17/2013	13	14487547	GOLD STAR FOODS, INC.	\$24,727.50
210615	04/17/2013	13	14487574	GOLD STAR FOODS, INC.	\$22,838.28
210735	04/18/2013	13	14489218	GOLD STAR FOODS, INC.	\$5,718.00
210774	04/19/2013	13	14490246	GOOD, ALBA	\$2,560.00
210776	04/19/2013	13	14490248	POWELL, DOUG	\$2,352.00
210777	04/19/2013	13	14490249	FRESH START BAKERIES NORTH AMERICA	\$2,968.00
210778	04/19/2013	13	14490250	GOLDEN STATE MANAGEMENT LLC	\$3,440.00
210779	04/19/2013	13	14490251	KNIGHT, ROBERT C.	\$5,032.00
210785	04/19/2013	13	14490257	HOLLANDIA DAIRY	\$41,469.56
210812	04/22/2013	13	14490580	GOLD STAR FOODS, INC.	\$25,843.69
210813	04/22/2013	13	14490581	GOLD STAR FOODS, INC.	\$19,327.73
210814	04/22/2013	13	14490582	GOLD STAR FOODS, INC.	\$29,365.71
210816	04/22/2013	13	14490584	GOLD STAR FOODS, INC.	\$2,940.00
210817	04/22/2013	13	14490585	GOLD STAR FOODS, INC.	\$5,216.11
210892	04/23/2013	13	14492158	A & R WHOLESALE DISTRIBUTORS INC	\$8,927.35
210893	04/23/2013	13	14492159	A & R WHOLESALE DISTRIBUTORS INC	\$7,490.23
210894	04/23/2013	13	14492160	A & R WHOLESALE DISTRIBUTORS INC	\$7,232.92
210895	04/23/2013	13	14492161	POWELL, DOUG	\$3,220.00
210896	04/23/2013	13	14492162	SUNRISE PRODUCE COMPANY	\$9,781.68
210897	04/23/2013	13	14492163	SUNRISE PRODUCE COMPANY	\$4,433.88
210898	04/23/2013	13	14492164	SUNRISE PRODUCE COMPANY	\$21,034.48
210905	04/24/2013	13	14492919	SUNRISE PRODUCE COMPANY	\$13,755.93
210906	04/24/2013	13	14492920	SUNRISE PRODUCE COMPANY	\$19,104.16
210911	04/24/2013	13	14492921	SUNRISE PRODUCE COMPANY	\$14,452.16
210912	04/24/2013	13	14492922	SUNRISE PRODUCE COMPANY	\$14,324.73
210914	04/24/2013	13	14492923	SUNRISE PRODUCE COMPANY	\$11,083.68
210915	04/24/2013	13	14492924	SUNRISE PRODUCE COMPANY	\$10,750.03
210930	04/24/2013	13	14492925	A & R WHOLESALE DISTRIBUTORS INC	\$18,170.52
210974	04/24/2013	13	14492969	DICK AND JANE BAKING CO., LLC	\$2,284.80

210992	04/24/2013	13	14492987	GOLD STAR FOODS, INC.	\$21,710.13
210994	04/24/2013	13	14492989	GOLD STAR FOODS, INC.	\$25,255.68
210995	04/24/2013	13	14492990	POWELL, DOUG	\$6,419.00
211091	04/25/2013	13	14493946	HOLLANDIA DAIRY	\$45,372.27
TOTAL FOR FUND 13					\$579,221.33
<u>DEFERRED MAINTENANCE FUND 14</u>					
210634	04/18/2013	14	14489117	FLOOR TECH AMERICA, INC.	\$6,921.88
TOTAL FOR FUND 14					\$6,921.88
<u>BUILDING FUND 21</u>					
210464	04/15/2013	21	14485224	STATE OF CALIFORNIA - DEPT OF INDUSTRIAL RELATION	\$2,950.18
210547	04/17/2013	21	14487507	TILDEN-COIL CONSTRUCTORS	\$38,608.20
210548	04/17/2013	21	14487508	TILDEN-COIL CONSTRUCTORS	\$5,716.00
210549	04/17/2013	21	14487509	COLBI TECHNOLOGIES, INC.	\$3,000.00
210550	04/17/2013	21	14487510	SCHOOL SPACE SOLUTIONS, INC.	\$12,299.04
210663	04/18/2013	21	14489146	F.E.C. ELECTRIC	\$81,134.65
210665	04/18/2013	21	14489148	F.E.C. ELECTRIC	\$4,270.25
210666	04/18/2013	21	14489149	KCB TOWERS, INC.	\$11,110.38
210668	04/18/2013	21	14489151	UNITED CONTRACTORS	\$58,900.19
210669	04/18/2013	21	14489152	UNITED CONTRACTORS	\$3,100.01
210670	04/18/2013	21	14489153	VERNE PLUMBING, INC.	\$6,982.50
210672	04/18/2013	21	14489155	WHITEHEAD CONSTRUCTION, INC.	\$4,815.55
210676	04/18/2013	21	14489159	CALIFORNIA COMMERCIAL POOLS, INC.	\$418,579.95
210677	04/18/2013	21	14489160	CALIFORNIA COMMERCIAL POOLS, INC.	\$22,030.52
210680	04/18/2013	21	14489163	A. J. FISTES CORPORATION	\$128,322.87
210684	04/18/2013	21	14489167	WEST-TECH MECHANICAL INC.	\$17,879.00
210686	04/18/2013	21	14489169	SOUTHCOAST ACOUSTICAL INTERIORS, INC.	\$15,482.05
210688	04/18/2013	21	14489171	MONTGOMERY HARDWARE COMPANY	\$6,246.25
210692	04/18/2013	21	14489175	INLAND BUILDING COMPANIES	\$14,229.48
210694	04/18/2013	21	14489177	SOUTHERN CALIFORNIA WEST COAST ELECTRIC INC.	\$58,422.82
210695	04/18/2013	21	14489178	SOUTHWEST GENERAL CONTRACTORS, INC.	\$76,926.25
210696	04/18/2013	21	14489179	SOUTHWEST GENERAL CONTRACTORS, INC.	\$6,535.05
211088	04/25/2013	21	14493944	TILDEN-COIL CONSTRUCTORS	\$27,728.00
211168	04/26/2013	21	14495270	BOGH ENGINEERING INC.	\$39,813.87
211170	04/26/2013	21	14495272	BOGH ENGINEERING INC.	\$2,095.48
TOTAL FOR FUND 21					\$1,067,178.54
<u>CAPITAL FACILITIES FUND 25</u>					
210563	04/17/2013	25	14487523	SPECIAL DISTRICT FINANCING & ADM	\$12,880.29
210810	04/22/2013	25	14490578	DAVID TAUSSIG AND ASSOCIATES, INC.	\$33,405.57
TOTAL FOR FUND 25					\$46,285.86
<u>SPECIAL RESERVE FUND FOR CAPITAL</u>					
210678	04/18/2013	40	14489161	BRAVO CONSTRUCTION SERVICES, INC.	\$30,968.45
210679	04/18/2013	40	14489162	BLED SOE MASONRY, INC.	\$20,451.81
TOTAL FOR FUND 40					\$51,420.26
<u>DEBT SERVICE FUND 56</u>					
210917	04/23/2013	56	14492176	U.S. BANK GLOBAL CORP TRUST SERVICES	\$25,641.80
TOTAL FOR FUND 56					\$25,641.80

SELF-INSURANCE FUND 67

210445	04/15/2013	67	14485205	UNION BANK OF CALIFORNIA	\$252,844.64
210471	04/15/2013	67	14485230	YORK RISK SERVICES GROUP, INC.	\$74,013.25
210514	04/16/2013	67	14486781	DELTA HEALTH SYSTEMS	\$165,634.42
210697	04/18/2013	67	14489180	ALTURA CREDIT UNION	\$3,468.12
210790	04/19/2013	67	14490262	UNION BANK OF CALIFORNIA	\$75,456.83
210828	04/22/2013	67	14490596	RUSD WORKER'S COMP TRUST	\$51,650.44
211087	04/25/2013	67	14493943	COMMUNITY ACTION EMPLOYEE ASSISTANC	\$5,530.00
211156	04/26/2013	67	14495258	UNION BANK OF CALIFORNIA	\$269,967.74

TOTAL FOR FUND 67	\$898,565.44
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MULTIPLE FUND CODES

210706	04/18/2013	14489189	OFFICE MAX	\$27,381.09
210707	04/18/2013	14489190	OFFICE MAX	\$8,847.93
210708	04/18/2013	14489191	OFFICE MAX	\$4,595.37
210709	04/18/2013	14489192	OFFICE MAX	\$2,560.24
210854	04/23/2013	14492120	RIVERSIDE, CITY OF	\$359,473.64
210900	04/23/2013	14492166	STUDENT TRANSPORTATION OF AMERICA	\$171,919.16
210901	04/23/2013	14492167	STUDENT TRANSPORTATION OF AMERICA	\$85,119.81
211027	04/25/2013	14493883	EDUCATIONAL ACHIEVEMENT SERVICES, INC.	\$7,740.00
211069	04/25/2013	14493925	OFFICE MAX	\$26,038.86
211070	04/25/2013	14493926	OFFICE MAX	\$12,746.14
211071	04/25/2013	14493927	OFFICE MAX	\$6,081.80
211072	04/25/2013	14493928	OFFICE MAX	\$2,768.34
211093	04/25/2013	14493948	ALTURA CREDIT UNION	\$33,896.48
211131	04/26/2013	14495233	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS	\$3,858.38
211132	04/26/2013	14495234	SOUTHERN CALIFORNIA SCHOOLS EMPLOYEE BENEFITS	\$2,675.94

TOTAL FOR VARIOUS FUND CODES	\$755,703.18
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TOTAL OF WARRANTS OVER \$1,999.00	\$5,716,086.13
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TOTAL OF WARRANTS UNDER \$1,999.00	\$216,860.10
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GRAND TOTAL OF WARRANTS	\$5,932,946.23
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Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda May 20, 2013

Topic: Approval of Change Order No. 3 – Purchase Order C6002247 – Bid No. 2011/12-38 – Category 15 – Electrical – Ramona High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Fiscal Manager
Procurement and Accounts Payable

Responsible
Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A change is recommended in the scope of work for the Electrical at the Ramona High School Athletic Facilities Master Plan.

DESCRIPTION OF AGENDA ITEM:

On January 17, 2012, the Board of Education approved Bid No. 2011/12-38 – Category 15 – Electrical – Ramona High School Athletic Facilities Master Plan. The bid was awarded to WB Walton Electric, Inc., and Purchase Order C6002247 was issued in the amount of \$327,200.00. Two subsequent change orders were approved for \$11,487.00, bringing the total amount of the purchase order to \$338,687.00.

District staff is requesting a change in the scope of work for Change Order No. 3 to provide a value engineering credit due to offset the cost for not installing the PVC coated rigid steel as called for in the plans.

Change Order No. 3, in the amount of (\$4,000.00), brings the total amount of the purchase order to \$334,687.00. Funding for this project is forty-four percent (44%) from Measure B; and fifty-six percent (56%) from Redevelopment.

FISCAL IMPACT: Change order value of (\$4,000.00) is included in the budget for this project.

RECOMMENDATION: It is recommended that the Board of Education approve Change Order No. 3, in the amount of (\$4,000.00) for WB Walton Electric, Inc. – Purchase Order C6002247, bringing the new total amount of the purchase order to \$334,687.00.

Consent Agenda — Page 1

ADDITIONAL MATERIAL: Request for Change Order No. 3 – Category 15 – Electrical – Ramona High School Athletic Facilities Master Plan.

Attached: Yes

CHANGE ORDER

DSA A#04-111670
File No. 33-H9

Distribution to:

OWNER	<input checked="" type="checkbox"/>	OPSC	<input type="checkbox"/>
ARCHITECT	<input checked="" type="checkbox"/>	DSA	<input type="checkbox"/>
CONTRACTOR	<input checked="" type="checkbox"/>	CITY AGENCY	<input type="checkbox"/>
FIELD	<input type="checkbox"/>	OTHER	<input type="checkbox"/>
INSPECTOR	<input checked="" type="checkbox"/>		

PROJECT: Riverside Unified School District
Ramona High School Aquatic & Tennis
Facility

CHANGE ORDER NO.: 22-15-03

DATE: April 24, 2013

TO: **WB Walton Electric**
330 E. 3rd Street
Beaumont, CA 92223

PROJECT NO.: HMC #3152132

CONTRACT FOR: New Construction

Category 15

FILE NO.: 33-H9

You are directed to make the following changes in this Contract:

Reference attached Item(s):

Not valid until signed by both the Owner and Architect.

Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Contract Time.

The original Contract Sum was	\$	327,200.00
Net change by previously authorized Change Orders	\$	11,487.00
The Contract Sum prior to this Change Order was	\$	338,687.00
The Contract Sum will be decreased by this Change Order	\$	(4,000.00)
The new Contract Sum including this Change Order will be	\$	334,687.00
The Contract Time will be changed by [0] Days.		
The Date of Completion as of the date of this Change Order therefore is: January 03, 2013		

ARCHITECT
HMC Architects
3546 Concourses Street
Ontario, CA 91764-5583

CONTRACTOR
WB Walton Electric
330 E. 3rd Street
Beaumont, CA 92223

Authorized:

OWNER
Riverside Unified School District
3380 14th Street
Post Office Box 2800
Riverside, CA 92516

By _____

By _____

By _____

Date _____

Date _____

Date _____

cc: K. Hauser (RUSD), G. Hayes (IOR), D. Ruiz (TCC), M. Eacrett (HMC)

ITEM CO: 22.1

Reference Drawings Detail 3/E4.1 and Spec Sec 260533, 3.2, H:

Contract Documents call for the conduit to change from Type 40 PVC to PVC coated rigid steel conduit before rising above the floor through slab. Contractor did not transition to PVC coated rigid steel pipe at all through slab conditions. In lieu of removing and replacing the concrete slab and installed conduit, the contractor has provided a value engineering credit to offset the cost for not installing the PVC coated rigid steel. All conduit to remain as installed.

Justification: Value Engineering

DEDUCT (\$4,000.00)

Total Change Order Amount (\$4,000.00)

**Board Meeting Agenda
May 20, 2013**

Topic: Notice of Completion – Purchase Order C6002247 – Bid No. 2011/12-38 – Category 15 – Electrical – Ramona High School Athletic Facilities Master Plan

Presented by: Jane Jumnongsilp, Fiscal Manager
Procurement and Accounts Payable

Responsible
Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: A Notice of Completion is recommended for the Electrical at the Ramona High School Athletic Facilities Master Plan.

DESCRIPTION OF AGENDA ITEM:

On January 17, 2012 the Board of Education approved Bid No. 2011/12-38 – Category 15 – Electrical at Ramona High School Athletic Facilities Master Plan. The bid was awarded to W. B. Walton Electric, Inc., and Purchase Order C6002247 was issued in the amount of \$327,200.00. Three subsequent change orders were approved for \$7,487.00, bringing the purchase order to \$334,687.00.

The scope of work for this project was to provide all structural concrete at the Ramona High School Athletic Facilities Master Plan.

District staff, architect, and inspector of record have reviewed the project, deemed the project complete, and a Notice of Completion is now being requested.

Funding for this project is forty-four percent (44%) from Measure B; and fifty-six percent (56%) from Redevelopment.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education direct that a Notice of Completion be filed for W. B. Walton Electric, Inc. – Purchase Order C6002247, for a total of \$334,687.00.

ADDITIONAL MATERIAL: Notice of Completion – Electrical – Ramona High School Athletic Facilities Master Plan.

Attached: Yes

NOTICE OF COMPLETION REQUEST

Date:	April 25 th , 2013
To:	Laurie O'Brien Riverside Unified School District
From:	David Ruiz, Project Manager
Project:	RUSD Ramona High School Aquatics & Tennis Court Renovation
Contractor:	WB Walton
Address:	330 E. 3rd Street - Beaumont, CA 92223
Category # / Title	Bid Category No. 15 Electrical
PO#:	RUSD PO # C-C-6002247
Original Contract Amount:	\$ 327,200
Total # of Change Orders:	03
Total \$ of Change Orders:	\$ 7,487
New Contract Amount:	\$ 334,687
Date of Completion:	November 6 th , 2012
Requested Board Meeting:	May 20th, 2013

The Contractor has completed their contractual obligation to the Riverside Unified School District. All Field Work has been performed, all Closeout Items have been submitted and all Change Orders have been approved.

Signed:



4/25/13

Tilden-Coil Constructors, Inc. – David Ruiz, Project Manager

**Board Meeting Agenda
May 20, 2013**

Topic: Donation of E-Waste Equipment

Presented by: John Schreck, Manager, Publications

Responsible

Cabinet Member: Mike Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: From time to time, the District needs to dispose of items that are surplus or obsolete. As an alternative, some items may be donated. Approval is requested for the disposal of surplus items otherwise constituting E-Waste (electronic waste) through donation to a charitable organization.

DESCRIPTION OF AGENDA ITEM:

Electronic equipment becomes obsolete and surplus after extensive use and or failure which may not be economically repaired. Items in this condition must be disposed of in accordance with District Policy, California Education Code and environmental regulations designed to protect from electronic waste (e-waste). As an alternative to traditional disposal, and depending on the declared value of the item, some items may be donated. California Education Code Section 17546 (c) provides that if a governing board, “by unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump”. Given the environmental regulations associated to the disposition of electronic equipment, disposal in the public dump is not an option, and other disposal methods are costly.

The District partners with SmartRiverside and their Digital Inclusion Program (a charitable organization) to help provide low income students and their families with computers that they otherwise could not afford. Additionally, SmartRiverside is a state certified e-waste collection facility.

The electronic equipment on the attached list has been withdrawn from various sites and declared surplus/e-waste. Typically the items are considered surplus when they either become uneconomical to repair or obsolete for classroom usage.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended that the Board of Education 1) find and declare that the electronic equipment on the attached list is surplus and of insufficient value to defray the costs of arranging a sale, and 2) authorize staff to dispose of these items per District policy and California Education Code by donating such to SmartRiverside to be used in their Digital Inclusion Program.

ADDITIONAL MATERIAL: E-Waste List

Attached: Yes

Donation of E-Waste Equipment
Board of Education Meeting
May 20, 2013

<u>Miscellaneous E-Waste Items</u>					
Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
1	N/A	8146686	AMPLIFIER AND RECIEVER	Discard	330
2	77425	1052016a	CAMERA	Discard	250
3	N/A	0773244	CASSETTE PLAYER	Discard	330
4	N/A	11489905251	CASSETTE PLAYER	Discard	250
5	N/A	N/A	CD PLAYER	Discard	120
6	N/A	EJ17255	CD PLAYER	Discard	250
7	N/A	KL80583	CD PLAYER	Discard	250
8	N/A	8172514	CD PLAYER	Discard	330
9	89741	5311210348	COPIER	Discard	250
10	000915	N/A	COPIER	Discard	620
11	N/A	P214422596	DVD PLAYER	Discard	330
12	EIA 00240	A-763178	EKTAGRAPHIC PROJECTOR	Discard	250
13	0078002	U61089M4F557380	FAX MACHINE	Discard	250
14	N/A	SG2BT3203N	HP PLOTTER	Discard	330
15	N/A	F63688	INFOCUS LTV	Discard	330
16	N/A	F63405	INFOCUS LTV	Discard	330
17	N/A	F63680	INFOCUS LTV	Discard	330
18	N/A	F63294	INFOCUS LTV	Discard	330
19	N/A	0022452459	JACK RABBIT	Discard	N/A
20	N/A	K95022625	KEYBOARD	Discard	120
21	N/A	N/A	KEYBOARD	Discard	120
22	N/A	N/A	KEYBOARD	Discard	120
23	N/A	N/A	KEYBOARD	Discard	120
24	N/A	K402023522	KEYBOARD	Discard	120
25	55376	3303691	KEYBOARD	Discard	250
26	N/A	07C14504120D	KEYBOARD	Discard	250
27	N/A	MN734BSP33GX	KEYBOARD	Discard	250
28	N/A	NN734ECC33GX	KEYBOARD	Discard	250
29	N/A	Q9285A5254	KEYBOARD	Discard	250
30	N/A	08B29004383D	KEYBOARD	Discard	250
31	N/A	07H11604820D	KEYBOARD	Discard	250
32	N/A	07121905891D	KEYBOARD	Discard	250
33	N/A	60710347	KEYBOARD	Discard	250
34	N/A	J9078K0531	KEYBOARD	Discard	250
35	N/A	J9091J1221	KEYBOARD	Discard	250
36	N/A	60610664	KEYBOARD	Discard	250
37	N/A	C027091	KEYBOARD	Discard	250

Donation of E-Waste Equipment
Board of Education Meeting
May 20, 2013

<u>Miscellaneous E-Waste Items</u>					
Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
38	N/A	Q9050A1899	KEYBOARD	Discard	250
39	N/A	A085547	KEYBOARD	Discard	250
40	N/A	Q9050A1129	KEYBOARD	Discard	250
41	N/A	Q9050A0645	KEYBOARD	Discard	250
42	N/A	J9078K0506	KEYBOARD	Discard	250
43	N/A	J9078K1799	KEYBOARD	Discard	250
44	N/A	G370897	KEYBOARD	Discard	250
45	N/A	J9078K0227	KEYBOARD	Discard	250
46	N/A	Q9050A0919	KEYBOARD	Discard	250
47	N/A	J9078K1947	KEYBOARD	Discard	250
48	N/A	B6A630JGAQ60UY	KEYBOARD	Discard	250
49	N/A	6805034	KEYBOARD	Discard	120
50	N/A	jd00548	LAMINATOR	Discard	250
51	100253	0036506048	LAPTOP	Discard	250
52	82381	0018560094	LAPTOP	Discard	330
53	82385	B25806114338	LAPTOP	Discard	330
54	82393	0018560097	LAPTOP	Discard	330
55	82394	0018560080	LAPTOP	Discard	330
56	84943	BQA01140014	LAPTOP	Discard	330
57	84983	BQA011507821	LAPTOP	Discard	330
58	84984	BQA011507766	LAPTOP	Discard	330
59	84991	BQA01150752	LAPTOP	Discard	330
60	84992	BQA01150754	LAPTOP	Discard	330
61	84995	BQA01150765	LAPTOP	Discard	330
62	84998	BQA01150761	LAPTOP	Discard	330
63	87966	0028395858	LAPTOP	Discard	330
64	89883	0033021308	LAPTOP	Discard	330
65	92396	0035716612	LAPTOP	Discard	330
66	ARUSD0001691	CNU0050C6Y	LAPTOP MINI	Discard	154
67	ARUSD0001488	CNU948007J	LAPTOP MINI	Discard	154
68	SIP90107	13418	LCD OVERHEAD PROJECTOR	Discard	330
69	N/A	7B00839	LCD OVERHEAD PROJECTOR	Discard	330
70	N/A	5031404D	LEAP PAD	Discard	250
71	N/A	N/A	MINI REFRIGERATOR	Discard	250
72	2356	XA6085X86LC	MONITOR	Discard	120
73	4370	28511	MONITOR	Discard	120
74	n/a	FHQU961237104	MONITOR	Discard	120

Donation of E-Waste Equipment
Board of Education Meeting
May 20, 2013

<u>Miscellaneous E-Waste Items</u>					
Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
75	80838	1507A332188	MONITOR	Discard	120
76	n/a	KR85208029	MONITOR	Discard	120
77	75827	15009AA73248	MONITOR	Discard	120
78	n/a	MU17046C0201205	MONITOR	Discard	120
79	73711	15009A732854	MONITOR	Discard	120
80	76615	MIA8J3124995	MONITOR	Discard	120
81	n/a	MUL7007ADO76935	MONITOR	Discard	120
82	75807	13464077	MONITOR	Discard	120
83	n/a	MV90313071	MONITOR	Discard	120
84	76873	TW82834895	MONITOR	Discard	104
85	N/A	MU17046CO170456	MONITOR	Discard	140
86	N/A	DU17046A0045123	MONITOR	Discard	140
87	N/A	DU17026E48204	MONITOR	Discard	140
88	N/A	DU17026E48991	MONITOR	Discard	140
89	N/A	MUI7046COO60140	MONITOR	Discard	140
90	N/A	MUI7046C0060181	MONITOR	Discard	140
91	N/A	MU17046C0170461	MONITOR	Discard	140
92	N/A	MUI7046COO148	MONITOR	Discard	140
93	N/A	DUI7046A0045126	MONITOR	Discard	140
94	N/A	DUI7026E48731	MONITOR	Discard	140
95	82188	HOK2K2012315	MONITOR	Discard	140
96	N/A	MV19003AD108175	MONITOR	Discard	122
97	79197	N/A	MONITOR	Discard	122
98	N/A	MU17046L0064278	MONITOR	Discard	154
99	N/A	MX92081236	MONITOR	Discard	154
100	77158	N/A	MONITOR	Discard	154
101	N/A	MU17046C0065217	MONITOR	Discard	154
102	N/A	MU17046C0065220	MONITOR	Discard	154
103	N/A	U3C19A004434	MONITOR	Discard	154
104	N/A	KR82194634	MONITOR	Discard	154
105	N/A	MU17046C0065213	MONITOR	Discard	154
106	N/A	MU17046C0064282	MONITOR	Discard	154
107	80868	15017A329681	MONITOR	Discard	154
108	N/A	DU17046A0062396	MONITOR	Discard	154
109	N/A	MW883B0N05539	MONITOR	Discard	120
110	N/A	MW67BB0N01913	MONITOR	Discard	250
111	N/A	MW67AB0N04202	MONITOR	Discard	250

Donation of E-Waste Equipment
Board of Education Meeting
May 20, 2013

<u>Miscellaneous E-Waste Items</u>					
Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
112	N/A	MW671B0N06912	MONITOR	Discard	250
113	N/A	MG46270P01581	MONITOR	Discard	250
114	87480	KUL8015B0079868	MONITOR	Discard	250
115	75825	15009AA73071	MONITOR	Discard	250
116	75818	15009AA73251	MONITOR	Discard	250
117	75826	15009AA73254	MONITOR	Discard	250
118	76152	15009AA81177	MONITOR	Discard	250
119	76144	15009AA81160	MONITOR	Discard	250
120	76150	15009AA81175	MONITOR	Discard	250
121	75820	15009AA73245	MONITOR	Discard	250
122	75817	15009AA73239	MONITOR	Discard	250
123	80104	MIE2J9006403	MONITOR	Discard	250
124	N/A	TNTDP0967	MONITOR	Discard	250
125	56800	720704593	MONITOR	Discard	250
126	N/A	8G8810683	MONITOR	Discard	250
127	N/A	12103229	MONITOR	Discard	250
128	N/A	04215486	MONITOR	Discard	250
129	75700	15009aa67203	MONITOR	Discard	250
130	None	mul7007k0049563	MONITOR	Discard	250
131	103645	m8173500n01326	MONITOR	Discard	640
132	N/A	me22h9lq117027z	MONITOR	Discard	640
133	N/A	mq17650n01658	MONITOR	Discard	640
134	103652	mq17350n01320	MONITOR	Discard	640
135	N/A	MW67CB0N92766	MONITOR	Discard	420
136	N/A	21W0012300440	MONITOR	Discard	420
137	N/A	2159331	MONITOR	Discard	420
138	N/A	21W012301734	MONITOR	Discard	420
139	N/A	15017A293664	MONITOR	Discard	420
140	N/A	15017A293670	MONITOR	Discard	420
141	N/A	M111C023469	MONITOR	Discard	420
142	N/A	82834849	MONITOR	Discard	104
143	N/A	82937683	MONITOR	Discard	104
144	76799	82833976	MONITOR	Discard	104
145	76789	82520293	MONITOR	Discard	104
146	N/A	6374g0762583	MONITOR	Discard	N/A
147	74823	15004a901458	MONITOR	Discard	N/A
148	73695	15009a732828	MONITOR	Discard	N/A

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
149	N/A	2202370TA	MONITOR	Discard	N/A
150	76121	15009AA71048	MONITOR	Discard	N/A
151	N/A	1780RDTW2B9	MONITOR	Discard	N/A
152	N/A	730014R30100603A	MONITOR	Discard	N/A
153	N/A	MX0957VV478010A4	MONITOR	Discard	N/A
154	N/A	15017E020634	MONITOR	Discard	N/A
155	70604	T47222SP9GC	MONITOR	Discard	N/A
156	N/A	E171872464	MONITOR	Discard	N/A
157	N/A	E171872466	MONITOR	Discard	N/A
158	74608	UX700	MONITOR	Discard	N/A
159	74392	0011487964	MONITOR	Discard	N/A
160	75387	3872P915	MONITOR	Discard	N/A
161	75463	MX04E1S0C8	MONITOR	Discard	N/A
162	82935	014CG43HC681	MONITOR	Discard	N/A
163	82953	0058j28lj662	MONITOR	Discard	260
164	N/A	4000976	MONITOR	Discard	260
165	N/A	4001126	MONITOR	Discard	260
166	N/A	mul7026c0376109	MONITOR	Discard	260
167	N/A	mul7026c0376112	MONITOR	Discard	260
168	N/A	mul7026c0375603	MONITOR	Discard	260
169	N/A	du17046a0043658	MONITOR	Discard	260
170	N/A	94clb0093942	MONITOR	Discard	260
171	N/A	014bb65nzy87	MONITOR	Discard	260
172	N/A	du17046a0043666	MONITOR	Discard	260
173	N/A	15017g116598	MONITOR	Discard	260
174	N/A	014bb65na573	MONITOR	Discard	260
175	N/A	4000970	MONITOR	Discard	260
176	79955	hda7j9002368	MONITOR	Discard	260
177	N/A	4000040	MONITOR	Discard	260
178	N/A	v0f093160	MONITOR	Discard	260
179	N/A	du15038aa2994	MONITOR	Discard	260
180	N/A	mul7026c0375458	MONITOR	Discard	260
181	N/A	4000659	MONITOR	Discard	260
182	N/A	4000954	MONITOR	Discard	260
183	N/A	mul5022j0007872	MONITOR	Discard	260
184	74682	c811122120	MONITOR	Discard	260
185	N/A	94clb0093927	MONITOR	Discard	260

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
186	N/A	4000973	MONITOR	Discard	260
187	N/A	014bb65na570	MONITOR	Discard	260
188	N/A	mu17046e0114013	MONITOR	Discard	260
189	N/A	du15038aa2974	MONITOR	Discard	260
190	75705	15009aa67202	MONITOR	Discard	260
191	N/A	7909637ya	MONITOR	Discard	260
192	N/A	025bb65nab58	MONITOR	Discard	260
193	N/A	mu17026c0375605	MONITOR	Discard	260
194	N/A	du17046a0043663	MONITOR	Discard	260
195	75704	15009aa61720	MONITOR	Discard	260
196	80940	mie2ja053567	MONITOR	Discard	260
197	N/A	4000969	MONITOR	Discard	260
198	N/A	55043648	MONITOR	Discard	260
199	N/A	du15038aa9181	MONITOR	Discard	260
200	N/A	mu17046e0114012	MONITOR	Discard	260
201	N/A	15017e244737	MONITOR	Discard	260
202	N/A	030cg43hb877	MONITOR	Discard	260
203	N/A	7y04563yf	MONITOR	Discard	260
204	N/A	du15038aa9229	MONITOR	Discard	260
205	N/A	4000652	MONITOR	Discard	260
206	N/A	hda7j9002073	MONITOR	Discard	260
207	N/A	du15038aa9269	MONITOR	Discard	260
208	N/A	mie2ja054462	MONITOR	Discard	260
209	7004788	MUL5022C0094321	MONITOR	Discard	144
210	81250	15017E065701	MONITOR	Discard	144
211	31885	TY63B6D81Q	MONITOR	Discard	144
212	N/A	KR80659463	MONITOR	Discard	144
213	75846	15009AA73067	MONITOR	Discard	144
214	N/A	MUL5022C0094206	MONITOR	Discard	144
215	N/A	MX92080737	MONITOR	Discard	144
216	75839	0013464037	MONITOR	Discard	144
217	81234	N/A	MONITOR	Discard	144
218	79647	15017A234844	MONITOR	Discard	144
219	76506	15009AA80829	MONITOR	Discard	144
220	AB8300568	T201638	MONITOR	Discard	144
221	N/A	150009AA73249	MONITOR	Discard	144
222	NDM00959	H1GBC00641	MONITOR	Discard	250

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
223	80226	15017A344674	MONITOR	Discard	330
224	82195	hbk2k2012417	MONITOR	Discard	330
225	NONE	3CQ0201CKO	MONITOR	Discard	330
226	N/A	MU170460123675	MONITOR	Discard	330
227	N/A	MU17046E0123692	MONITOR	Discard	330
228	N/A	MV17046E0123672	MONITOR	Discard	330
229	N/A	MU170046E0123666	MONITOR	Discard	330
230	N/A	MU17046E0123677	MONITOR	Discard	330
231	N/A	MU17046EO122903	MONITOR	Discard	330
232	N/A	MU170046E0123629	MONITOR	Discard	330
233	N/A	MU17046EO123668	MONITOR	Discard	330
234	N/A	MU17046EO123673	MONITOR	Discard	330
235	N/A	MU17046EO123667	MONITOR	Discard	330
236	N/A	MU17046EO123670	MONITOR	Discard	330
237	N/A	MU17046EO123690	MONITOR	Discard	330
238	N/A	MU17046EO123671	MONITOR	Discard	330
239	N/A	MU17046EO123669	MONITOR	Discard	330
240	N/A	MU17046EO123631	MONITOR	Discard	330
241	N/A	MW661BOCOS388	MONITOR	Discard	330
242	N/A	ME367GOL00046	MONITOR	Discard	330
243	N/A	N/A	MONITOR	Discard	330
244	N/A	N/A	MONITOR	Discard	330
245	N/A	7002686	MONITOR	Discard	330
246	N/A	11101746	MONITOR	Discard	330
247	N/A	360745	MONITOR	Discard	330
248	N/A	17026c3037	MONITOR	Discard	330
249	N/A	17026c0296	MONITOR	Discard	330
250	N/A	17026c03488	MONITOR	Discard	330
251	N/A	17026c2141	MONITOR	Discard	330
252	N/A	11101752	MONITOR	Discard	330
253	N/A	18530b32142	MONITOR	Discard	330
254	N/A	190306321	MONITOR	Discard	330
255	N/A	11101743	MONITOR	Discard	330
256	N/A	17026c0296370	MONITOR	Discard	330
257	N/A	19030b32148	MONITOR	Discard	330
258	N/A	04868761	MONITOR	Discard	330
259	N/A	2k23145	MONITOR	Discard	330

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260	N/A	19016b400480	MONITOR	Discard	330
261	N/A	19016b400489	MONITOR	Discard	330
262	N/A	030C64110886	MONITOR	Discard	330
263	N/A	C811125524	MONITOR	Discard	330
264	N/A	21520123	MONITOR	Discard	330
265	N/A	15012A344673	MONITOR	Discard	330
266	N/A	8004821	MONITOR	Discard	330
267	N/A	OP05164180361	MONITOR	Discard	330
268	N/A	MAC	MONITOR	Discard	330
269	N/A	17026C02193	MONITOR	Discard	330
270	N/A	17014DS04366	MONITOR	Discard	330
271	N/A	N/A	MONITOR	Discard	330
272	N/A	M035790600001	MONITOR	Discard	330
273	N/A	MRB5850HO1232	MONITOR	Discard	330
274	N/A	819A336020457	MONITOR	Discard	330
275	N/A	MU15222J20281	MONITOR	Discard	330
276	N/A	ME35740L20048	MONITOR	Discard	330
277	N/A	205759	OVERHEAD PROJECTOR	Discard	122
278	N/A	J6TC00877	PANASONIC EDITOR	Discard	330
279	N/A	QU70C02512UN	PHONE	Discard	330
280	N/A	QU70C02512UU	PHONE	Discard	330
281	n/a	SG9111V0PK	PRINTER	Discard	120
282	75506	SC9211V07X	PRINTER	Discard	120
283	n/a	US91257301	PRINTER	Discard	120
284	88356	26681	PRINTER	Discard	114
285	88739	CNBJ35707	PRINTER	Discard	114
286	89297	CNBKK00637	PRINTER	Discard	104
287	N/A	MX1836DIFC	PRINTER	Discard	140
288	108792	CNBJY06980	PRINTER	Discard	140
289	91787	8311013865	PRINTER	Discard	114
290	N/A	SNMXFELIV2XK	PRINTER	Discard	122
291	N/A	C25700002W290410001	PRINTER	Discard	122
292	N/A	MY18L6704X	PRINTER	Discard	154
293	960	N/A	PRINTER	Discard	104
294	73898	N/A	PRINTER	Discard	104
295	977	N/A	PRINTER	Discard	104
296	86101	16502148	PRINTER	Discard	154

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
297	N/A	CNBK687989	PRINTER	Discard	250
298	89844	CNBJC32910	PRINTER	Discard	250
299	89734	5311005994	PRINTER	Discard	250
300	89843	CNBJB32567	PRINTER	Discard	250
301	N/A	MX19T6Y0WJ	PRINTER	Discard	250
302	89775	CNCB135789	PRINTER	Discard	250
303	75508	SG9211B0G9	PRINTER	Discard	250
304	88596	u60660f3j137507	PRINTER	Discard	250
305	misc 36151	sg9111w05v	PRINTER	Discard	250
306	N/A	my74122138	PRINTER	Discard	640
307	N/A	cn575d1v01r	PRINTER	Discard	640
308	N/A	my35c5bojk	PRINTER	Discard	640
309	N/A	CA237A2K	PRINTER	Discard	N/A
310	88645	CNBJ8H01799	PRINTER	Discard	N/A
311	75485	MX84E1S0C2	PRINTER	Discard	N/A
312	75486	MX84R1S00T	PRINTER	Discard	N/A
313	75937	MY92G16161	PRINTER	Discard	N/A
314	75479	MX84E1S0BX	PRINTER	Discard	N/A
315	N/A	MX84E1S0BF	PRINTER	Discard	N/A
316	N/A	CNBR423562	PRINTER	Discard	260
317	N/A	U61283B6J941215	PRINTER	Discard	260
318	N/A	SG665140VT	PRINTER	Discard	260
319	N/A	JPBJ061942	PRINTER	Discard	260
320	80482	MX9411B19Q	PRINTER	Discard	260
321	N/A	USCB008664	PRINTER	Discard	260
322	81081	MY99P1B22R	PRINTER	Discard	260
323	82317	US0281J0J5	PRINTER	Discard	260
324	N/A	MY2801R61B	PRINTER	Discard	260
325	N/A	USBB008203	PRINTER	Discard	260
326	N/A	C6490A	PRINTER	Discard	260
327	N/A	MY27V1J3SS	PRINTER	Discard	260
328	N/A	SG9111W05R	PRINTER	Discard	260
329	N/A	MY597G81QX	PRINTER	Discard	260
330	N/A	MY2801R615	PRINTER	Discard	260
331	81010	N/A	PRINTER	Discard	260
332	N/A	USCB008648	PRINTER	Discard	260
333	70410	USBB093632	PRINTER	Discard	260

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
334	N/A	USCB008490	PRINTER	Discard	260
335	N/A	MY2801R626	PRINTER	Discard	260
336	N/A	MY28Q1R3Q7	PRINTER	Discard	260
337	N/A	5311260301	PRINTER	Discard	260
338	N/A	CNBR607267	PRINTER	Discard	260
339	N/A	SG9111W05R	PRINTER	Discard	260
340	N/A	C6490A	PRINTER	Discard	260
341	91760	U61036B5J464008	PRINTER	Discard	260
342	N/A	MY0191F0FF	PRINTER	Discard	260
343	106261	N/A	PRINTER	Discard	617
344	89851	CNBJB32560	PRINTER	Discard	144
345	78982	MX9481B100	PRINTER	Discard	144
346	78979	MX9481B1DK	PRINTER	Discard	144
347	78630	MY92F1529Q	PRINTER	Discard	144
348	N/A	A6RK135819	PRINTER	Discard	144
349	N/A	A6R1424029	PRINTER	Discard	144
350	72073	USCB056010	PRINTER	Discard	144
351	N/A	MV9461B1SC	PRINTER	Discard	144
352	89851	N/A	PRINTER	Discard	144
353	72278	USEF073406	PRINTER	Discard	654
354	83456	N/A	PRINTER	Discard	420
355	002471	N/A	PRINTER	Discard	420
356	75494	569221X1TW	PRINTER	Discard	330
357	82972	MYBBC11554	PRINTER	Discard	330
358	83472	96511485	PRINTER	Discard	330
359	87079	000284	PRINTER	Discard	330
360	88146	USLNI17083	PRINTER	Discard	330
361	88758	CNBJP35716	PRINTER	Discard	330
362	88909	CNBJF29918	PRINTER	Discard	330
363	89484	CNBKJ58011	PRINTER	Discard	330
364	90394	JPBGJ18532	PRINTER	Discard	330
365	93304	CNGBB05898	PRINTER	Discard	330
366	102830	CNWB24900	PRINTER	Discard	330
367	103498	U61506K6J286285	PRINTER	Discard	330
368	104964	V61509C7J411220	PRINTER	Discard	330
369	106189	FI5120C118715	PRINTER	Discard	330
370	N/A	USBB857802	PRINTER	Discard	330

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
371	NONE	733571M2800	PRINTER	Discard	330
372	NONE	MY0751FUGH	PRINTER	Discard	330
373	N/A	MYO5526447	PRINTER	Discard	330
374	N/A	MYO552642Y	PRINTER	Discard	330
375	N/A	MXOB01Y146	PRINTER	Discard	330
376	N/A	MXO1D1FOZB	PRINTER	Discard	330
377	N/A	CIV6BRC11DN	PRINTER	Discard	330
378	N/A	MYO751FOKC	PRINTER	Discard	330
379	N/A	MYO751FOHR	PRINTER	Discard	330
380	N/A	MYLY169703	PRINTER	Discard	330
381	N/A	MY6CIK228Z	PRINTER	Discard	330
382	N/A	MYBBP11553	PRINTER	Discard	330
383	N/A	ZNB3C82559	PRINTER	Discard	330
384	N/A	USGN367123	PRINTER	Discard	330
385	96001	N/A	PROJECTOR	Discard	122
386	956703	N/A	PROJECTOR	Discard	122
387	N/A	SN18158081	PROJECTOR	Discard	122
388	54244	426903	PROJECTOR	Discard	250
389	None	209916	PROJECTOR	Discard	250
390	40728	465984	PROJECTOR	Discard	250
391	None	209968	PROJECTOR	Discard	250
392	None	210173	PROJECTOR	Discard	250
393	51908	682819	PROJECTOR	Discard	250
394	None	10040113985	PROJECTOR	Discard	250
395	231642	N/A	PROJECTOR	Discard	N/A
396	01880	683002	PROJECTOR	Discard	N/A
397	N/A	205933	PROJECTOR	Discard	N/A
398	01878	683004	PROJECTOR	Discard	N/A
399	01882	683113	PROJECTOR	Discard	N/A
400	N/A	824865	PROJECTOR	Discard	N/A
401	N/A	204585	PROJECTOR	Discard	N/A
402	01883	683029	PROJECTOR	Discard	N/A
403	49019	639782	PROJECTOR	Discard	N/A
404	01877	682997	PROJECTOR	Discard	N/A
405	N/A	205417853	PROJECTOR	Discard	N/A
406	71214	6631158	PROJECTOR	Discard	N/A
407	70857	7632607	PROJECTOR	Discard	N/A

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
408	N/A	11060006145	PROJECTOR	Discard	140
409	N/A	2107415	PROJECTOR	Discard	140
410	N/A	2107423	PROJECTOR	Discard	140
411	04622	438279	PROJECTOR	Discard	250
412	N/A	18157959	PROJECTOR	Discard	250
413	097520	79190942	PROJECTOR	Discard	250
414	N/A	C85169	PROJECTOR	Discard	250
415	91717	51594678	PROJECTOR	Discard	250
416	none	c1m167hb901998e	PROJECTOR	Discard	250
417	70569	G6801218	PROJECTOR	Discard	144
418	70569	N/A	PROJECTOR	Discard	144
419	16050	102-11124	PROJECTOR	Discard	250
420	N/A	C75893	PROJECTOR	Discard	498
421	N/A	C79747	PROJECTOR	Discard	498
422	N/A	205415997	PROJECTOR	Discard	498
423	95431	205415973	PROJECTOR	Discard	498
424	N/A	031200704	PROJECTOR	Discard	498
425	N/A	0304534	PROJECTOR	Discard	498
426	91224	N/A	PROMETHIAN BOARD	Discard	330
427	106391	N/A	PROMETHIAN BOARD	Discard	330
428	00177	N/A	RECORD PLAYER	Discard	144
429	N/A	23309960	RF MODULATOR	Discard	330
430	NDM-01154	A620380	ROLAND PLOTTER	Discard	330
431	N/A	0058010277	ROUTER	Discard	250
432	88161	CN35W50088	SCANNER	Discard	N/A
433	80071	S02818724	SCANNER	Discard	N/A
434	N/A	141A003877D1	SCANNER	Discard	N/A
435	N/A	TW32N35348	SCANNER	Discard	N/A
436	N/A	0203192	SCANNER	Discard	N/A
437	NONE	CN11M21886	SCANNER	Discard	330
438	NONE	AJS131471	SCANNER	Discard	330
439	N/A	CN11M21685	SCANNER	Discard	330
440	N/A	CN11M2169	SCANNER	Discard	330
441	N/A	CN11M21885	SCANNER	Discard	330
442	N/A	CN11M2337	SCANNER	Discard	330
443	00482	N/A	STEREO	Discard	144
444	00180	N/A	STEREO	Discard	144

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Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
445	00177	N/A	STEREO	Discard	144
446	55718	N/A	STEREO	Discard	144
447	107258	004480465	TABLET	Discard	250
448	N/A	8861242	TAPE RECORDER	Discard	330
449	N/A	8266771	TAPE RECORDER	Discard	330
450	N/A	890735941	TAPE RECORDER	Discard	N/A
451	N/A	900354961	TAPE RECORDER	Discard	N/A
452	0009	10308230	TAPE RECORDER	Discard	N/A
453	49386	350903707	TAPE RECORDER	Discard	N/A
454	N/A	7004666	TELEVISION	Discard	330
455	N/A	7004665	TELEVISION	Discard	330
456	N/A	MPC5C03413	TELEVISION	Discard	330
457	80629	19276953	TELEVISION	Discard	250
458	80618	19276689	TELEVISION	Discard	250
459	80625	19278104	TELEVISION	Discard	250
460	80632	19276923	TELEVISION	Discard	250
461	N/A	3CAGA00112	TELEVISION	Discard	250
462	5077	N/A	TELEVISION	Discard	250
463	N/A	3CAX900526	TELEVISION	Discard	250
464	31275	434680192	TELEVISION	Discard	N/A
465	N/A	613526201	TELEVISION	Discard	N/A
466	N/A	15AA42205	TELEVISION	Discard	498
467	N/A	A5AA42816	TELEVISION	Discard	498
468	61197	822554	TELEVISION	Discard	498
469	6036	N/A	TELEVISION	Discard	330
470	8254	C9AA30585	TELEVISION	Discard	330
471	35309	900410301	TELEVISION	Discard	330
472	57043	355204	TELEVISION	Discard	330
473	80573	343891 SHARP	TELEVISION	Discard	330
474	EIA01089	344924	TELEVISION	Discard	330
475	REG29000	12410102	TELEVISION	Discard	330
476	REG76248	10405337	TELEVISION	Discard	330
477	SIP01486	380719	TELEVISION	Discard	330
478	SIP01491	380718	TELEVISION	Discard	330
479	SIP01735	520855	TELEVISION	Discard	330
480	SIP02045	347569	TELEVISION	Discard	330
481	SIP90129	3CAH700934	TELEVISION	Discard	330

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<u>Miscellaneous E-Waste Items</u>					
Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
482	N/A	95114010018	TELEVISION	Discard	330
483	N/A	556281	TELEVISION	Discard	330
484	N/A	90010318	TELEVISION	Discard	330
485	N/A	90010295	TELEVISION	Discard	330
486	N/A	334987	TELEVISION	Discard	330
487	N/A	V25642974	TELEVISION	Discard	330
488	N/A	561645 SHARP 13	TELEVISION	Discard	330
489	N/A	14011666	TELEVISION	Discard	330
490	N/A	N/A	TRANSCRIPTION MACHINE	Discard	330
491	None	N/A	TYPWRITER	Discard	250
492	59982	N/A	TYPWRITER	Discard	N/A
493	01322	A46314074	TYPWRITER	Discard	N/A
494	N/A	121A22926	VCR	Discard	250
495	44483	337520562	VCR	Discard	N/A
496	59177	GE540510881	VCR	Discard	330
497	59180	GE540510772	VCR	Discard	330
498	NDM00809	K25A10368	VCR	Discard	330
499	REG70695	PANE75C17169	VCR	Discard	330
500	REG71688	PAN 175A27061	VCR	Discard	330
501	SIP01664	GE037633979	VCR	Discard	330
502	SIP0215	GE43210467	VCR	Discard	330
503	SIP1956	GE037633766	VCR	Discard	330
504	N/A	F41C21604	VCR	Discard	330
505	N/A	U43657371	VCR	Discard	330
506	N/A	IN BOX	VCR	Discard	330
507	N/A	137371682	VCR	Discard	330
508	N/A	2A-292563	VCR	Discard	330
509	N/A	2A-292577	VCR	Discard	330
510	N/A	B75A30120	VCR	Discard	330
511	N/A	MIT064332M	VCR	Discard	330
512	N/A	TOSHIBA 97CM705318	VCR	Discard	330
513	N/A	MEMOREX 5491101625	VCR	Discard	330
514	None	950044520	VHS CASSETTE REWINDER	Discard	250
515	None	950044088	VHS CASSETTE REWINDER	Discard	250
516	58321	534311244	VHS PLAYER	Discard	250
517	59071	520410116	VHS PLAYER	Discard	250
518	lottery05072	038533042	VHS PLAYER	Discard	250

Donation of E-Waste Equipment
Board of Education Meeting
May 20, 2013

<u>Miscellaneous E-Waste Items</u>					
Item Num.	RUSD #	Serial Num.	Description	Item Condition	Site
519	lottery05073	039430292	VHS PLAYER	Discard	250
520	48153	137472039	VHS PLAYER	Discard	250
521	71430	16ma20138	VHS PLAYER	Discard	250
522	57836	029630822	VHS PLAYER	Discard	250
523	N/A	931740185	VHS PLAYER	Discard	250
524	76057	slpp034017cc	VHS PLAYER	Discard	250
525	Misc 30703	K5VA10339	VHS RECORDER	Discard	250

**Board Meeting Agenda
May 20, 2013**

Topic: Approval of Tentative Agreements Between Riverside Unified School District and Its Employees Represented by the California School Employees Association, Chapter 506

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible
Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Consent

Short Description: It is recommended that the Board of Education approve the Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

DESCRIPTION OF AGENDA ITEM:

The District has reached agreement on two Tentative Agreements (TAs) with one of its collective bargaining units, the California School Employees Association, Chapter 506 (CSEA) representing classified employees. The TAs are the result of the collective bargaining process that began in February 2012.

The TAs incorporates the following provisions:

1. Article X – Makes technical changes in language to conform to current practice and provide clarity of such practice regarding overtime and work year assignments.
2. Article XXII – Updates the Miscellaneous Provisions of the contract to provide for the term of agreement to be through June 30, 2015.

These TAs complete the negotiation process for the current year.

The financial impacts of the TA were disclosed at the regular meeting of the Board of Education held on May 6, 2013. (However, the typical disclosure form was not used for this TA since there

is no Fiscal Impact resulting from this TA.) The Riverside County Office of Education has completed their review of the financial disclosures and related impacts.

Ratification by CSEA is pending at the time this agenda item was prepared.

FISCAL IMPACT: The agreement provisions outlined above for the Tentative Agreements do not have a fiscal impact.

RECOMMENDATION: It is recommended that the Board of Education approve the Tentative Agreements for employees represented by the California School Employees Association, Chapter 506.

ADDITIONAL MATERIAL: 1) Tentative Agreement Article X Dated September 7, 2012, and 2) Tentative Agreement Article XXII Dated March 20, 2013

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
SEPTEMBER 7, 2012

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to:

1. Article X (Hours of Employment and Overtime) is amended in its entirety to read:

10.0 Workday and Workweek: The workday shall start from the time directed to report until the end of the assigned time and unit members shall be paid for all time worked. However, unit members who report after the time directed or depart prior to the end of the assigned time may have their pay docked for the amount of time actually not worked unless on an authorized leave as provided for in Article XIII. The workweek of regular full-time employment shall be eight (8) hours per day and forty (40) hours per week. The workweek starts on Monday at 12:01 a.m. Notwithstanding the foregoing, the regular workweek for unit members shall be from Monday through Friday, except as set forth below. The District may employ persons in bargaining unit positions who have a regular, minimum assignment of less than eight (8) hours per day and/or forty (40) hours per week; such positions shall be deemed "part-time" positions. The District may, through authorized management/supervisory personnel, order and authorize unit members to perform extra work in addition to such unit member's regular, minimum assignment. Extra work so ordered and authorized shall be compensated at the unit member's regular rate of pay, unless such results in overtime as set forth in the Agreement.

10.0.1 The District may assign a workweek different than Monday through Friday under the following circumstances:

- (a) Current unit members who voluntarily consent to such reassignment;

 CSEA
by District

- (b) new unit members may be so assigned initially;
- (c) current unit members may be offered such in lieu of layoff in accordance with the provisions of this Agreement;
- (d) current unit members already so assigned.

10.0.2 Compressed Workweek:

- A. 4/10 Workweek: The District may establish a ten (10) hour-per-day, forty (40) hour-per-week work schedule with four (4) days ("4/10") for unit members. The Association's concurrence must be obtained in order to implement a schedule under this provision.

The overtime rate set forth in Article X of the Agreement for Classified Bargaining Unit shall be paid under the conditions set forth below when this subsection is implemented.

1. All hours the unit member is required to work in excess of ten (10) hours in any regular workday.
2. All hours the unit members are required to work on the fifth (5th), sixth (6th), or seventh (7th) day of the workweek after the completion of four (4) days.
3. Sick leave, vacation, holidays, and other leaves taken while on the compressed workweek shall be charged and paid, when appropriate, on an hour-for-hour basis.
4. All departments may participate in the compressed workweek schedule so long as it would not adversely affect the functions or efficiency of the department. Should the District determine the 4/10 schedule is adversely affecting the functions or efficiency of the Department, it may modify the work schedule upon thirty (30) calendar days written notice to both the Association and the affected unit member(s). The District shall not be arbitrary or capricious in its determination that the 4/10 schedule is adversely affecting the functions or efficiency of the Department.

- B. 9/80 Workweek: The District may establish a nine (9) day, eighty (80) hour-per-two-week work schedule ("9/80") for unit members. When a nine (9) work day, eighty (80) hour-per-two-week work schedule is established, it shall consist of nine (9) workdays, eight (8) of which shall be nine (9) hour days, and one (1) of which shall be an eight (8) hour day. The Association's concurrence must be obtained in order to implement a schedule under this provision.

The overtime rate set forth in Article X of the Agreement for the Classified Bargaining Unit shall be paid under the conditions set forth below when this subsection is implemented.

1. All hours the unit member is required to work in excess of required workday.
2. All hours the unit member is required to work in excess of eighty (80) hours in any regular two-week work period.
3. All hours unit members are required to work on the fifth (5th), sixth (6th), or seventh (7th) day of the four (4) day workweek, or are required to work on the sixth (6th) or seventh (7th) day of the five (5) day workweek.
4. Sick leave, vacation, holidays, and other leaves taken while on the compressed workweek shall be charged and paid, when appropriate, on an hour-for-hour basis.
5. All departments may participate in the compressed workweek schedule so long as it would not adversely affect the functions or efficiency of the department. Should the District determine the 9/80 schedule is adversely affecting the functions or efficiency of the Department, it may modify the work schedule upon thirty (30) calendar days written notice to both the Association and the affected unit member(s). The District shall not be arbitrary or capricious in its determination that the 9/80 schedule is adversely affecting the functions or efficiency of the Department.

- 10.1 ~~Work Year: Regular twelve (12) month assignments: July 1 – June 30. Regular eleven (11) month assignments: Normally August 1 – June 30, or July 1 – July 31 and September 1 – June 30. Regular ten (10) month assignments: Normally September 1 – June 30. Work years that are less than twelve (12) months may be adjusted to meet program/service needs only upon written agreement by the District and the Association.~~

~~Provided the unit member affected is given reasonable notice, the District may make minor adjustments up to two (2) weeks in the work year's starting and ending dates from those previously stipulated. Such adjustment shall not deprive the unit member of any benefits to which the unit member is entitled by law.~~

Twelve (12) month employees' work year assignments will be July 1 – June 30. Upon hire, less than twelve (12) month employees will be assigned a work year depending upon the start and end dates of the designated academic calendar year.

In the event that the need arises, the District may make minor adjustments, up to two (2) weeks in the work year's starting and ending dates, provided that the unit member(s) affected are given reasonable notice. Such adjustment shall not deprive the unit member of any benefits to which the unit member is entitled to by law.

Work years that are less than twelve (12) months may be further adjusted to meet program/service needs only upon written agreement by the District and CSEA.

Exact work year options for less than twelve (12) month employees shall be made available to employees and CSEA no later than May 1.

10.1.1 Exceptions to Regular Workyear Year:

1. (a) Elementary Library/Media Assistants shall work three days prior to the first day of the teacher work year and two days after ~~through~~ the last day of student attendance.
- (b) Secondary Library/Media Assistants shall work the first day of the teacher work year through June 30 of each school year.

2. Instructional Assistants shall work the regular teacher work year.

3. Health Assistants shall work the regular teacher work year.
4. Food Service Workers and Assistants shall work the days of student attendance in the regular academic year. Other days such unit members are in paid status will be paid at each unit member's appropriate rate. On pupil holidays these unit members may be required to work or shall be given a choice of working or taking unpaid leave.
5. Community Assistants shall work from the first ~~(1)~~ day of student attendance in the regular academic year through the last day of the teacher work year.
6. Elementary School Principal's Secretaries and Middle School Principal's Secretaries shall work an eleven (11) month work year at traditional schools.
7. Campus Supervisors shall work one (1) day prior to the students reporting for the school year through the last day of student attendance.

10.2 Overtime Defined: Overtime is ordered and authorized working time in excess of eight (8) hours in one (1) day or forty (40) hours in one (1) week. No one shall order or authorize overtime unless it is compensable as provided herein. Overtime shall be compensated for at one and one-half (1 ½) times the unit member's regular rate of pay.

10.2.1 Compensation for Overtime: All hours worked beyond the workweek of five (5) days shall be compensated at the overtime rate commencing on the sixth (6) consecutive day of work. For the purpose of this section, any day in paid status is deemed to be a workday.

All hours worked in excess of eight (8) hours on the sixth (6) or seventh (7) consecutive day shall be compensated at two and one-half (2 ½) times the regular rate of pay.

All compensation for hours worked on holidays designated by this Agreement shall be defined in Section 11.6 ~~compensated at two and one-half (2 ½) times the regular rate of pay.~~

10.2.2 Authorization of Overtime: Overtime must be authorized by the District and the authorization must be given in advance of the time worked whenever practicable to serve such authorization. Overtime may be ordered only by supervising management.

10.2.3 Assigning of Overtime/Extra Hours: Overtime/extra hour opportunities shall be offered as equally as practical among available qualified unit members in each department or worksite. For purposes of determining equity of overtime/extra hour distribution, a fiscal year review shall apply.

10.2.4 Overtime - Right of Refusal: A unit member may refuse overtime work, except that when the needs of the District warrant, the supervisor may under reasonable circumstances, direct the unit member to work overtime. The supervisor shall attempt to identify unit members desiring to work overtime before directing a unit member to work overtime when the unit member does not wish to do so.

10.2.5 Distribution of Extra Hours to Part-time Unit Members: The District will make continuing reasonable efforts to offer additional daily hours of employment to bargaining unit members in lieu of employing substitutes.

10.2.6 Compensatory Time: Compensatory time may be requested by the unit member and authorized by the supervisor in lieu of paid overtime compensation. Whenever compensatory time has been authorized, overtime is calculated as defined in 10.2.1.

Accrued compensatory time may not exceed forty-two (42) straight time hours at any given time and must be taken within six (6) calendar months following the month in which the overtime was worked without impairing the services of the District. Compensatory time off which is not taken within the above period shall be paid for on the unit members' next regular pay warrant. Record of compensatory time shall be maintained on a form developed by the District.

10.3 Call-In (Emergency) Time Defined: Call-in time is nonscheduled working time for a guaranteed minimum amount of hours for reporting to work at the District's request, usually in a critical or emergency situation. Call-in time must be ordered and authorized by the unit member's immediate supervisor.

10.3.1 Compensation for Call-In Time: A regular unit member who works authorized call-in time shall be paid for a minimum of two (2) hours at the rate of one and one-half (1½) times his/her regular hourly pay. For any part of any hour worked after the two (2) hour guaranteed minimum, a unit member shall be compensated in minimum quarter (¼) hour increments. It is the responsibility of the unit member's immediate supervisor to differentiate on the time card between call-in time and overtime.

10.3.2 Minimum Call-In Time: A unit member called in to work a day when the unit member is not scheduled to work shall receive a minimum of two (2) hours' pay at the appropriate rate of pay under this Agreement. This provision does not apply to unit members on standby duty.

10.3.3 Call Back Time: Any unit member called back to work after completion of the regular daily assignment shall be compensated for at least two (2) hours of work at the overtime rate.

10.3.4 Voluntary Attendance of District Functions: Unit members who voluntarily attend District functions such as site council meetings, meetings of the P.T.A., or any parent advisory group, budget planning meetings, faculty meetings, or meetings of other groups to which the unit member is invited but not required to attend shall not be paid for such attendance. Unit members required to attend District functions shall be compensated at the unit member's appropriate rate of pay.

10.4 Adjustment of Assigned Time: Unit members whose workday is less than full time shall, whenever practical, be offered increased hours in classification by seniority and work record at their worksite as additional hours become available. Any unit member in the bargaining unit who works an average of thirty (30) minutes or more per day in excess of their regular part-time assignment for a period of twenty (20) consecutive working days or more shall have their regular assignment adjusted upward to reflect the longer hours, effective with the next pay period.

10.5 Temporary Assignment in Higher Class: When a unit member is temporarily assigned to perform the duties of a person in a higher salary range for any period of time which exceeds five (5) working days within a fifteen (15) day calendar period, the unit member shall be paid at the

higher classification for the entire period during which the unit member is required to work out of the unit member's classification. The pay step on the higher salary range shall be on the next higher dollar figure above their regular pay, or step 1, whichever is greater.

10.6 Lunch Period: Unit members shall be entitled to an unpaid, uninterrupted lunch period after the unit member has been on duty for four (4) or more hours. The length of time for such lunch period shall be for a period no longer than one (1) hour nor less than one-half ($\frac{1}{2}$) hour and shall be scheduled for full-time unit members at or about the midpoint of each workshift.

10.6.1 A unit member required to work during the unit member's assigned lunch period shall receive pay at the rate of time and one-half ($1\frac{1}{2}$) for all the time worked during the normal lunch period or be compensated by either being allowed to complete the remaining portion of the lunch period or permitted to leave the assigned worksite early.

10.7 Rest Periods: Unit members working more than six (6) hours per day shall be granted two (2) 15-minute rest periods; unit members working more than four (4), but not more than six (6) hours per day shall be granted one (1) 15-minute rest period. Notwithstanding the foregoing, any unit member assigned exactly four (4) hours per day with one (1) work period of three (3) or more hours shall be entitled to one (1) 15-minute rest period. Rest periods shall, insofar as practicable, be in the middle of the work period(s), and absent unusual circumstances, shall not be scheduled during the first (1) or last hour of the workday. Rest periods are a part of the regular workday and shall be compensated at the regular rate of pay for the unit member.

10.8 Voting Time Off: If a unit member's work schedule is such that it does not allow sufficient time to vote in any federal, state, or local election in which the unit member is entitled to vote, the District shall arrange to allow sufficient time for such voting by the unit member without loss of pay.

10.9 Standby Time: Unit members required to standby for possible emergencies on weekends, ~~or~~ holidays or other designated District closure dates shall be paid forty-eight (\$48) dollars daily for

each day plus time and one-half (1½) at the unit member's assigned hourly rate for all hours actually worked, with a guaranteed minimum of two (2) hours when the unit member is called to work during the period the unit member is on standby. The two (2) hour minimum time period ends when the unit member signs off on the job and no additional jobs are pending. Unit members required to be on standby during the course of their regular workweek shall be paid a rate of two (\$2) dollars for each hour of required standby time. This stipend shall be in addition to all other rates of pay. Except for unusual circumstances, a standby time schedule shall be posted ten (10) working days in advance.

10.10 Split Shift Differential: Unit members whose assigned shift contains one (1) or more periods of unpaid time which exceeds one and one-half (1½) hours, including the lunch period, shall be paid a shift differential premium of five (5%) percent above the regular rate of pay.

10.11 Unit Members as Noon Playground Supervisors: When a unit member has an additional assignment as Noon Playground Supervisor, that unit member shall be paid their regular rate of pay for the additional assignment as received for the basic assignment, and the additional time shall be acknowledged by the District as a portion of the unit member's regular assignment in computing the fringe benefit entitlement. Unit members shall be paid their regular rate when substituting for noon playground supervisors.

10.11.1 At sites requiring the use of Noon Duty Supervisors, the District shall offer the additional time to qualified unit members of the bargaining unit (who have asked for such additional time) first.

10.12 Summer Recess Period Assignments: When work normally and customarily performed by unit members is performed at times when school is in recess, the work shall be offered to unit members in the appropriate classifications but no unit members shall be required to accept such offer.

Whenever there is more than one (1) unit member at a site who is qualified in the appropriate classification for a recess period assignment, the senior unit member shall be given first option.

Unit members whose most recent written evaluation has been marked less than satisfactory shall lose their priority hiring status.

A unit member who accepts a recess period assignment in accordance with the provisions of this section shall receive, on a pro rata basis, no less than the compensation and benefits applicable to that classification during the regular workyear.


For the purposes of this section such assignments shall be considered regular assignments, and the unit member retains all rights, benefits, and burdens during such assignment. All hours worked in a recess assignment shall be considered hours in paid status for the purposes of seniority, but the additional days worked shall be regarded as only a temporary change in the unit member's workyear and failure to continue such employment through a subsequent summer recess shall not constitute a layoff.

- 10.13 Summer Work Shifts: Whenever possible, without disrupting or interfering with the regular workflow of the District, the work shifts of Maintenance and Operations unit members assigned to the warehouse shall begin at 7:00 a.m. between July 1 and August 31 inclusive. Individual exceptions to this provision may be made by the District.
- 10.14 Classroom Monitor: Under the supervision of the site administrator, a unit member may monitor a classroom in the absence of the regular teacher who is not replaced by a substitute teacher. The unit member will receive their regular rate of pay for all hours worked. In addition, the unit member shall receive fifteen (\$15) dollars once the teacher has been absent for 30 minutes or more, for up to three (3) hours, and thirty (\$30) an additional fifteen (\$15) dollars for all hours in excess of three (3) hours not to exceed thirty (\$30) dollars per day.
- 10.15 Uniforms: Whenever the District requires a bargaining unit member to wear a uniform, the District will furnish sized uniforms appropriate to the gender of the wearer. If uniform shirts are required, the District will provide enough uniforms to each unit member at a rate of at least one uniform per each day worked in a single week. If a uniform consists of outerwear such as windbreakers, overalls or aprons, the District will provided a minimum of one such uniform to each unit member.


Proper maintenance and cleaning of uniforms is the unit member's responsibility. The District will replace the uniform when the uniform is ruined through normal wear and tear that occurs within the scope of the unit member's duties. If the uniform needs repair or replacement due to events that occur outside the scope of the unit member's normal duties, the unit members will bear the cost of the repair or replacement. Uniforms shall not be used for off-duty activity by the unit member. All uniforms will remain the property of the District and shall be returned to the District upon separation of employment.

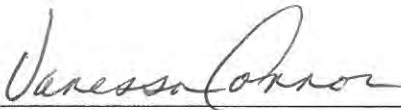
AGREED:


For the District:


Susan J. Mills 3-21-18 Date
Assistant Superintendent, Human
Resources
Riverside Unified School District

For CSEA:


Richard P. Carpenter Sr. 3-22-2013 Date
President, CSEA Chapter 506
Riverside Unified School District


Vanessa Connor



Colleen Hairston


Gregory Anderson

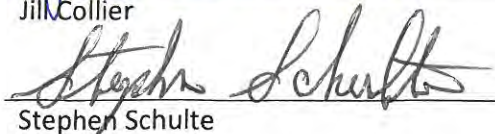

Gloria Cormier


Hayley Calhoun


Joe Baglio


Jill Collier


Tim Wooten


Stephen Schulte


Laura Egan

**RIVERSIDE UNIFIED SCHOOL DISTRICT
AND
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
CHAPTER 506
TENTATIVE AGREEMENT
March 20, 2013**

Subject to the approval of the Riverside Unified School District Board of Education (the "District") and subject to ratification by the California School Employees Association, Chapter 506 ("CSEA") the parties agree to:

Article XXII (Miscellaneous Provisions) is amended in its entirety to read:

- 22.0 Term of Agreement: This Agreement shall remain in full force and effect from ~~December 1, 2007~~, **March 20, 2013**, up to and including June 30, ~~2012~~ **2015**, and thereafter shall continue in effect year by year unless one (1) of the parties notifies the other in writing no later than May 30, nor earlier than March 1, of its request to modify, amend, or terminate the Agreement. Furthermore, each party may reopen the salary, fringe benefit provisions, and one article of this agreement upon timely notification as set forth above.
- 22.1 Completion of Negotiations: During the term of this Agreement, the District and CSEA expressly waives and relinquishes the right to meet and negotiate and agrees that the District and CSEA shall not be obligated to meet and negotiate with respect to any subject or matter whether referred to or covered in this Agreement or not, even though each subject or matter may not have been within the knowledge or contemplation of either or both the District or the CSEA at the time they met and negotiated the Agreement, and even though such subjects or matters were proposed and later withdrawn.
- 22.2 Effect of this Agreement: It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practice and procedures and over laws to the extent permitted by law, and that in the absence of specific provisions in this Agreement, District practices and procedures are discretionary. This written Agreement sets forth the full and complete agreement between the parties concerning the subject matter hereof, and supersedes all prior informal or formal agreements thereon. There are no valid or binding representations,

inducements, promises, or agreements, oral or otherwise, between the parties that are not embodied herein.

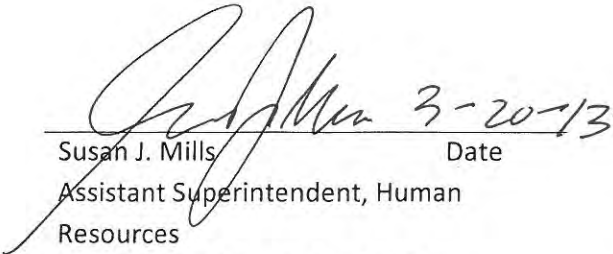
22.3 Severability: Each section, part, term, and provision of the Agreement shall be considered severable. If, for any reason, any section, part, term, or provision herein is determined to be invalid and contrary to or in conflict with, any existing or future law or regulation of the legislature, or a court or agency having valid jurisdiction, such determination shall not impair the operation or affect the remaining portions, sections, parts, terms, or provisions of this Agreement, and the latter will continue to be given full force and effect and bind the parties hereto. The invalid section, part, term, or provision shall be deemed not to be a part of this Agreement, and subject to immediate negotiation.

22.4 Ratification of Additions or Changes: Any additions or changes in this Agreement shall not be effective unless reduced to writing and properly ratified and signed by both parties.

AGREED:


For the District:

For CSEA:


Susan J. Mills

Date

Assistant Superintendent, Human
Resources
Riverside Unified School District


Richard P. Carpenter, Jr.

Date

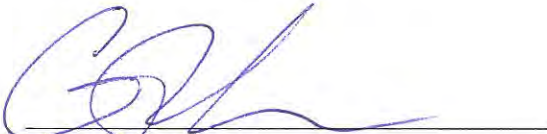
President, CSEA Chapter 506
Riverside Unified School District


Vanessa Connor

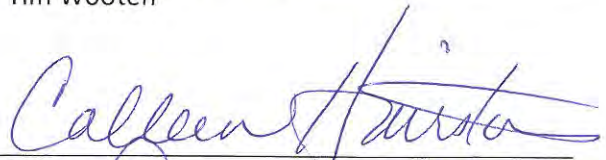
Vanessa Connor


Tim Wooten

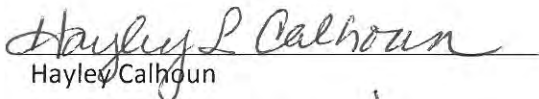
Tim Wooten


Gregory Anderson

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Jill Collier

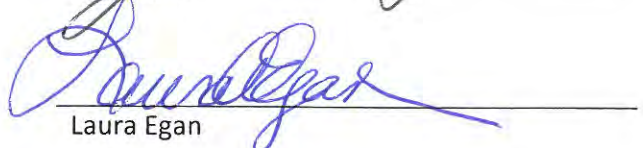
Jill Collier


Joe Baglio

Joe Baglio


Stephen Schulte

Stephen Schulte


Laura Egan

Laura Egan

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda May 20, 2013

Topic: Certified Personnel Assignment Order – CE 12/13-17 and
Classified/Non-Classified Personnel Assignment Order CL 12/13-17

Presented by: Kiley Ybarra, Director of Certificated Personnel and
Vanessa Connor, Director of Classified Personnel

Responsible
Cabinet Member: Susan Mills, Assistant Superintendent, Human Resources

Type of Item: Consent

Short Description: The latest District's management, certificated and classified personnel actions are presented to the Board of Education for approval.

DESCRIPTION OF AGENDA ITEM:

Board approval is requested of the District's latest management, certificated and classified personnel actions, which include the following:

Change in Status from Substitute Employee to Regular Employee, Completion of Contracts by Temporary Employees, Decrease in Hours, Increase in Work Year, Leaves, Promotions, Promotions-Management/Supervisors, Reclassifications, Rehires-Temporary Employee (E.C. §44920), Resignations, Retirements, Retirement – Management, Substitutes, Management - Promotions, Substitutes-Provisional Internship Permit (Title 5, §80021.1), Substitutes-Variable Term Waiver (E.C. §44265), Temporarily Assigned to a Higher Classification, Terminations, and Voluntary Demotions/Reassignments/Reductions/ Transfers.

FISCAL IMPACT: To be determined

RECOMMENDATION: It is recommended that the Board of Education approve the District's latest personnel actions for both certificated and classified.

ADDITIONAL MATERIAL: Certificated Personnel Assignment Order – CE 12/13-17 and
Classified/Non-Classified Personnel Assignment Order CL 12/13-17

Attached: Yes

CERTIFICATED PERSONNEL ASSIGNMENT ORDER #CE 12/13-17

May 20, 2013

CERTIFICATED PERSONNEL

Decrease in Hours

Magnolia Elementary
School

McConnell, Janine C.	Resource Teacher/ Special Projects	From: 76.7% To: 50%	08/22/13
Luginbill, Kimberly A.	Resource Teacher/ Special Projects	From: 90% To: 50%	08/22/13

John W. North High
School

Bartee, Michael R	Teacher	From: 40% To: 20%	8/22/13
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Increase in Work Year

Riverside Adult School

Hernandez, Marcella	Teacher	From: 06/11/13 To: 06/13/13	06/11/13
Jackson, Tikia	Teacher	From: 05/30/13 To: 06/07/13	05/30/13
Randall, Lissa	Teacher	From: 06/11/13 To: 06/13/13	06/11/13

Leaves

Highgrove Elementary School
(California Family Rights Act Leave)

Ippolito, Danielle K.	Teacher	05/17/13 – 06/13/13
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Leaves (Continued)

Martin Luther King High School (Personal Unpaid Leave of Absence) Hall, Timothy M.	Teacher	07/01/13 – 06/30/14
Henry W. Longfellow Elementary School (Personal Unpaid Leave of Absence) Ramirez, Shannon D.	Teacher	07/01/13 – 06/30/14

Promotion – Management

Arlington High School Grisham, William	From: Teacher, Athletic Director To: Assistant Principal	07/01/13 <i>Pursuant to Board Policy 4112.81</i>
Ramona High School Tibbels, John	From: Teacher, Athletic Director To: Assistant Principal	07/01/13 <i>Pursuant to Board Policy 4112.81</i>
Martin L. King High School Masi, Anthony	From: Teacher, Athletic Director To: Assistant Principal	07/01/13 <i>Pursuant to Board Policy 4112.81</i>
John W. North High School Breyer, Michael	From: Teacher, Stem Academy To: Assistant Principal	07/01/13 <i>Pursuant to Board Policy 4112.81</i>

Rehires – Temporary Employee (E.C. §44920)

Sunshine Early Childhood Center Jones, Susan E.	LSH Specialist	04/29/13
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Resignations

Riverside Polytechnic High School Gillman, Camberley L.	Teacher	06/14/13
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Retirement – Management

Secondary Education Mosher, Dara	Instructional Services Specialist	06/30/13
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Substitutes

Castro, Pedro	Substitute Teacher	05/01/13
Castruita, Grace	Substitute Teacher	04/29/13
*Cloud, Rebekah	Substitute Teacher	04/08/13
		<i>Pursuant to Board Policy #4112.8</i>
Heublein, Heather	Substitute Teacher	04/29/13
King, Stephanie	Substitute Teacher	04/29/13
Monzon, Margot	Substitute Teacher	04/29/13
Sammons, Kent	Substitute Teacher	05/03/13
Sprenkle, Gregory	Substitute Teacher	04/29/13
Veres, Enda	Substitute Teacher	05/03/13
Webb, Svetlana	Substitute Teacher	05/01/13

**Amendment to 05/06/13 Board*

Substitutes – Management

Riverside Polytechnic High School		
Brooks, Daniel H	Principal	05/07/13 - 06/21/13

Substitutes – Provisional Internship Permit (Title 5, §80021.1)

University Heights Middle School		
Boebinger, Stanley F.	Substitute Teacher	Special Education – Mild/Moderate (40%)
		04/01/13

Substitutes – Variable Term Waiver (E.C. §44265)

Project T.E.A.M.		
King, Rae Linne	Substitute Teacher	Special Education – Severely Handicapped
		05/06/13

CLASSIFIED/NON-CLASSIFIED PERSONNEL ASSIGNMENT ORDER #CL 12/13-17
May 20, 2013

CLASSIFIED PERSONNEL

Change in Status from Substitute Employee to Regular Employee

John F. Kennedy

Elementary School

Dickenson, Heather D.	Cafeteria Worker I	10 months, 3 hours	05/06/13
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Completion of Contracts by Temporary Employees

Bryant Elementary School

Lents, Tracie T.	Educational Technician	06/07/13
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Van Der Westhuizen, Marthinus J.	Educational Technician	06/07/13
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Leaves

Frank Augustus Miller

Middle School

Torres, Angel Y.	Cafeteria Worker I	Unpaid Parenthood Leave	04/22/13 – 06/13/13
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Promotions

Lange, Molly T.

From: Andrew Jackson
Elementary School,
Cafeteria Worker II,
10 months, 7 hours

To: Andrew Jackson
Elementary School,
Elementary Kitchen
Operator,
10 months, 8 hours

04/24/13

Promotions – Management/Supervisors

Troxel, Eric	From: Maintenance & Operations, Grounds Maintenance Supervisor, 12 months, 8 hours	To: Maintenance & Operations, Assistant Director, Grounds/Custodial, 12 months, 8 hours	05/01/13
Valencia, George	From: Nutrition Services, Nutrition Services Warehouse Supervisor, 12 months, 8 hours	To: Nutrition Services, Central Kitchen Manager, 12 months, 8 hours	05/13/13

Reclassifications

Castellanos, Cristina	From: Human Resources, Office Assistant II, 11 months, 8 hours	To: Human Resources, Human Resources Office Assistant, 11 months, 8 hours	07/01/13
Greene, Linda C.	From: Business Services, Buyer I, 12 months, 8 hours	To: Business Services, Procurement Specialist, 12 months, 8 hours	07/01/13
Hull, Lynn A.	From: Business Services, Purchasing Assistant, 12 months, 8 hours	To: Business Services, Procurement Specialist, 12 months, 8 hours	07/01/13
Lakes, Sheryl E.	From: Business Services, Buyer II, 12 months, 8 hours	To: Business Services, Procurement Specialist, 12 months, 8 hours	07/01/13
Taylor, Daveta	From: Human Resources, Office Assistant I, 11 months, 8 hours	To: Human Resources, District Receptionist, 11 months, 8 hours	07/01/13

Resignations

Chemawa Middle School Hardwell, Alexander J.	Instructional Assistant- Special Education I	1 year of service	05/03/13
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Resignations - Continued

Nutrition Services Lauzon, Jennifer L.	Account Clerk I	9 years, 5 months of service	05/15/13
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Retirements

Highgrove Elementary School Contreras, Miguel	Head Custodian	39 years of service	06/29/13
Martin Luther King High School DeLaOssa, Carole J.	School Office Assistant	27 years, 8 months of service	07/01/13
Liberty Elementary School Seinturier, Connie	Projects Office Assistant	10 years, 7 months	06/20/13
Pachappa Elementary School Rios, Norma J.	Cafeteria Worker I	19 years, 5 months	05/11/13
Pupil Services Cannarozzi, Cynthia A.	Student Health Care Specialist	8 years, 4 months	06/14/13

Temporarily Assigned to a Higher Classification

Human Resources Cole, Laurie J.	From: Assistant Personnel Administrator	To: Director IV, Classified Personnel	04/15/13 – 05/27/13
Andrew Jackson Elementary School Lange, Molly T.	From: Cafeteria Worker II	To: Elementary Kitchen Operator	04/01/13 – 04/23/13
Maintenance & Operations Ochoa, Armando	From: Custodian	To: Lead Custodian	04/01/13 – 06/30/13

Terminations

12/13-235083

Cafeteria Worker I

04/30/13

Voluntary Demotions/Reassignments/Reductions/Transfers

Moise, Jessica L.

From: John F. Kennedy
Elementary School,
Cafeteria Worker I,
10 months, 3 hours

To: Ramona High
School,
Cafeteria Worker I,
10 months, 3 hours

04/29/13

NON-CLASSIFIED PERSONNEL

New Hires

Adame Ramirez, Isaac	Substitute Custodian	05/01/13
Avila Urapo, Jeffrey	Workability	05/06/13
Del Cid, Enrique	Substitute Custodian	04/29/13
Duffy, Jennifer	Substitute Instructional Assistant	05/01/13
Evans, Kahsai	Workability	04/23/13
Guzman Romero, Juan	Substitute Custodian	04/29/13
Harvey, Erie	Workability	04/23/13
Leon, Greg	Substitute Custodian	05/01/13
Phelps, Akavion	Workability	04/30/13
Rodriguez, Dagoberto	Substitute Custodian	04/29/13
Ryles-Thomas, Courtney	Workability	04/23/13
Taylor, Roniece	Substitute Instructional Assistant	05/01/13
Thompson, Steven	Substitute Custodian	04/29/13
Villafuerte, Juan	Workability	04/30/13
Zeno, Chad	Workability	04/30/13

Board Meeting Agenda

May 20, 2013

Topic: New High School Course Proposal for International Baccalaureate (IB) Mathematical Standards (Standard Level)

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Responsible
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Type of Item: Action

Short Description: New high school mathematics course, IB Mathematical Studies (Standard Level) is submitted for approval.

DESCRIPTION OF AGENDA ITEM:

The following High School course has been reviewed by the Instructional Services Subcommittee and is submitted for approval:

IB Mathematical Studies (Standard Level)

John W. North High School's International Baccalaureate has been drawing an increasing number of students to the Diploma Program and has taken on the Middle Years Program to increase the rigor and depth for students choosing to participate in the Diploma Program. The number of diploma candidates increases, but we have come to realize that the offering of IB courses has impeded some students from meeting all the requirements of the IB Diploma, most notably in mathematics. Currently, if a student wishes to obtain a Diploma he/she must take AP Calculus AB; as you can see, that requires our Diploma candidates to take mathematics at a level at which they may not be ready to excel. We wish to expand the scope of the Diploma Program by offering the IB Mathematical Studies SL, and align the curriculum with the current Pre-calculus standards, thus complying with the University of California and California State University's requirements for A-G eligibility.

The proposed course will include the Pre-calculus standards, composed of Trigonometry, Math Analysis, and Linear Algebra Content Standards, as described on the California Department of Education's website <http://www.cde.ca.gov/be/st/ss/documents/mathstandards.pdf>. In addition to these standards there are eight required content areas for IB Mathematical Studies SL that will be integrated, some of which are already included in the Pre-calculus standards; the eight content areas are:

- Introduction to the Graphing Display Calculator

- Numbers and Algebra
- Sets, Logic and Probability
- Functions
- Geometry and Trig
- Statistics
- Introductory Differential Calculus
- Financial Math

In order to more fully integrate International Baccalaureate ideas as well as the new Common Core Standards of Mathematical Practice, we will include the following skills that overarch the content standards. Students will be able to:

- read, interpret and solve a given problem using appropriate mathematical terms
- organize and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- recognize and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
- find enjoyment in mathematics and appreciate its elegance and complexities
- realize dimensions of mathematics not commonly touched on in other courses, such as its international nature, as well as the ethical and social implications and consequences
- appreciate the contributions of mathematics to other disciplines.

IB Mathematical Studies will be submitted to UCOP Doorways for a-g approval.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended the Board of Education approve the mathematics course: IB Mathematical Studies (Standard Level).

ADDITIONAL MATERIAL: Course

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson_____	Signature_____	Date_____
Principal_____	Signature_____	Date_____
Secondary Education Manager_____	Signature_____	Date_____
Director, Secondary Education_____	Signature_____	Date_____
Assistant Superintendent, Secondary Education_____	Signature_____	Date_____
Education Board Subcommittee Review		Date_____
Adopted by Board of Education		Date_____
Title of Course <u>IB Mathematical Studies SL</u>		Course Number _____

Date 5/10/2013

Name of person submitting request Katja Dumancic

Position Math/AVID Teacher School: John W. North High School

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: IB Mathematical Studies SL

DEPARTMENT: Mathematics

HIGH SCHOOL SUBMITTING REQUEST:

John W. North High School

DATE OF SUBMISSION: 5/10/2013

COURSE NUMBER:

LENGTH OF COURSE: 2 semesters

NUMBER OF CREDITS:

HIGH SCHOOL GRADUATION CREDIT:

TARGETED GRADE LEVELS: 9-12

TARGETED STUDENT POPULATIONS: 9-12

RECOMMENDED PREREQUISITE:

Algebra 2 Honors passed with “C” or better

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:

Yes _____
No _____

**Riverside Unified School District
Instructional Services
Secondary Education Department**

High School Course Proposal

- I. **Course Purpose:** To satisfy the requirements of California Content Standards for Trigonometry, Math Analysis and Linear Algebra, as well as prepare students pursuing the International Baccalaureate Diploma for the IB Mathematical Studies SL exam.

- II. **Course Description:** This course will cover all the topics of the California Content Standards for Trigonometry, Math Analysis and Linear Algebra; it will also include the topics from the IB Mathematical Studies Standard Level syllabus: Numbers, Descriptive Statistics, Logic, Sets and Probability, Statistical Applications, Geometry, Mathematical Models, Financial Mathematics, and Introduction to Differential Calculus. This course has a dual purpose – to satisfy the A-G college enrollment requirements, and to prepare IB Diploma candidates to successfully complete the Group 5 requirement of the *International Baccalaureate Organisation* (IBO) in pursuit of their IB Diploma.

- III. **Course Goals and/or Major Student Outcomes:** As outlined in the Mathematical Studies SL guide published by the IBO, our goal is to enable students to:
 1. Enjoy mathematics, and develop and appreciation of the elegance and power of mathematics
 2. Develop an understanding of the principles and nature of mathematics
 3. Communicate clearly and confidently in a variety of contexts
 4. Develop logical, critical and creative thinking, and patience and persistence in problem-solving
 5. Employ and refine their powers of abstraction and generalization
 6. Apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
 7. Appreciate how developments in technology and mathematics have influenced each other
 8. Appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
 9. Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
 10. Appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the IB Theory of Knowledge course.

IV. Course Objectives:

Objectives	Standards (optional)
1. Students will produce an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements.	<i>IB Mathematical Studies Project</i>
2. Students will be able to solve a variety of practical problems including, but not limited to, the application of the Laws of Sine and Cosine, Financial applications of geometric sequences and series, and Matrices.	<i>Trigonometry 13.0, IB Mathematical Studies 1.9 Linear Algebra 3.0</i>
3. Students will be able to prove various formulas using the method of Mathematical Induction.	<i>Math Analysis 3.0</i>
4. Students will be able to analyze and make decisions about a set of data values by using descriptive statistics.	<i>IB Mathematical Studies SL 2.5 and 2.6</i>
5. Students will have an analytical and geometric understanding of conic sections.	<i>Math Analysis 5.1 and 5.2</i>
6. Students will understand that inverses can only be found for square matrices whose determinant is not zero; they will be able to find the inverses of 2x2 and 3x3 matrices, and use them to solve systems of linear equations.	<i>Linear Algebra 9.0, 10.0, 11.0</i>

V. Course Outline:

1. Numbers

- Real, natural, rational, irrational numbers and integers
 - How these sets are related
 - Set notation for these numbers
 - Properties of real numbers
 - Graphing numbers on a number line
 - Approximation using decimal places and significant figures
 - Percentage errors
 - Estimation
 - Reasonableness of answers in context of an application
 - Using basic units of measurement
 - Using the metric system (Système International – SI)
 - Using imperial system (US)
 - Conversion of units
 - Specific application to currency conversions
- Complex numbers
 - Arithmetic
 - Add/subtract
 - Multiply/divide
 - Graph
 - Simplifying imaginary numbers

2. Algebraic expressions

- Polynomial expressions
 - Simplifying
 - Arithmetic operations with polynomials
 - Factoring
 - Greatest common factors
 - Perfect square trinomials
 - Sum and difference of cubes
 - By grouping
- Exponential and radical expressions, including scientific notation
 - Properties of exponents
 - Real-world applications
 - Arithmetic manipulation of these expressions
- Rational expressions, including compound fractions
 - Simplifying
 - Performing arithmetic operations
 - Finding domain
 - Rationalizing the denominator

3. Algebraic equations

- Solving Linear equations
- Solving Quadratic equations
 - By factoring
 - By completing the square
 - Using the Quadratic Formula
- The significance of the discriminant
- Solving rational equations
 - Finding extraneous solutions

- Solving radical equations
 - Finding extraneous solutions
 - Solving polynomials of the quadratic type
 - Solving equations with fractional powers
 - Solving absolute value equations
 - Solving exponential equations
 - Solving logarithmic equations
 - Using the Graphic Display Calculator (GDC) to solve equations
 - Modeling real-life situations using the above equations
4. Algebraic Inequalities
- Linear inequalities
 - Rules for inequalities
 - Graphing the solutions
 - Solving a pair of simultaneous inequalities
 - Non-linear inequalities
 - Quadratic inequalities
 - Using tables
 - Using graphs
 - Absolute value inequalities
 - Modeling with inequalities
5. Functions
- The concept of a function as a mathematical model
 - Domain and range of
 - Polynomial functions
 - Rational functions
 - Radical functions
 - Given function notation or a graph
 - Function notation
 - For example $f(x)$, $v(t)$, $C(n)$
 - Function as a mapping
 - Including mapping notation $f : x \mapsto y$
 - Representations of a function
 - Verbal
 - Algebraic
 - Numerical
 - Graphical
 - Recognizing types of functions by their general shape
 - Constant
 - Linear
 - Power functions
 - Quadratic
 - Cubic
 - Quartic, etc.
 - Root functions
 - Square root
 - Cubic root
 - Reciprocal functions

- Absolute value function
 - Greatest integer function
 - Difference between a relation and a function
 - Using the vertical line test
 - Piecewise defined functions
 - Graphing
 - Understanding their value in real life
 - Quadratic functions
 - Finding minimum or maximum
 - Using formula
 - Using GDC
 - Finding intervals of increase/decrease
 - Finding axis of symmetry, vertex and intercepts
 - Using that information to graph a parabola
 - Modeling using quadratic functions
 - Inverse functions
 - Graphical relationship
 - One-to-one function
 - What makes them unique
 - Graphically
 - Numerically
 - Algebraically
 - Using horizontal line test
 - Finding inverses
 - Graphically
 - algebraically
 - Combining functions
 - Algebra of functions
 - Graphical addition
 - Combining domains
 - Composition of functions
 - With applications
 - Transformations
 - Translations
 - vertical and horizontal stretches and shrinks
 - reflections
 - recognizing transformations
 - in function form
 - graphically
6. Polynomial functions
- terminology
 - characteristics of polynomial functions
 - number of zeros
 - change of direction
 - end behavior
 - Factor Theorem
 - Remainder Theorem
 - Intermediate Value Theorem
 - finding all zeros

- Fundamental Theorem of Algebra
 - algebraically
 - by factoring
 - by using Rational Zeros Theorem
 - using GDC
 - sketching polynomials using zeros and end behavior
 - informally introduce the idea of limits $x \rightarrow \pm\infty$
 - Rational functions
 - Definition as a ratio of two polynomials
 - Analyzing and graphing
 - X- and y-intercepts
 - Vertical asymptote
 - Horizontal asymptote
 - Slant asymptote
7. Coordinate geometry
- Coordinates in the Cartesian plane
 - Distance between points
 - Midpoint
 - Intercepts
 - Graphing
 - Drawing accurate graphs
 - Creating sketch
 - Transferring graphs from GDC to paper
 - Reading, interpreting and making predictions using graphs
 - Checking for symmetry
 - Graphing lines in two dimensions
 - Standard form
 - Slope-intercept form
 - Point-slope form
 - Importance of slope/gradient/rate of change concept
 - Parallel lines
 - Perpendicular lines
8. Geometry
- Three-dimensional solids – their volumes and surface areas
 - Cuboids
 - Right prism
 - Right pyramid
 - Right cone
 - Cylinder
 - Sphere
 - Hemisphere
9. Trigonometry
- Angle measures
 - Degrees
 - Radians
 - Conversion between the two

- Application in elevation/depression situations
- The tangent value of an angle that a line makes with the positive x-axis is the slope of that line
- The six trigonometric functions
 - Definition in terms of x-and y-coordinates of points on the unit circle
 - Their graphs
 - Domain
 - Range
 - Their use in finding sides and angles of right triangles
- Transformations
 - Sine and cosine only
- Laws of Sine and Law of Cosine
 - Use to solve a non-right triangle
 - Use in application problems
- Area using trigonometry
 - Using $Area = \frac{1}{2}ab\sin C$
 - Using Heron's formula
 - Using formulas in real-life applications
- Trigonometric formulas
 - Pythagorean Identity $\sin^2 x + \cos^2 x = 1$
 - Its equivalence to the Pythagorean theorem
 - Its use to prove other trigonometric formulas
 - Understand and use formulas to prove trig identities
 - Addition formulas for sine and cosine
 - Double-angle formulas for sine and cosine
 - Half-angle formulas for sine and cosine
- Inverse trigonometric functions
 - Definitions
 - Domain and range
 - Graphs
 - Computation by hand at standard points
- Polar functions
 - Conversion between polar and rectangular coordinates
 - Graphing polar coordinates
 - Conversion between polar and rectangular equations
 - Polar form of complex numbers
 - multiplication
 - DeMoivre's Theorem
 - Including its proof

10. Exponential Functions

- Graph by plotting points
- Domain and range
- Horizontal asymptote
- Evaluating
- Transformations
- Applications
 - Financial

- Growth and decay
 - Using GDC to graph, evaluate and solve
11. Logarithmic functions
- Value as inverses of exponential functions
 - Properties of logarithms
 - Conversion between exponential and logarithmic forms of equations
 - Graph by plotting points
 - Transformations
 - Common logarithm and natural logarithm
 - Domain and range
 - Applications of logarithmic equations in real-life situations
 - Using GDC to graph, evaluate and solve
12. Systems of Equations and Matrices
- Solving systems of linear equations using Gauss-Jordan elimination
 - Write linear equations as matrices
 - Reduce rectangular matrices to row echelon form
 - Matrix operations
 - Addition
 - Subtraction
 - Scalar multiplication
 - Matrix multiplication
 - Determinants of 2x2 and 3x3 matrices
 - Geometric interpretation of systems of equations
 - Matrix equations
 - Finding inverses of square matrices
 - Using row reduction methods
 - Using Cramer's rule
 - Using inverses to solve
 - Identify three possible outcomes of systems of equations
 - Inconsistent (no solution)
 - One solution
 - Infinitely many solutions
 - Using GDC to solve systems and matrices
13. Vectors
- Notation
 - Component form
 - Matrix form
 - Engineering form
 - Vector operations
 - Addition and subtraction
 - geometric interpretation by parallelograms
 - algebraically
 - Scalar multiplication (dot product)
 - Zero dot product indicates orthogonal vectors
 - Parametric equations
 - Graphing
 - Conversion to and from vector form

14. Sequences and Series

- Arithmetic
 - Find n^{th} term formula
 - Find sum of the first n terms of a sequence
 - Applications
- Geometric
 - Find n^{th} term formula
 - Find sum of the first n terms of a sequence
 - Applications
 - Compound interest
 - Annual depreciation
- Convergence/divergence
- Binomial Theorem
- Proof by Mathematical Induction

15. Conic Sections

- Parabola, circle, ellipse, hyperbola
- Approaches
 - Analytical
 - Geometric
- Identify conic sections in general form
- Put into standard form by completing the square
- Determine the geometric components, as appropriate
 - Vertex
 - Focus/foci
 - Center, etc.
- Derive a general equation of conic section given geometric description

16. Logic, sets and probability

- Basic concepts of symbolic logic
 - Definition of a proposition
 - Symbolic notation
- Compound statements
 - Implication
 - Equivalence
 - Negation
 - Conjunction
 - Disjunction
 - Exclusive disjunction
- Translating between verbal statements and symbolic form
- Truth tables
 - No more than three propositions
 - Test validity of simple arguments
- Converse
- Inverse
- Contrapositive
- Set theory – basic concepts
 - Elements
 - Subsets

- Intersection
 - Union
 - Complement
- Use of Venn diagrams
- Sample space
- Expected value
- Probability of
 - An event
 - A complementary event
 - Combined events
 - Mutually exclusive events
 - Independent events
- Probability
 - With replacement
 - Without replacement
 - Conditional
- Methods
 - Tree diagrams
 - Venn diagrams
 - Sample space diagrams
 - Tables of outcome

17. Descriptive statistics

- Classification of data
 - Discrete
 - Continuous
- Simple data
 - In frequency tables
- Grouped data
 - Frequency tables
 - Mid-interval values
 - Upper and lower boundaries
 - Frequency histograms
 - Cumulative frequency tables and graphs
 - Finding median and quartiles
- Box-and-whisker diagram
 - Five-number summary
- Measures of central tendency
 - Mean
 - Median
 - Mode/modal class
- Measures of dispersion
 - Range
 - Interquartile range
 - Standard deviation
 - Use of GDC to find standard deviation

18. Statistical Applications

- The normal distribution
 - Random variable

- Bell shape
- Symmetry
- Parameters μ and σ
- Diagrammatic representation
- Normal probability calculations
- Expected value
- Inverse normal calculations
- Bivariate data
 - Concept of correlation
 - Distinction between correlation and causation
- Scatter diagrams
 - Line of best fit
 - Pearson's product-moment correlation coefficient
 - Interpreting correlation
 - Strong or weak
 - Positive, zero, negative
- Regression line for y on x
 - Using the line for prediction
- The χ^2 test for independence
 - Formulation of null and alternative hypotheses
 - Significance levels
 - Contingency tables
 - Expected frequencies
 - Degrees of freedom
 - p -values

19. Introduction to differential calculus

- derivative as a rate of change
 - no formal treatment of limits
 - instantaneous rate of change vs. average rate of change
 - use of GDC to find slope at a point
- Power rule for polynomials
- Finding x -values for known derivatives
- Equation of tangent line at a given point
 - And the line perpendicular to the tangent line (the normal line)
 - Use of GDC to find equation of tangent line
- Increasing and decreasing functions
 - Interpreted in terms of derivatives
- Finding where slope is zero
 - Stationary points
 - Local minimum/maximum
- Application – optimization

VI. **Texts and Supplemental Materials:**

Main text: *Precalculus – Math for Calculus* (fifth edition), 2007

Authors: Stewart, Redlin, Watson

Additional text: *Mathematics for the International Student: Mathematical Studies SL* (third edition), 2012

Authors: Humphries, Haese, Haese, Whiffen, Coad

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
1. Numbers	
2. Algebraic expressions	
3. Algebraic equations	
4. Algebraic Inequalities	
5. Functions	
6. Polynomial functions	
7. Coordinate geometry	
8. Geometry	
9. Trigonometry	
10. Exponential Functions	
11. Logarithmic functions	
12. Systems of Equations and Matrices	
13. Vectors	
14. Sequences and Series	
15. Conic Sections	
16. Logic, sets and probability	
17. Descriptive statistics	
18. Statistical Applications	

19. Introduction to differential calculus	
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VIII. **Instructional Methods and/or Strategies:**

Direct instruction

- Lectures
- Use of technology

Group work

- Solving application problems
- Comparing/discussing answers
- Comparing notes at end of lesson
- Projects
- Practice

Individual work

- Homework
- Note-taking
- Internet research
- Library research
- Projects
- Interactive notebook
- Major Project (IB requirement)

IX. **Assessment Methods and/or Tools:**

- Major assessments: 80%
 - Exams
 - Chapter
 - Final
 - Quizzes
 - Internal Assessments (IB requirement)
 - Project (IB requirement)
- Homework assignments: 20%

X. **Pacing Guide:**

California Mathematics Content Standards/IB Mathematical Studies SL syllabus topic	Number of Teaching Days Allotted	Topic(s) to be Covered	Unit/Chapter/Pages from Text
	5	1. Numbers	Stewart Ch1 Humphries Ch1
	5	2. Algebraic expressions	Stewart Ch1
	5	3. Algebraic	Stewart Ch1

		equations	
	6	4. Algebraic Inequalities	Stewart Ch1
	6	5. Functions	Stewart Ch2 Humphries Ch9, 17
	7	6. Polynomial functions	Stewart Ch 3
	7	7. Coordinate geometry	Stewart Ch1 Humphries Ch7
	5	8. Geometry	Humphries Ch9
	20	9. Trigonometry	Stewart Ch5, 6, 7 Humphries Ch10
	12	10. Exponential Functions	Stewart Ch4 Humphries Ch16
	12	11. Logarithmic functions	Stewart Ch4 Humphries Ch16
	10	12. Systems of Equations and Matrices	Stewart Ch9
	12	13. Vectors	Stewart Ch 8
	15	14. Sequences and Series	Stewart Ch11 Humphries Ch12
	4	15. Conic Sections	Stewart Ch10
	20	16. Logic, sets and probability	Humphries Ch3, 14, 15
	12	17. Descriptive statistics	Humphries Ch5
	12	18. Statistical Applications	Humphries Ch18
	10	19. Introduction to differential calculus	Stewart Ch12 Humphries Ch19
TOTAL	185		

Board Meeting Agenda

May 20, 2013

Topic: New High School Course Proposals for: Introduction to Law, Introduction to Education, and Exploring Computer Science

Presented by: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Responsible
Cabinet Member: Dr. William E. Ermert, Assistant Superintendent, Instructional Services

Type of Item: Action

Short Description: New High School Course Proposals for Introduction to Law, Introduction to Education, and Exploring Computer Science are submitted for approval.

DESCRIPTION OF AGENDA ITEM:

The following high school courses have been reviewed by the Instructional Services Subcommittee and are submitted for approval:

Introduction to Law

Introduction to Law introduces students to legal concepts, principles and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system, including the role of the judicial, legislative and executive branches, the philosophical underpinnings of law, the history of law in the United States, the role of attorneys, law enforcement and other legal professionals, categories of law, litigation principles, and alternative dispute resolution. The course involves substantial reading and writing. Students also participate in trial simulations, debates, and have opportunities to work with legal professionals. Introduction to Law will be submitted to UCOP Doorways for a-g approval.

Introduction to Education

This course is an introduction to the philosophical, historical, legal, and societal principles that form the foundations of American education. Students acquire knowledge of both classical and contemporary issues in teaching and learning. Students engage in substantial reading, analysis, writing, and oral arguments and presentations regarding essential topics in education as well as beyond-the-classroom observations and practicum. In addition, each student completes at least one major research paper and a professional portfolio, demonstrating mastery and growth. The course is aligned with both California standards for History/Social Science and California Standards for the Teaching Profession. Introduction to Education will be submitted to UCOP Doorways for a-g approval.

Exploring Computer Science

This course will provide students with foundational knowledge of computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools. Exploring Computer Science will be submitted to UCOP Doorways for a-g approval.

FISCAL IMPACT: None

RECOMMENDATION: It is recommended the Board of Education approve *Introduction to Law*, *Introduction to Education*, and *Exploring Computer Science* as new high school courses.

ADDITIONAL MATERIAL: Course Proposals

Attached: Yes

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE:	Introduction to Law
DEPARTMENT:	Career Tech/Social Science
HIGH SCHOOL SUBMITTING REQUEST:	J. W. North High School
DATE OF SUBMISSION:	May 8, 2013
COURSE NUMBER:	
LENGTH OF COURSE:	1 year
NUMBER OF CREDITS:	10
HIGH SCHOOL GRADUATION CREDIT:	10
TARGETED GRADE LEVELS:	Sophomores
TARGETED STUDENT POPULATIONS:	10th grade LAPS academy students
RECOMMENDED PREREQUISITE:	none
SATISFACTION OF UC and/or CSU ENTRANCE REQUIREMENTS:	Yes <u> X </u> No <u> </u>

**Riverside Unified School District
Instructional Services
Secondary Education Department**

High School Course Proposal

- I. **Course Purpose:** Students in the Law and protective Services Academy will have a foundation of Law, the judicial system as well as general understanding of litigation, law enforcement careers and the structure of the criminal justice system. This foundation will help students as they continue the course of study for the Career Partnership Academy. Students who successfully complete this course will also be eligible to receive A-G credit.
- II. **Course Description:** Introduction to Law introduces students to legal concepts, principles and procedures. The course is designed to provide students with an understanding of the structure of the U.S. legal system including the role of the judicial, legislative, and executive branches; the philosophical underpinnings of law; the history of law in the United States; the role of attorneys, law enforcement and other legal professionals; categories of law; litigation principles; and alternative dispute resolution. The course involves substantial reading and writing. Students also participate in trial simulations, debates, and have opportunities to work with legal professionals.

III. **Course Goals and/or Major Student Outcomes:**

Students will be able to:

- Understand philosophical, historical, and cultural antecedents of law
- Develop a context for exploring to what extent legal institutions deal adequately with society's problems
- Differentiate federal from state cases and criminal from civil cases.
- Read and understand cases and identify holdings.
- Understand the Supreme Court and its role in our legal system
- Reason by distinction and analogy to build arguments for opposing sides based on a hypothetical fact pattern and a governing rule of law.
- Analyze case law and the development of precedents
- Identify and resolve basic legal issues posed by hypothetical problems in the substantive areas of family, criminal, tort, contract, procedural and Constitutional law.
- Identify and resolve ethical issues posed by hypothetical problems in the areas of family, criminal, tort, contract, procedural and Constitutional law.
- Draft the content of simple legal documents including case summaries, briefs, pleadings and agreements.
- Enhance critical thinking, legal thinking, and reflective judgment practices

This course will also develop each student's ability to handle college level courses and specifically to: * take notes efficiently & effectively * interpret, access and use different information sources and evidence * select, synthesize and integrate material for further use * communicate effectively in an appropriate and accurate written form * interpret information from data presented in various forms * analyze tasks & make plans for tackling them * identify

and evaluate material with conflicting conclusions * frame and address problems and issues * identify and critically evaluate relevant information. *monitor personal progress, identify own strengths and weaknesses and implement ways of improving own learning.

IV. Course Objectives:

Objectives	Standards (optional)
<p>Students will: Trace development of Western political ideas of the rule of law</p>	<p>History/Social Studies Standards: ... * 10.1.3 Consider influence of U.S. Constitution on political systems in contemporary world. 12.1 Explain fundamental principles and moral values of American democracy as expressed in U.S. Constitution and other essential documents of American democracy. 12.1.3 Explain how U.S. Constitution reflects a balance between classical republican concern with promotion of public good and classical liberal concern with protecting individual rights, and discuss how basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.” * 12.1.6 Understand that Bill of Rights limits powers of federal government and state governments * 12.2 Evaluate and take and defend positions on scope and limits of rights and obligations as democratic citizens, relationships among them and how they are secured * 12.5.1 Understand changing interpretations of Bill of Rights over time, including interpretations of basic freedoms (religion, speech, press, petition, and assembly) articulated in due process and equal protection of law clauses of Fourteenth Amendment. * 12.5.2 Analyze judicial activism</p>
<p>Legal and Government Services Standards: Students will:</p>	<p>B1.0 develop and articulate reasoned, persuasive arguments in support of public policy options or positions. C1.0 apply cognitive, critical thinking and problem solving skills to formulate solutions to problems common to protective services (and law). B.2.0 Understand methods to gain consensus for resolution of differing opinions and positions and gain support for new policies or policy changes B.3.0 Understand how to formulate plans and policies to meet social, economic, an physical</p>

	needs. B.4.0 Understand methods to acquire, analyze, and disseminate information and interpret laws to facilitate clear and positive communication; B8.0 Understand application of laws and policies to protect or disclose information, as appropriate. B9.0 Understand foundation of national and state law and the important elements of trial procedure
Common Core State Standards – English Language Arts and Literacy in History/Social	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. English Language Arts, Speaking and Listening, 1. > Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. English Language Arts, Speaking and Listening 3. > Present information, findings, and supporting evidence so listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience – English Language Arts, Speaking and Listening 4 > Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Literacy in History/Social Studies, Reading 1 > Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Literacy in History/Social Studies, Reading 7 > Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. Literacy in History/Social Studies, Reading 8 > Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take. Literacy in History/Social Studies, Reading 9. > Write arguments to support claims in an analysis of substantive topics and texts using valid reasoning and relevant and sufficient evidence. Literacy in History/Social Studies, Writing 1. > Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation> Literacy in History/ Social Studies, Writing 7. > Gather relevant information from multiple print and digital sources to assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. – Literacy in History/Social Studies, Writing 8.</p>

V. **Course Outline:**

Unit I: Introduction to Law and the American Legal System

- Laws and Values
- Human Rights (Universal Declaration of Rights, Constitution, Bill of Rights)

- Balancing Rights with Responsibilities
- Kinds of Laws (Civil: regulate relations between private individuals; Criminal: regulate public conduct; *NOTE: sometimes the same act or wrong can be tried as both a civil and criminal case; criminal cases require higher standard of evidence for conviction/penalties are usually more severe.*)
- Our Constitutional Framework (sets forth guidelines for organization of government, lists government's powers and limits, outlines freedoms of United States citizens; designates balance of power and three branches of government and shared power of federal and state governments; amendment process)

Text: *Street Law*, Chapter 1, pp. 1-18 plus supplemental readings

Unit 1 of *Foundations of Law*, EDC curriculum available at <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Web Resources:

Cases: *Regina v. Dudley and Stephens* (actual court's decision in the "Case of the shipwrecked sailors" http://www.justis.com/titles/iclr_bqb14040.html)

Constitution and Amendments:

* National Constitution Center <http://www.constitutioncenter.org> * Constitutional Law http://topics.law.cornell.edu/wex/Constitutional_law * Second Amendment (constitutional debates) http://www.usconstitution.net/consttop_2nd.html Justice Learning (articles, etc. re constitutional issues) <http://www.justicelearning.org/home.asp>

Additional Web Resources:

* U.S. Depart. of Justice/mission statement <http://www.usdoj.gov/02organizations/index.html>
 * American Civil Liberties Union <http://www.aclu.org>
 * Universal Declaration of Human Rights <http://www.un.org/Overview/rights.html>
 * Human Rights Web <http://www.hrweb.org/legal/undocs.html#CPR>
 * Amnesty International <http://www.amnestyusa.org/>
 * Human Rights USA <http://www.hrusa.org>
 * Kitty Genovese Story (Court TV) http://www.crimelibrary.com/serial_killers/predators/kitty_genovese/1.html

Essential Questions for Discussion and Writing (Short Essays) (Unit-Specific class handout) * Why do people create laws? What is the purpose of law in society? * What are justice and injustice? * How and why is power divided in the U.S. legal system? * How and why has the concept of "we the people" changed over time? * What processes can be used to uphold or change laws? * What are the roles of professionals, the community, and youth in maintaining the rule of law? * How do you distinguish between law and policy?

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. *NOTE:* There will be opportunities for relearning and retesting.

Unit II– Historical Basis and Current Structure of the American Legal System'

- Historical Basis of American Law (Before Independence, Results of the Revolution, Influence of Political Theories, Balance as the Key to Success)
- Modern Legal System (Jurisdiction, rules of preemption)
- Overview of Lawmaking, Sources of Law (Legislatures, Government Agencies, Courts, International Law)
- The Role of the Executive Branch
- Distinction between law and public policy
- The role of voters, lobbyists, and community advocacy groups in the American Legal System (the people as the "fourth branch" of government)

Text: Street Law, Chapter 2; Introduction and excerpts from A Short History of American Law, Legal System in Action,” EDC Foundations in Law course, <http://lawandjustice.edc.org>.

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Essential Questions for Discussion and Writing (Short Essays) (unit-specific classroom handout) *

What are some of the major events and major influences in the evolution of the American legal system? In what way/s did they impact the evolution of the American legal system? * To what extent do our laws reflect American society? What factors shape the development of laws and public policies? * What factors affect the real-world consequences of a law? * In what ways do laws and public policy decisions expand or limit the powers of the different branches and levels of government and affect individuals and communities? * What role do advocacy organizations play in responding to and influencing the legal system? * How can citizens --- including youth – work to improve the U.S. legal system?

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit III – The Courts

- Purpose and Effect of Judicial Law (Characteristics of Judicial Law, Clarification of the Law, Protection of the Law)
- Structure of the Judicial System (Trial versus Appellate Courts, Federal Court Systems, U.S. District Courts, Special Federal Courts)
- State Court System
- Process of Legal Analysis (Legal Analysis of Case Law (Judicial Options), the Facts, the Legal Issue, the Law, the Rule, Statutory and Administrative Analysis, Application of Legal Analysis)
- Tribal Courts (Native American reservations, disputes)
- International Courts (United Nations, issues related to international law and justice)

Text: Introduction to Law, Chapter 2, pp. 31 – 67; Street Law, Chapter 5; Unit 2: “The Legal System in Action,” EDC Foundations in Law course, <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Web Resources:

About U.S. Federal Courts: <http://www.uscourts.gov/about.html>

State Courts: http://www.ncsconline.org/D_KIS/info_court_web_sites.html

U.S. Supreme Court: <http://www.uscourts.gov>

International Court: <http://www.un.org/law/>

Case Study: the Case of Gideon v. Wainwright

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit IV – Legislation

- The Legislative Branch
- Purpose of Legislation
- Legislative Process (Path from Concept to Law, Constitutional Amendments, Function of Lobbyists, Public Hearings and Sessions, Publication of Legislation,
- Legislation and Judicial Review
- International Law Making

Text: Introduction to Law, Chapter 3, pp. 69 -85; Street Law, Chapter 1 (excerpt), pp. 19-24; Legal

System in Action,” EDC *Foundations in Law* course, <http://lawandjustice.edc.org> Use of text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Web Resources: How Our Laws are Made <http://thomas.loc.gov/home/lawsmade.toc.html>

How An Idea Becomes Law <http://www.leg.state.or.us/process.html>

How a Bill Becomes a Law <http://votesmart.org/education/how-a-bill-becomes-law>

How a Bill Becomes Law (California) <http://www.leginfo.ca.gov/bil2lawd.html>

Media Resources: *Thurgood Marshall: Justice for All*

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit V – The Legal Professional (mini-unit)

- Who are Today’s Legal Professionals (Judges, Lawyers, Paralegals, Law Office Administrators, Support Personnel, Quasi Legal Professionals)
- The Role of Lawyers – History of Lawyering, Fundamental Lawyering Skills (problem solving, legal analysis and reasoning, legal research, factual investigation, communication, counseling, negotiation, litigation and alternative dispute resolution procedures; organization and management of legal work; recognizing and resolving legal dilemmas) (Source: American Bar Association (ABA) Task Force report on the legal profession (The MacCrate Report), which outlined lawyering skills.), Role of lawyers in the legal system
- Other Legal, Public Service, and Governmental Professions

Text: Introduction to Law, Chapter 5, pp. 111 -135; Street Law, Chapter 6

Unit 2: “The Legal System in Action,” EDC *Foundations in Law* course, <http://lawandjustice.edc.org>

Web Resources:

American Bar Association: <http://www.abanet.org/legalservices/lris/directory/>

State Bar Association:

http://www.calbar.ca.gov/state/calbar/calbar_home_generic.jsp?sCategoryPath=/Home/Public%20Services

NALP- Association for Legal Career Professionals <http://www.nalp.org/>

Lawyers & Other Legal Services Professionals (job and career information) The Riley Guide

<http://www.rileyguide.com/law.html>

Attorney-Client Relationship: <http://library.findlaw.com/1999/May/25/131343.html>

Learning Activities include: Field Trips to Superior Court and Federal Court; classroom panel of Legal Professionals; Case Studies

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit VI– Criminal Law

- Definitions and Categories of Crime – Categories, Definition/s, and Elements of Criminal Conduct
- Nature and Causes of Crimes
- Nature and History of Crime in America, including: *Crime Statistics and their implications; Preventing and Reporting; Issues, Trends, Measurements*
- Parties to Crime – Who are the Criminals?: *Principal in First Degree, Principal in Second Degree, Accessory Before the Fact, Accessory After the Fact, Parties to Crime under Model Penal Code; Youth, Gangs, and Violence; Swindlers and Con Artists; Psychopaths; Other*

- Who are the Victims?: Victims of Crime; Victims' Rights,
- Elements of Serious Crimes: *Inchoate Offenses, Miscellaneous Offenses Felony Crimes*
- Crimes Against Person: *Homicide, Suicide, Assault and Battery, Rape, Hate Crimes*
- Crimes Against Property: *Arson, vandalism, larceny, grand larceny, robbery, burglary, extortion, thief, forgery, receiving stolen property, unauthorized use of a vehicle, identify thief, cyber crimes*
- State and Federal Crimes
- White-Collar Crime, Crimes of Omission, Preliminary Crimes
- Defenses to Charges of Criminal Conduct (Common Defenses, Insanity Defense)
- Punishment (including alternatives to incarceration)
- Special Topics: Guns and the Law, Substance Abuse and Crime

Text: Criminal Justice in America, Chapter 1, pp. 5-26; *Introduction to Law*, Chapter 14, pp. 461-495; Street Law, Chapters 7 – 10; Unit 3: “Criminal Law and the Pursuit of Justice,” Foundations in Law, EDC, <http://lawandjustice.edc.org>

Use of text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Web Resources:

National Criminal Justice Reference Service: <http://www.ncjrs.org/whatsncjrs.html>

National Crime Prevention Council (types of crimes, issues, crime prevention tips, facts, statistical trends): <http://www.ncpc.org/topics/>

Organized Crime Web Links (history, structure, tactics)

http://www.yorku.ca/nathanson/Links/links.htm#General_Overview

National Center for Victims of Crimes: <http://www.ncvc.org/>

USDOJ: Office of Victims of Crime: <http://www.ojvp.usdoj.gov>

Essential Questions for Discussion and Writing (short Essays) (class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit VII– Criminal Procedure

- Criminal Procedure and the Constitution- 4th, 5th, 8th, and 14th Amendment: Due Process; Search and Seizure; Double Jeopardy, Self Incrimination; Speedy Trial, Impartial Jury, Confrontation; Bail, Cruel and Unusual Punishment
- Early Stages of Criminal Procedure: Pre-Arrest; Arrest and Interrogation; Bail; Information: Preliminary Hearing and Arraignment; Trial, Appeal, and Sentencing
- Investigation: probable cause, warrant, arrest, custody; search and seizure
- Proceedings Before Trial – Pretrial Activities (Booking and Initial Appearance; Bail and pretrial release; Alternatives to Bail - Release on Recognizance (ROR), Property Bonds, Deposit Bail, Conditional Release, Third-Party Custody, Unsecured Bonds, Signature Bonds; Pretrial Release and Public Safety; Information
- Preliminary Hearing; Grand Jury (when appropriate); Arrangement and Pleas; Motions – Exclusionary Rule, Plea Bargaining
- Criminal Trial – Nature and Purpose, Trial by Jury and Jury Selection, Right to Speedy and Public Trial, Right to Compulsory Process and to Confront Witnesses; Freedom from Self Incrimination, Right to an Attorney, Criminal Appeals, Appeals
- Stages of Criminal Trial - Trial Initiation: Jury Selection; Opening Statements, Presentation of Evidence (types of evidence, direct evidence, circumstantial evidence, real evidence), Evaluation of Evidence, Testimony of Witnesses (Children as Witnesses, Hearsay Rule), Closing Arguments, The Judge’s Charge to the Jury, Jury Deliberations and Verdict
- Defenses - No Crime Has Been Committed; Defendant Did Not Commit the Crime/Alibi;

Defendant Committed a Criminal Act, but the Act was Excusable or Justifiable; Defendant Committed a Criminal Act but is Not Criminally Responsible for Her/His Actions Justifications (self-defense, defense of others, defense of home and property, necessity, consent, resisting unlawful arrest)

- Excuses (duress, age, mistake, involuntary intoxication, unconsciousness, provocation, insanity, M’Naghten Rule, irresistible impulse, Durham Rule, Substantial Capacity Test, Brawner Rule, insanity defense, guilty but mentally ill, temporary insanity, diminished capacity, mental incompetence)
- Procedural defenses (Entrapment, Double Jeopardy, Collateral Estoppel, Selective Prosecution, Denial of a Speedy Trial, Prosecutorial Misconduct, Police Fraud)
- Problems with the Jury System: Improving the Adjudication Process

Text: *Criminal Justice Today*, Chapter 10, pp. 368 – 399; pt. of Chapter 4, pp. 137 -152; *Introduction to Law*, Chapter 15, pp. 497 – 537; *Street Law*, Chapter 11 – “Defenses,” Chapter 12 – “Criminal Justice Process – The Investigation”

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Essential Questions for Discussion and Writing (short Essays) (class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit VIII Sentencing and Corrections

- Philosophy and Goals of Criminal Sentencing (Retribution, Incapacitation, Deterrence, Rehabilitation, Restoration),
- Indeterminate Sentencing,
- Structured Sentencing - proportionality, equity, social debt
- Innovations in Sentencing, Pre-sentence Investigation, Victim – Forgotten No Longer, Modern Sentencing Options (Fines)
- The Death Penalty, Corrections (Purpose of Punishment, Probation and Parole – the Plusses and Minuses, Legal Environment
- Intermediate Sanctions
- Capital Punishment
- Corrections and Prison System, Future of Corrections

Text: *Criminal Justice Today*, Chapter 11 – 13, pp. 400-523; *Street Law*, Chapter 15

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Supplemental resources: The Human Side of Incarceration (video series)

<http://channel.nationalgeographic.com/series/lockdown/4885/Overview#ixzz1NZVNAYOg>

Questions for Critical Analysis: * How can punishing a wrongdoer be reconciled with the concept of rehabilitation? * How does the limitation of “good time” along with fixed sentencing make a prison warden’s job more difficult? * How do mandatory sentences lead to a disproportionate number of persons from minority groups in prison? * What are some of the arguments that proponents of the death penalty offer in its favor? What are some of the arguments that opponents offer against it?

Media Resources: *Dead Man Walking* (1995) film

Other Instructional Resources include:

The Sentencing Project <http://www.sentencingproject.org/template/page.cfm?id=105>

The W. Haywood Burns Institute (focused on reducing racial disparities in the juvenile justice system <http://www.burnsinstitute.org/article.php?id=71>

National Center for Victims of Crime <http://www.ncvc.org/ncvc/Main.aspx>
Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Semester Exam – includes both short answer and essay questions; includes content from Units I-VIII

Unit IX – Juvenile Justice

- Juvenile Justice Throughout History - Earliest times, Juveniles in Early America, the Institutional Era (*House of Refuge, Chicago Reform School*), Juvenile Court Era
- Categories of Children in the Juvenile Justice System - delinquent children, undisciplined children, dependent children, neglected children, abused children, status offenders
- Problems/Challenges of Children Today - drug and alcohol abuse, violence, gangs, sexual abuse, other forms of abuse
- Legal Environment - *Kent v. U.S. (1966)*, *In re Gault (1967)*, *In re Winship (1970)*, *McKeiver v. Pennsylvania (1971)*, *Breed v. Jones (1975)*, *Schall v. Martin (1984)*, *Illinois v. Montanez (1996)*
- Legislation Concerning Juvenile Justice, the Legal Rights of Juveniles
- Juvenile Justice Process - Adult and Juvenile Justice Compared, How the System Works - Intake and Detention Hearings, Adjudication, Disposition, Post-adjudicatory Review
- Post-Juvenile Court Era

Text: *Criminal Justice Today*, Chapter 15, pp. 578 – 617; *Street Law*, Chapter 16

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Supplemental text: excerpts from *They Broke the Law – You Be the Judge*, Judge Tom Jacobs; Use of supplemental text: Each student will review at least three different juvenile justice cases, consider sentencing options, and compare his/her own decision with that made by the actual juvenile judge in the case, and write a short reflective essay related to each case.

Web Resources: (partial list):

Juvenile Justice Clearinghouse: <http://www.criminology.fsu.edu/jjclearinghouse/about.html>

Juvenile Justice: <http://www.ncjrs.gov/app/topics/topic.aspx?topicid=122>

Juvenile Justice in California Facts and Issues: <http://ca.lwv.org/jj/>

Essential Questions for Discussion and Writing (Short Essays) (unit-specific classroom handout)

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit X – Consumer and Business Law

- Elements of a Valid Contract (at least two Parties, Parties who have Legal Capacity, Manifestation of Assent by all Parties, Consideration that Supports a Legal and Enforceable Promise);
- Third-Party Involvement in Contracts (Third-Party Contracts, Assignment and Delegation)
- Written and Oral Contracts
- Minors and Contracts,
- Illegal Contracts;
- Problems in Creating or Enforcing Contract (Terms of the Contract, Unconscionable Contracts, Fraud in Contracts, Statute of Frauds);
- Defenses to an Allegation of Contract

- Remedies for Breach of Contract
- Credit and Other Financial Services (basics about bank account, an introduction to credit, paying for college, cost of credit, default and collection practices)
- Deceptive Sales Practices (door-to-door and telephone sales, referral sales, advertising and the consumer, bait and switch, mail order sales, internet commerce, repairs and estimates)
- Becoming a Smart Consumer (consumer protection, protecting your rights as a consumer, direct action, taking your case to court)
- Cars and the Consumer; Housing and the Consumer (Leases, Landlord-Tenant Negotiations; Homelessness – Is there a right to Housing?)

Text: Introduction to Law, Chapter 9, pp. 239-273; *Street Law*, Chapters 23 – 29

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Essential Questions for Discussion and Writing (short Essays) (class handout)

Assessments: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks.

Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit XI – Family Law

- Law and American Family (Law from Birth to Death, What is a Family?)
- Marriage and Annulment (Legal Aspects of Marriage, Ante-nuptial (Prenuptial) Agreements, Requirements for Marriage, Annulment, Common Law Marriage, Marriage Relationship, Effects of Tort and Criminal Law on Domestic Relations, Step-parents, Financial Responsibilities, Decisions in a Marriage, Spousal Abuse)
- Ending Marital Relationship (Jurisdiction, Grounds for Dissolution of Marriage, Legal Separation, Temporary Orders)
- Parents and Children (Responsibilities Between Parents and Children; Child Abuse and Neglect)
- Custody (Who Gets Custody?, Joint Custody, Enforcement of Custody)
- Child Support (Child Support Guidelines, Modification of Support, Failure to Pay)
- Visitation, Foster Care and Adoption, Property and Debt Division (Separate Property, Community Property, Pensions and Employer Benefit Program, Marital Debts), Maintenance (Alimony or Spousal Support)
- Non-marital Relationships (Legal Issues for Single Persons in Nontraditional Relationships)
- Reproductive Law (Paternity, Adoption, Fertility and Surrogacy)
- Government Support for Families and Individuals (Economic Benefits, Health Benefits, Educational Benefits)

Text: Introduction to Law, Chapter 16, pp. 539 – 598; *Street Law* – Chapters 30 – 35

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit XII – Tort Law: Lawsuits and Liability: the Civil Justice System

- What is Tort? The Idea of Liability: “In criminal law, when someone commits a wrong, we call it a crime. In civil law, when a person commits a wrong, it is called a tort.”
- Goals of the civil justice system
- Development of Tort Law: Idea of Torts: Yesterday, Today, and Tomorrow and influences on

- the development of law and public policy related to tort liability
- Types of Torts; Terminology in Torts
 - Intentional Torts (against person, against property)
- Negligence (elements: duty, breach, causation, damages, defenses)
- Strict Liability (dangerous activities and animals, defective products, defenses)
- Employment and Torts
 - Taking Your Case to Court
 - Tort Defenses
 - Damages in Tort Actions, Types of Damages * Insurance
 - Torts and Public Policy

Text: Introduction to Law, Chapter 11, pp. 325 – 387; *Street Law*: Chapters 18-22; Unit 4: “Lawsuits and Liability,” *Foundations in Law Course*, EDC, <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Website for Coyote v. Acme: <http://www.legalnews.net/quotes/wilee.htm>

Essential Ideas: The Civil justice system seeks to regulate relationships, remedy harms, and resolve disputes among individuals, corporations, and government entities; * Civil litigation can promote individual, corporate, and government accountability, but can also impose costs on society due to excessive damage awards and frivolous lawsuits; * Law and public policy related to tort liability are shaped by the experiences and perceptions of the public, special interest groups, advocacy organizations, and the media.

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Problem Sets: Problem Sets on Personal Injuries, Lung Cancer Deaths and the Cigarette Companies, Product failure, Insurance; Torts That Harm, Negligence, Bartender Liability, First Responders, Should Gun Manufacturers be Held Liable?

Case Studies: You Be the Judge: Bullying, Real Property and Reasonable Interference, Cigarettes and the Law The Pyrotechnics Nightclub Fire, Driving While Yapping – Changes in the Law; Keeping the Public Safe and Informed (Strict Liability, Product safety)

Assessment: Pre-Unit Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks.

Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

Unit XIII - Individual Rights and Liberties

- Introduction to Constitutional Law (Basic Constitutional Law Principles, Amendments to the Constitution)
- Freedom of Speech- Importance of Freedom of Speech, Obscenity, Defamation, Commercial Speech; Fighting Words, Offensive Speakers, and Hostile Audiences; Time, Place, and Manner Restrictions
- Freedom of the Press – Prohibiting Publication, Denying the Press Access to Information, Requiring Press to Disclose Information
- Expression in Special Places – The First Amendment in Public Schools, First Amendment in Prison and Military * Freedom of Religion (Establishment Clause, Free Exercise Clause)
- Due Process – Substantive Due Process, Procedural Due Process
- Right to Privacy – Development of Right to Privacy, Privacy in Home and at School, Information Gathering and Privacy, Reproductive Rights and Privacy
- The Fourteenth Amendment and the Equal Protection Clause; Civil Rights
- Discrimination – What is Discrimination?, Discrimination Based on Race, National Origin, and Citizenship; Discrimination Based on Gender and Sexual Orientation; Discrimination Based on Age and Disability, Housing Discrimination
- Rights Responsibilities in the Workplace – Looking for a Job, Conditions on the Job, Losing a Job

(NOTE: Law Academy Students will take another course in their program of study that involves more in depth study of Constitutional Law.)

Text: *Street Law*, Chapters 36 – 44 (excerpts); Unit 5: “Equal Justice Under the Law: Social, Political, and Legal Equality,” EDC *Foundations in Law* Course, <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Web Resources: <http://www.landmarkcases.org>, <http://www.washingtonpost.com/wp-dyn/nation/courts/supremecourt/>

Learning Activities include: Work on Student Portfolio

Essential Questions for Discussion and Writing (short Essays): * In what ways does the U.S.

Constitution protect civil rights? * How do individual actions and advocacy influence the legal system to change discriminatory laws and policies? * In what ways have past civil rights movements informed current efforts to advance equal protection under the law?

Assessment: Pre-Unit Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

XIV International Law and Human Rights

Unit Topics include:

- > History and context of the Universal Declaration of Human Rights
- > Purposes of international treaties and declarations
- > Role of inter-governmental and non-governmental (often grassroots) organizations in promoting and safeguarding human rights
- > International debates around the codification, interpretation, and enforcement of human rights
- > Relationship between international and domestic law
- > A deeper dive on human rights issues related to child labor
- > Advocacy on a human rights issue of choice

Essential Understandings include:

- Human rights are defined as rights we all have simply because we are human, but there is an international debate about the nature and extent of universal human rights.
- Human rights are codified, enforced, and interpreted through both domestic and international bodies.
- Enforcement of human rights by domestic courts, inter-governmental organizations, and international tribunals is challenging because of several factors, including national sovereignty and difficulties in monitoring abuses.
- Some of the strategies for promoting human rights throughout the world include data collection, education campaigns, court cases, and direct action.

Essential Questions include: * What are human rights? What are the debates around the concept of universal human rights? * How are human rights codified, enforced, and interpreted? * What challenges exist in the protection of human rights? * What rules do people in the fields of law, law enforcement, and advocacy play in the protection of human rights?

Learning activities involve: reviewing and/or researching/locating, analyzing, synthesizing, and applying information about human rights issues; writing to inform and persuade; problem solving; critical thinking

Text: Unit 6: “International Law and Human Rights,” *Foundations in Law*, EDC Curriculum <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map related to international law and human rights, respond to select questions related to the unit, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write a summary and/or brief regarding at least one of the major court decisions/international tribunal decisions included

in this unit.

Assessment: Pre-Unit Quiz, Unit Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

XV Special Topics in Law: Law and Advocacy, Law and Terrorism, Immigration Law

Students will choose one of three special legal topics and complete an in-depth study on an aspect of their particular chosen topic. Students will research, write, and prepare an interactive class presentation for their peers.

Topic choices include:

A) Law and Advocacy

- Art of Advocacy
- Lobbying
- Voting
- Campaign Finance Reform

Text: *Street Law*, Chapter 3

Learning Activities: Work on Student Portfolio; Writing to Change the World Assignment (class handout) Advocacy Project: Taking Action (class handout on CARGO project – Community Action Research GO; advocacy-related Service Learning Project)

Essential Questions for Discussion and Writing (short Essays) (Unit-specific class handout)

B) Law and Terrorism

- Law in Times of War
- Surveillance and Searches
- Detention and Interrogation
- Rights at Trial
- Emergency Powers and Civil Liberties
- American Law Post 9-11 and the Patriot Act (under President Bush, under President Obama, the future of the Patriot Act)

Text: *Street Law* – Chapter 17 “Law and Terrorism”

Web Resources on the Law and Terrorism: <http://www.apsu.edu/oconnort/3030/3030links.htm>

Essential Questions for Discussion and Writing (short Essays, See Key Assignments List)

Learning Activity: Read and report on Jeffrey Norwitz’ article “Combating Terrorism: with a Helmet or Badge”. In your report, assess the problems of treating terrorism as a crime with traditional law enforcement and courtroom procedures. * Analyze the breadth of conspiracy law in relation to anti-terrorism laws being used

Extended learning activities: Conduct a mock trial of Adam Gadahn, aka Adam Yahiyeh Gadahn, aka Azzam the American. OR Pretend you are legislators debating the sunset provisions of the Patriot Act. Learn which provisions are subject to sunset (despite having been extended), and argue them out, conducting a vote at the end.

C) Immigration Law

- The Concept of Citizenship and Laws Governing Citizenship * Constitutional Foundations of Immigration Law * Rights of Immigrants in the Social Context * Admissibility and Removal, Removal After Admission * Protection from Persecution * Persons Coming Temporarily – Non-immigrants * Immigrants -- Family-based, Employment-based * Permanent Residence for Persons Already in the U.S. * Relief from Removal and Amelioration of Removal Grounds * Laws Governing Immigrants and Non-immigrants * Judicial and Administrative Review

Text: Introduction to Law and packet of immigration law readings: New York Times editorials: “Is It Fixed Yet,” September 9, 2007 and “Ain’t That American,” October 22, 2007 * Preston, Julie, “No Need

for a Warrant, You're an Immigrant," New York Times, October 22, 2007 * Krikorian, Mark, "Fewer Migrants Mean More Benefits," The Los Angeles Times, September 24, 2007 * Ewing, Walter A., "Missing the Target: Anti-Immigrant Ordinances Backfire," Perspectives on Immigration, American Immigration Law Foundation, August 21, 2007. * Letter on Immigration Reform to Congressional Leaders from 12 State Governors

Web resources: United States Department of Justice Executive Office for Immigration Review

<http://www.usdoj.gov/eoir/>; Text of the USA Patriot Act

<http://thomas.loc.gov/cgi-bin/query/z?c107:H.R.3162.ENR>:

Center for Immigration Studies <http://www.cis.org>

Essential Questions for Discussion and Writing: * Who is a citizen and what is the meaning of U.S. citizenship? * Who can come to this country as an immigrant, a visitor, or a refugee? * When and why can non-citizens in the United States be forced to leave? * What is the appropriate balance between openness to outsiders and national security?

Learning Activity: Student-organized Forum on Immigration Law; classroom speaker – Immigration Law; Student-produced Guide to Legal Resources for Non-immigrants

Use of Text: Based on her/his chosen topic, each student will complete a concept map of the respective chapter, respond to select questions related to the respective chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Assessment: Unit Quizzes tailored to each of the three units of study; Post-Presentation Quizzes Using Student-Created Assessments, Rubric for Student Presentations

Unit XVI – The Law and Ethics

- How Law and ethics Interrelate (Legal Ethics and their Impact on Professionals, Ethical Standards, Ethical Canons and Rules)
- The Common Law – Duty to Keep Promises (contract law); Duty to Do No Harm (tort law); Case Study: Duty to Rescue (Video) – Soldano v. O'Daniels
- The Constitution and Speech – Freedom of Speech, Hate Speech
- The Constitution and Equality – Equal Protection, Affirmative Action (Essay assignment: Affirmative Action or Reverse Discrimination)
- Workplace Ethics: Employment-at-Will, Wrongful Discharge; Whistle-blowing; Employee's Right to Privacy vs. Drug Testing (Short Essay assignment: Should Concern for Drug Abuse Override Concerns for Employee Privacy?)
- The Result of Ethical Violations

Text: *Introduction to Law*, Chapter 6, pp. 137- 165

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding Case Study decisions included in this unit.

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

End of Course- Student Portfolio Presentations, Reflective Learning Paper, Review for Final, Final Exam (Final includes major concepts from entire year, but emphasizes Units IX-XVI; short answer and essay)

VI. Texts and Supplemental Materials:

Unit I: Introduction to Law and the American Legal System

Text: Street Law, Chapter 1, pp. 1-18 plus supplemental readings

Unit 1 of Foundations of Law, EDC curriculum available at <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Web Resources:

Cases: Regina v. Dudley and Stephens (actual court's decision in the "Case of the shipwrecked sailors"

http://www.justis.com/titles/iclr_bqb14040.html

Constitution and Amendments:

* National Constitution Center <http://www.constitutioncenter.org> * Constitutional Law

http://topics.law.cornell.edu/wex/Constitutional_law * Second Amendment (constitutional debates)

http://www.usconstitution.net/consttop_2nd.html Justice Learning (articles, etc. re constitutional issues)

<http://www.justicelearning.org/home.asp>

Additional Web Resources:

* U.S. Depart. of Justice/mission statement <http://www.usdoj.gov/02organizations/index.html>

* American Civil Liberties Union <http://www.aclu.org>

* Universal Declaration of Human Rights <http://www.un.org/Overview/rights.html>

* Human Rights Web <http://www.hrweb.org/legal/undocs.html#CPR>

* Amnesty International <http://www.amnestyusa.org/>

* Human Rights USA <http://www.hrusa.org>

* Kitty Genovese Story (Court TV)

http://www.crimelibrary.com/serial_killers/predators/kitty_genovese/1.html

Unit II– Historical Basis and Current Structure of the American Legal System'

Text: Street Law, Chapter 2; Introduction and excerpts from A Short History of American Law, Legal System in Action," EDC Foundations in Law course, <http://lawandjustice.edc.org>.

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Unit III – The Courts

Text: Introduction to Law, Chapter 2, pp. 31 – 67; Street Law, Chapter 5; Unit 2: "The Legal System in Action," EDC Foundations in Law course, <http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Web Resources:

About U.S. Federal Courts: <http://www.uscourts.gov/about.html>

State Courts: http://www.ncsconline.org/D_KIS/info_court_web_sites.html

U.S. Supreme Court: <http://www.uscourts.gov>

International Court: <http://www.un.org/law/>

Case Study: the Case of Gideon v. Wainwright

Unit IV – Legislation

Text: Introduction to Law, Chapter 3, pp. 69 -85; Street Law, Chapter 1 (excerpt), pp. 19-24; Legal System in Action," EDC Foundations in Law course, <http://lawandjustice.edc.org> Use of text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Web Resources: How Our Laws are Made <http://thomas.loc.gov/home/lawsmade.toc.html>
 How An Idea Becomes Law <http://www.leg.state.or.us/process.html>
 How a Bill Becomes a Law <http://votesmart.org/education/how-a-bill-becomes-law>
 How a Bill Becomes Law (California) <http://www.leginfo.ca.gov/bil2lawd.html>

Unit V – The Legal Professional (mini-unit)

Text: Introduction to Law, Chapter 5, pp. 111 -135; Street Law, Chapter 6

Unit 2: “The Legal System in Action,” EDC *Foundations in Law* course, <http://lawandjustice.edc.org>

Web Resources:

American Bar Association: <http://www.abanet.org/legalservices/lris/directory/>

State Bar Association:

http://www.calbar.ca.gov/state/calbar/calbar_home_generic.jsp?sCategoryPath=/Home/Public%20Services

NALP- Association for Legal Career Professionals <http://www.nalp.org/>

Lawyers & Other Legal Services Professionals (job and career information) The Riley Guide

<http://www.rileyguide.com/law.html>

Attorney-Client Relationship: <http://library.findlaw.com/1999/May/25/131343.html>

Unit VI– Criminal Law

Text: *Criminal Justice in America*, Chapter 1, pp. 5-26; *Introduction to Law*, Chapter 14, pp. 461-495; Street Law, Chapters 7 – 10; Unit 3: “Criminal Law and the Pursuit of Justice,” Foundations in Law, EDC, <http://lawandjustice.edc.org>

Use of text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Web Resources:

National Criminal Justice Reference Service: <http://www.ncjrs.org/whatsncjrs.html>

National Crime Prevention Council (types of crimes, issues, crime prevention tips, facts, statistical trends): <http://www.ncpc.org/topics/>

Organized Crime Web Links (history, structure, tactics)

http://www.yorku.ca/nathanson/Links/links.htm#General_Overview

National Center for Victims of Crimes: <http://www.ncvc.org/>

USDOJ: Office of Victims of Crime: <http://www.ojp.usdoj.gov/ovc>

Unit VII– Criminal Procedure

Text: *Criminal Justice Today*, Chapter 10, pp. 368 – 399; pt. of Chapter 4, pp. 137 -152; *Introduction to Law*, Chapter 15, pp. 497 – 537; Street Law, Chapter 11 – “Defenses,” Chapter 12 – “Criminal Justice Process – The Investigation”

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Unit VIII Sentencing and Corrections

Text: *Criminal Justice Today*, Chapter 11 – 13, pp. 400-523; *Street Law*, Chapter 15

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.

Supplemental resources: The Human Side of Incarceration (video series)

<http://channel.nationalgeographic.com/series/lockdown/4885/Overview#ixzz1NZVNAYOg>

<p><u>Media Resources:</u> <i>Dead Man Walking</i> (1995) film</p> <p>Other Instructional Resources include:</p> <p>The Sentencing Project http://www.sentencingproject.org/template/page.cfm?id=105</p> <p>The W. Haywood Burns Institute (focused on reducing racial disparities in the juvenile justice system http://www.burnsinstitute.org/article.php?id=71</p> <p>National Center for Victims of Crime http://www.ncvc.org/ncvc/Main.aspx</p>
<p>Semester Exam – includes both short answer and essay questions; includes content from Units I-VIII</p>
<p>Unit IX – Juvenile Justice</p> <p><u>Text:</u> <i>Criminal Justice Today</i>, Chapter 15, pp. 578 – 617; <i>Street Law</i>, Chapter 16</p> <p><u>Use of Text:</u> Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.</p> <p><u>Supplemental text:</u> excerpts from <i>They Broke the Law – You Be the Judge</i>, Judge Tom Jacobs; <i>Use of supplemental text:</i> Each student will review at least three different juvenile justice cases, consider sentencing options, and compare his/her own decision with that made by the actual juvenile judge in the case, and write a short reflective essay related to each case.</p> <p><u>Web Resources:</u> (partial list):</p> <p>Juvenile Justice Clearinghouse: http://www.criminology.fsu.edu/jjclearinghouse/about.html</p> <p>Juvenile Justice: http://www.ncjrs.gov/app/topics/topic.aspx?topicid=122</p> <p>Juvenile Justice in California Facts and Issues: http://ca.lwv.org/jj/</p>
<p>Unit X – Consumer and Business Law</p> <p><u>Text:</u> <i>Introduction to Law</i>, Chapter 9, pp. 239-273; <i>Street Law</i>, Chapters 23 – 29</p> <p><u>Use of Text:</u> Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding several of the major court decisions included in this unit.</p>
<p>Unit XI – Family Law</p> <p><u>Text:</u> <i>Introduction to Law</i>, Chapter 16, pp. 539 – 598; <i>Street Law</i> – Chapters 30 – 35</p> <p><u>Use of Text:</u> Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.</p>
<p>Unit XII – Tort Law: Lawsuits and Liability: the Civil Justice System</p> <p><u>Text:</u> <i>Street Law</i>: Chapters 18-22; Unit 4: “Lawsuits and Liability,” <i>Foundations in Law Course</i>, EDC, http://lawandjustice.edc.org</p> <p><u>Use of Text:</u> Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.</p> <p><u>Website for Coyote v. Acme:</u> http://www.legalnews.net/quotes/wilee.htm</p> <p><u>Case Studies:</u> You Be the Judge: Bullying, Real Property and Reasonable Interference, Cigarettes and the Law The Pyrotechnics Nightclub Fire, Driving While Yapping – Changes in the Law; Keeping the Public Safe and Informed (Strict Liability, Product safety)</p>
<p>Unit XIII - Individual Rights and Liberties</p> <p><u>Text:</u> <i>Street Law</i>, Chapters 36 – 44 (excerpts); Unit 5: “Equal Justice Under the Law: Social, Political, and Legal Equality,” EDC <i>Foundations in Law Course</i>, http://lawandjustice.edc.org</p> <p><u>Use of Text:</u> Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Web Resources: http://www.landmarkcases.org,</p>

<http://www.washingtonpost.com/wp-dyn/nation/courts/supremecourt/>

XIV International Law and Human Rights

Text: Unit 6: “International Law and Human Rights,” *Foundations in Law*, EDC Curriculum

<http://lawandjustice.edc.org>

Use of Text: Students will complete a concept map related to international law and human rights, respond to select questions related to the unit, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write a summary and/or brief regarding at least one of the major court decisions/international tribunal decisions included in this unit.

XV Special Topics in Law: Law and Advocacy, Law and Terrorism, Immigration Law

Text: *Street Law*, Chapter 3

Text: *Street Law* – Chapter 17 “Law and Terrorism”

Web Resources on the Law and Terrorism: <http://www.apsu.edu/oconnort/3030/3030links.htm>

Text: Introduction to Law and packet of immigration law readings: New York Times editorials: “Is It Fixed Yet,” September 9, 2007 and “Ain’t That American,” October 22, 2007 * Preston, Julie, “No Need for a Warrant, You’re an Immigrant,” New York Times, October 22, 2007 * Krikorian, Mark, “Fewer Migrants Mean More Benefits,” The Los Angeles Times, September 24, 2007 * Ewing, Walter A., “Missing the Target: Anti-Immigrant Ordinances Backfire,” Perspectives on Immigration, American Immigration Law Foundation, August 21, 2007. * Letter on Immigration Reform to Congressional Leaders from 12 State Governors

Web resources: United States Department of Justice Executive Office for Immigration Review

<http://www.usdoj.gov/eoir/>; Text of the USA Patriot Act

<http://thomas.loc.gov/cgi-bin/query/z?c107:H.R.3162.ENR>:

Center for Immigration Studies <http://www.cis.org>

Use of Text: Based on her/his chosen topic, each student will complete a concept map of the respective chapter, respond to select questions related to the respective chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum.

Unit XVI – The Law and Ethics

Text: *Introduction to Law*, Chapter 6, pp. 137- 165

Use of Text: Students will complete a concept map of each chapter, respond to select questions related to each chapter, and use concepts and information from the text in learning activities, essays, presentations, debates, mock trials, and practicum. Students will write summaries and/or briefs regarding Case Study decisions included in this unit.

Essential Questions for Discussion and Writing (short Essays) (unit-specific class handout)

Assessment: Pre-Quiz, Chapter Quiz, and Benchmark Exam on essential multiple choice and short essay questions. Students must achieve at 90% or above mastery on essential course benchmarks. Students must demonstrate mastery of essential standards, including demonstrating knowledge and understanding of key legal concepts and applications. NOTE: There will be opportunities for relearning and retesting.

End of Course- Student Portfolio Presentations, Reflective Learning Paper, Review for Final, Final Exam (Final includes major concepts from entire year, but emphasizes Units IX-XVI; short answer and essay)

- VII. **Key Assignments:** Key assignments include mock trial, drafting a law, student portfolios, as well as final exams
- VIII. **Instructional Methods and/or Strategies:** Instructional methods will be varied in order to meet the learning needs of students in the class. Lecture, collaborative work, research, writing, reading as well as the use and incorporation of technology will all be utilized while teaching this course.
- IX. **Assessment Methods and/or Tools:** Assessments are also listed in course outline by Unit. They include writing assignments, exams, genuine assessment, student portfolio as well as mock trial/moot court.
- X. **Pacing Guide:**

Number of Teaching Days Allotted	Topic(s) to be Covered
15	Introduction to Law and the American Legal System Laws and Values Human Rights Balancing rights Kinds of Laws Constitutional Framework
7- 10	Historical Basis and Current Structure of the American Legal System
5	Courts
7-10	Legislation
3	Legal Professional
7-10	Criminal Law
15-20	Criminal Procedure (including Mock trial)
10	Sentencing and Corrections
10	Review and Semester Exam
10	Juvenile Justice
10	Consumer and Business Law
10	Family Law
15	Tort Law
10	Individual Rights and Liberties
10	International Law and Human Rights
15	Special topics in Law: Law And Advocacy, Law and Terrorism, Immigration Law
10	The Law and Ethics/ Final Exam

RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education

High School Course Proposal

COURSE TITLE: Introduction to Education

DEPARTMENT: Social Studies Department

HIGH SCHOOL SUBMITTING REQUEST:

J. W. North High School

DATE OF SUBMISSION: May 2013

COURSE NUMBER:

LENGTH OF COURSE: 1 school Year

NUMBER OF CREDITS: 10 credits

HIGH SCHOOL GRADUATION CREDIT:

Applying for A-G status

TARGETED GRADE LEVELS: 10-12

TARGETED STUDENT POPULATIONS:

Education and Human Services Academy

RECOMMENDED PREREQUISITE:

One or more social studies classes (World History,
Cultural Foundations, United States History, etc.)

**SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS:**

Yes x

No

**Riverside Unified School District
Instructional Services
Secondary Education Department**

High School Course Proposal

- I. **Course Purpose:** Students will study major issues that shaped public education in American History. Students will also explore the following:

What does it mean to be “well educated”?

How do I learn? How does know how their students learn influence how teachers instruct?

What is the history of public education in America?

Besides teaching in a classroom, what are some of the jobs in the education field?
How does a teacher plan and lead a lesson for students?

What are some of the current issues in education and education reform?

Course Description: Introduction to Education is an introduction to the philosophical, historical, legal, and societal principles that form the foundations of American education. Students acquire knowledge of both classical and contemporary issues in teaching and learning. Students engage in substantial reading, analysis, writing, and oral arguments and presentations regarding essential topics in education as well as beyond-the-classroom observations and practicum. In addition, each student completes at least one major research paper and a professional portfolio, demonstrating mastery and growth.

The course is aligned with both California standards for History/ Social Science and California Standards for the Teaching Profession.

- II. **Course Goals and/or Major Student Outcomes:**

Explain my theory and the theory of others about the purpose of education.”

Describe how I learn and how teachers should best teach to meet my needs as a learner.”

Outline the history of public education in America, specifically talking about the tensions between race, class, and ability and how those tensions have influenced education reform.”

Use specific pedagogical techniques to plan and lead a lesson for students.”

Describe many of the non-teacher jobs in education and how those jobs impact students in classrooms.”

Write an introductory paragraph for my essay that engages my reader and clearly states my thesis.”

III. Course Objectives:

Objectives	Standards (optional)
<p>Identify patterns of the American education system as it has developed from European precedents to the present, as well as understand the impact of different philosophical systems on our education system.</p> <p>Analyze the relationship between educational theory and actual classroom practice through various readings, films, and focused activities including observation-based field experiences.</p> <p>Compare and contrast the professional and ethical aspects of teaching.</p> <p>Explain the school as an agent of socialization, a basic cultural institution that serves and values a diverse population</p> <p>Apply knowledge of the philosophical theories of American education and begin to cultivate a philosophic perspective on life in schools.</p> <p>Understand the changes that innovations in technology bring to the classroom.</p> <p>Articulate her/his beliefs about the nature of teaching and learning (Instructional theory)</p> <p>Research, examine, and propose behavioral values, standards, and limits in an educational setting.</p> <p>Identify the characteristics of effective teachers.</p> <p>Examine the critical issues for the contemporary teacher, specifically regarding employment opportunities and the required knowledge base, in addition to how our changing educational system will impact the future of teaching.</p> <p>Understand some basic yet critical issues regarding characteristics of today's students,, effective teaching, classroom</p>	<p>History-Social Science Standards Addressed Include: 1.3.1 Students compare present with past, evaluating consequences of past events & decisions & determining lessons learned. 1.3.2 Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, & understand that change is complicated & affects not only technology & politics but also values & beliefs. * Students show connections, casual & otherwise, between particular historical events & larger social (& educational...) trends & developments. 11.8.7 Describe effects on society (in particular education)...of technological developments since 1945, including computer revolution, changes in communication.... 11.11.3 Describe changing roles of women in society as reflected in entry of more women into labor force & changing family structure. (and impact on education)</p> <p>English-Language Arts Standards Addressed Include: Reading 2.2.2, 2.2.3,2.2.7, 2.3.1 - Prepare bibliography of reference materials for a report; Generate relevant questions about readings on issues that can be researched; Critique logic of functional documents; Verify & clarify facts presented in ...expository texts by using a variety of ... documents. Writing 1.3, 1.6, 1.7, 1.8 - Structure ideas & arguments in a sustained, persuasive, & sophisticated way & support them with precise & relevant examples; Develop presentations by using clear research questions & creative & critical research strategies; Use systematic strategies to organize & record information; Writing 1.8 Integrate databases, graphics, & spreadsheets into word-processed documents. Writing 2..3, 2.4, 2.4a Write persuasive and expository composition, including analytical essays and research papers. Writing Applications 2.4a Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. Writing 2.5 Write documents related to career development, including simple business letters and ob applications. a) Present information purposefully and succinctly and meet the needs of the intended audience. b) Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum); Writing 2.6</p>

<p>management/positive discipline, teacher-leadership, curriculum, assessment, scaffolding for student success, and communities of practice.</p> <p>Organize and establish structure and form for one's personal professional portfolio. Organize the portfolio in a manner that will address one's mastery (or progress toward mastery) of California Standards for the Teaching Profession and appropriate educational/ social science standards.</p>	<p>Deliver multimedia presentations</p> <p>Education Pathway Standards include: C1.0 Understand structure of education industry; C.2.0 Understand & apply operational procedures & organizational policies at various levels in education; C3.0 Understand important elements of physical, intellectual, emotional & social development of children & adolescents; C6.0 Understand roles of positive intervention, guidance, & discipline in educational environment; Understand role & purpose of standards-based instruction & assessment; C10.0 Understand role of instructional staff in supporting learning Process.</p>
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IV. **Course Outline:**

- Unit 1 History of Education
- Unit 2 Education in the Age of Change
- Unit 3 Social and Philosophical Perspectives on Education
- Unit 4 Changes of School Reform
- Unit 5 Profiles of Today's Learners
- Unit 6 Diversity in the Classroom: Culture, Class, Gender
- Unit 7 Individual Differences and Exceptional Students
- Unit 8 Teaching and Learning: Curriculum
- Unit 9 Teaching and Learning: Effective Instruction
- Unit 10 Classroom Management and Discipline: Creating a Culture of Respect

V. **Texts and Supplemental Materials:**

Teaching Today: An Introduction to Education, David E. Armstrong, Kenneth T. Hanson, Tom V. Savage, Pearson Education, 8th edition, 2008

Teaching, Sharleen L. Kato, The Goodheart-Willcox Company, Inc. 2010

VI. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
<p>Unit I History of Education</p> <p>Topics:</p> <p>Legacies from Europe (role of culture, origins of selected influences, medieval universities; influences of Comenius, Froebel, Johann Herbart, Herbert Spencer, Rousseau, & Pestalozzi)</p> <p>Development of American Education (Colonial Period to Independence, Independence to Civil War (including Common School Period), Civil War to 1900, 1900 to World War II (Industrialism's Affect on Schools, John Dewey and the Reform Movement), World War II to 21st Century (Multiple</p>	<p>Unit I History of Education</p> <p>Web Resources: History of American Education Web Project</p> <p>History of Education: Selected Moments of 20th Century (University of Toronto)</p> <p>http://www.oise.utoronto.ca/research/edu20/moments/</p> <p>Learning Activities: Seminar, Field Experiences, Project, Work on Professional Educator's Portfolio</p> <p><u>Assessment:</u> Pre—Unit Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test</p>

Intelligences and Constructionist)

Non-European Influences (Legacies from Africa, Islam, China's Confucian Tradition, Hinduism, other influences)

Unit II – Education in the Age of Change

Competing Views of Educational Quality

Foundations and Principles of Education
Complexity of Teaching

(multidimensionality, simultaneity, immediacy, unpredictability, public-ness, history)

Changes in Education (Changes in the Learner Population, Changes in Theories of Teaching and Learning: Constructivism, Multiple Intelligences)

Debates Regarding the Purposes of Education

Standards-Based Education

Accountability

Efforts to Ensure Teacher Quality: (INTASC – Interstate New Teacher Assessment and Support Consortium AND Praxis Assessments for Beginning Teachers

Keeping an Initial-Development Portfolio

Unit III: Social and Philosophical Perspectives on Education

Importance of Social & Philosophical Perspectives

Social Perspectives (Functionalist Perspective, Conflict Perspective)

Roles of Schools in Society (Transmission of general Culture, Dissemination of Knowledge, Preparation for the World of Work, Promotion of Social & Group Relationships, Encouragement of Social Change)

Philosophical Perspectives (Metaphysics (or Ontology), Epistemology, Axiology, Logic, Postmodern Philosophy)

Unit II – Education in the Age of Change

Essential Questions for Discussion and Short Essays:

In this unit, students will learn that many debates about education are rooted in different perceptions about what is a good society and how education should contribute to that society. What are your views of the good society? How does your view of the good society influence your views of what education ought to be?

- Schools reflect society and changes in society influence education. What do you see as changes that are occurring in society that will have an important impact on schools and education? What impact do you think these societal changes will have? How do you think teachers/schools should react to these changes?
- What is your response to constructivism, and why do you feel that way? Can you think of any of your own teachers operating in ways that are consistent with this approach? If so, provide some examples.

Learning Activities include:

- Interview with an Experienced Teacher (class handout)
- Using the 10 INTASC Principles, create a KWL chart. Keep this in your portfolio as we will revisit/update the chart at the semester and again at the end of the year.
- Work on Professional Educator's Portfolio

Assessment: Pre-Unit quiz, Chapter Quiz/Checking for Understanding, Benchmark Test

Unit III: Social and Philosophical Perspectives on Education

Short Essays:

- Response to a Quotation: “” I think one of the largest factors contributing to the issue of the achievement gap is that teachers fail to recognize the cultural aspects that are at play in the classroom, especially in cases where middle class teachers are responsible for children of poverty.” Megan Fuller, National Board Certified Teacher. Do you agree with Megan Fuller's statement that cultural aspects contribute to the achievement gap? Why or why not? Support your response with information from the textbook and/or other resources.
- In this unit you learned that roles of school include (1) transmitting the general culture; (2) disseminating academic knowledge; (3) preparing young people for the world of work; (4) promoting social and group relationships, and (5) encouraging social

<p>Educational Applications of Philosophical Ideas (Progressivism, Essentialism, Perennialism, Existentialism, Reconstructionism, Building a Personal Philosophy of Education)</p> <p>Unit IV: Challenges of School Reform Change: Educators' Constant Companion</p> <p>Systemic Reform</p> <p>Outcome goals</p> <p>School choice (vouchers, charter schools, open-enrollment, magnet schools)</p> <p>Changing teacher-evaluation and compensation</p> <p>School reform: emerging practices</p> <p>No Child Left Behind</p> <p>Common Core Standards</p> <p>School-business- postsecondary partners</p> <p>Full-service schools</p> <p>Design Thinking as Applied to Education and Educational Issues</p> <p>Unit V: Profiles of Today's Learners Varying Impressions of the Young</p> <p>Selected Characteristics of Today's Learners (Learners' Families, Poverty & Learners, Minority- Group Learners, Learners & Violence, Very Young Learners, Learners with Disabilities, Abused & Neglected Learners, At-Risk Learners, Learners' School to School Mobility)</p> <p>Patterns of Learner Development (Preschool & Kindergarten Learners, Learners in Grades 1 to 3, Grades 4 to 6, Grades 7 to 9, grades 10 to 12)</p> <p>Developing a Sense of Efficacy</p>	<p>change. Rank these functions in terms of their importance. Then write an essay in which you explain your rankings and justify your decisions.</p> <p><u>Learning Activities include:</u></p> <ul style="list-style-type: none"> Choose and research a school improvement idea such as small learning communities or vouchers. Use the functionalist and conflict perspectives to evaluate the proposed change. Will it benefit all? Is it designed to help students assume their role in society? Does it benefit certain groups? Who will gain power and who will lose power? <p><u>Assessment:</u> Pre-Unit Quiz; Chapter Quiz/Checking for Understanding; Benchmark Test</p> <p>Unit IV: Challenges of School Reform</p> <p><u>Essay Questions:</u> Supporters of systemic reform argue that, to achieve meaningful school improvement, multiple variables must be attacked simultaneously. Others argue that making multiple changes at the same time is so difficult that, in the end, no modifications to present practices will occur. They contend that incremental improvement that is achieved by addressing one problem at a time, in the long run, has more potential to improve schools than do all-encompassing systemic-reform initiatives. What are your own reactions to these arguments, and why do you take your position?</p> <p>Full-service schools attempt to bring together at one place a range of educational, health, legal, and social-welfare services. Professionals from these human-support-service organizations work cooperatively to help learners & their families. Supporters argue that making these services available at a school site allows learners & families to access them easily. Detractors contend that providing non-instructional services at schools diverts schools from their primary mission of teaching learners. Opponents also argue that full-service-school staffing costs may divert funds to support services that are unrelated to instructing young people. What are your own opinions of full-service schools, and why do you feel this way?</p> <p><u>Learning Activities:</u></p> <ul style="list-style-type: none"> Interview with a school district administrator and/or site administrator about the changes the district/site has made in response to the No Child Left Behind Act of 2001. What challenges has the district/site faced in responding to NCLB? What are both positive and negative outcomes? Are there any unintended outcomes? Design Thinking Project: Process and
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Unit VI: Diversity in the Classroom: Culture, Class, Gender

Diversity's Benefits

Multicultural Education (Establishing a Culturally Responsive Environment, Multiculturalism and Learning, Need for Accurate Information)

History of Attitudes Toward Minority-Group Learners

Desegregation & its Influences on Learners (efforts to End Legal Segregation, Within-Individual School Segregation, Concerns about Achievement Levels)

Goals and General Suggestions for Teachers (Committing to the Idea that All Can Learn, Modifying Grouping Practices, Accommodating Learning-Style Differences, Becoming Aware of Your Own Perspectives, Relying Less on Standardized Tests, Avoiding Favoritism in the Classroom, Providing Good Teachers)

Information Sources

Unit VII: Individual Differences and Exceptional Students

Schools' Exceptional Learners

Learners with Disabilities (Federal Legislation, Varieties of Educational Settings, Preparation of Individualized Education Programs, Altering Instruction, Public Reporting of Learner Performance, Inclusion Issues, Characteristics of Learners with Specific Disabilities, Assistive Technology, Overrepresentation of Certain Minorities)

Gifted Learners: Selection Issue, Pressures Facing gifted Learners, Enrichment Programs, Acceleration Programs, Developing Learners' Potential

Unit VIII: Teaching and Learning: Curriculum

Basic Purposes

Tests and State Requirements (Standardized Tests, Balanced

Solution Presentations (see other key assignments)

- Work on Professional Educator's Portfolio

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit V: Profiles of Today's Learners

Short Essay Question for Class

Exploration/Discussion: Developing a Sense of Efficacy: One of your major tasks as a teacher will be to promote a strong sense of efficacy in each of the young people you teach. You also need to develop your own professional sense of efficacy. As you assess your present level of development, how do you see your strengths and weaknesses? Specifically, what are some things you can do to turn these weaknesses into strengths and gain the confidence and competence you will need when you begin your teaching career?

Web Resources: <http://www.nclb.gov/>
<http://www.cpre.org>

Learning Activities include:

- Interview with a counselor or teacher regarding strategies that help a student develop a positive sense of efficacy.
- Video Viewpoints: Seminar and Essay: What are the keys to Improving Student Achievement? (Nightline segment on the Seed School or other video about a successful school/district.)

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit VI: Diversity in the Classroom: Culture, Class, Gender

Essential Questions for

Exploration/Discussion/Writing:

- In this unit, one idea emphasized is that the backgrounds of individuals effect their beliefs and attitudes. Describe your own views regarding "how learners should behave." Where id your attitudes come from? Were there some specific people who influenced you to adopt your values? To what extent do your influences reflect the influence of the students and extended families of students you are likely to teach?
- There is evidence that learners who are taught in culturally responsive environments do well in school and in their careers. What difficulties do you envision as you attempt to establish such an environment in the classroom in which you teach? How will you go about overcoming

<p>Assessments; Common Core Standards; other State Curriculum Standards)</p> <p>Curriculum Orientations (Learner-Centered Curricula, Needs-of-Society Curricula, Academic-Subjects Curricula)</p> <p>The Inner Curriculum and the Hidden Curriculum</p> <p>Patterns in Elementary and Secondary Schools</p> <p>New Developments in Curriculum</p> <p>Unit IX: Teaching and Learning: Effective Instruction Instructional Expertise and Teachers' Dispositions</p> <p>Active Teaching (Planning for Learning, Effective Lesson Presentation)</p> <p>Constructivist Teaching (Thinking Aloud, Visualizing Thinking)</p> <p>Teacher Clarity (Verbal & Nonverbal Style, Lesson-Presentation Structure, Providing Explanations)</p> <p>Teachers' Questions (Lower-Level Questions, Higher-Level Questions, Learner-Initiated Questions, Clarity of Questions, Probing Questions, Wait Time)</p> <p>Homework and Learning</p> <p>Observing in the Classroom (Narrative Approach; Frequency Counts; Coding Systems; Seating-Chart Systems, Walk-Throughs, Instructional Rounds, etc.)</p> <p>Frameworks and Standards for Teaching</p> <p>Developing Teaching Expertise</p> <p>UNIT X: Classroom Management and Discipline: Creating a Culture of Respect and Responsibility : The Importance of Culture</p> <p>Space & Time Considerations (Space & Time Management)</p>	<p>these challenges?</p> <ul style="list-style-type: none"> Some critics of using standardized-test results to evaluate teachers' effectiveness assert that such policies encourage teachers to avoid accepting employment in schools that enroll large numbers of learners from areas that traditionally do not score well on standardized tests. Are there incentives that might be not in place to encourage more teachers to seek employment in schools that enroll exceptionally diverse learner populations? If so, what are they, and what would it take to implement your ideas? Web Resource: http://ncela.gsu.edu/ Learning Activity: Work on Professional Educators' Portfolio <p><u>Assessment:</u> Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test</p> <p>Unit VII: Individual Differences and Exceptional Students</p> <p>Essay Questions: Describe how excellence in student achievement and equity can be mutual goals. Learning Activities include: View a video clip and review at least three different articles related to differentiated teaching and learning. Write a Summary of the Video and of each of the articles. Then write a short essay that explains how differentiated approaches allow for individual differences and support exceptional students.</p> <p>Presentation by District/site Director/ Coordinator/ Department Chair for Special Education</p> <p>Research best practices in teaching and learning for highly "gifted and talented learners"</p> <p><u>Assessment:</u> Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test</p> <p>Unit VIII: Teaching and Learning: Curriculum</p> <p>Essential Questions for Exploration, Discussion, and Writing Learning Activities include:</p> <ul style="list-style-type: none"> In small teams of three or four students prepare a report on one of the following topics: What should a "good" kindergarten curriculum look like? What should a good middle school curriculum look like? What should a good high school curriculum look like? Present your conclusions in the form of an
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<p>Creating Positive and Respectful Learning Environments</p> <p>Responding to Student Misbehavior: Effective Practice & Range of Alternatives</p> <p>Discipline and Power in the Classroom: Basic Principles of Effective Discipline</p> <p>Responses Supporting Self-Monitoring and Self-Management, providing Situational Assistance, Implementing Consequences, Involving Others</p> <p>UNIT XI: Assessing Learning Need to Understand Assessment</p> <p>Purpose of Assessment</p> <p>Language of Assessment: Assessment, Measurement, Evaluation, etc.</p> <p>Assessment and the Instructional Process (Placement, Formative, Summative)</p> <p>Planning for Assessment (Defining & Clarifying Educational Outcomes, Developing Criteria)</p> <p>Measurement Options (Selected Response Measures, Free-Response Measures, Performance Assessment, Learner Portfolios)</p> <p>Grading for Learning, Standards-Based Learning</p> <p>Unit XII: Influences of Technology Looking Ahead</p> <p>Technology Standards</p> <p>Technology and Impact on Learning and Behavior</p> <p>Today's Technology: Promises (Developing Learners' Research Capabilities, Expanding Opportunities to Learn/Course Options, Providing Services to Underperforming Schools, Virtual Learning/Simulating Real-Life Experiences, Helping Learners with Special Challenges)</p> <p>Today's Technology: Challenges (Costs, New Technologies as Learning</p>	<p>interactive presentation. Also, use your research and conclusions to form the basis of a short report in which you make recommendations to your own school district.</p> <ul style="list-style-type: none"> Take the College Knowledge self-assessment test. Analyze your results and explain what you learned about your own preparation for postsecondary education. Make a plan to address any perceived college knowledge deficits so you truly are college ready. Essay: There is a tendency in high schools both to increase the number of intervention courses in English and Math and at the same time to add more Advanced Placement courses. In both instances, the result may be the loss of electives for students. Analyze the curriculum patterns in your own high school. How has curriculum changed since No Child Left Behind? (How would you find out?) What changes in curriculum will likely occur as the Core Standards are implemented? In the next ten years? What is your evidence? <p><u>Assessment:</u> Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test</p> <p>Unit IX: Teaching and Learning: Effective Instruction</p> <p><u>Instructional Strategies that Work</u> <u>Learning Activities:</u></p> <ul style="list-style-type: none"> Interview an experienced teacher who teachers in a content area and/or at a grade level that interests you. Ask the teacher to comment on her/his instructional practices and how he/she decides which instructional practices are most effective. In small groups, students will “jig-saw” effective instructional strategies from Instructional Strategies That Work. Each student group will be responsible for researching one effective, research-based strategy in greater depth and for teaching this strategy to the class as a whole. Work on Professional Educator’s Portfolio <p><u>Assessment:</u> Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test</p> <p>UNIT X: Classroom Management and Discipline: Creating a Culture of Respect and Responsibility :</p> <p>Situational Assistance, Implementing Consequences, Involving Others</p>
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Distractors, Changing Teachers' Views of Their Roles, Digital Divide, Protecting Learners

Tomorrow's Technologies and the Future of Education

Unit XIII: Legal Issues Affecting Students and Teachers

Understanding the Legal Environment of Education

Learners' Rights and Responsibilities (Is Education a right or a Privilege? Due Process, Basic Rights)

Educators' Rights and Responsibilities (Teacher Certification, Continuing Education, and Tenure, General Teacher Rights, Legal Obligations)

XIV: Becoming a Professional Educator

Preparation as a Process

Professional Development Phases: a) Pre-training (Pre-service); b) Formal Preparation: Case Studies; Teaching Specializations and academic majors; Career Technical Education Certification/s; c) Professional Education d) Induction Years e) Continuous Growth: Staff Development; Professional Learning Communities/Communities of Practice; University/College Courses; On-line Courses; Conferences/Institutes f) Involvement with Professional Groups/Organizations

Education's Code of Ethics

Teaching Portfolios:: Documenting Performance, Teacher-Prepared Material, Contributions of Observers, Learners' Work, Organizational Formats, Assessing Portfolios

Roles for Educators: Classroom Teachers, Grade-Level Leader or Department Chair, Curriculum Leader, School Administrator, School Counselor, District/County/State Agency Administrator/Employee, Teacher Educator, Private Sector Opportunities

Learning Activities include:

- Work on Professional Educator's Portfolio
- Praxis/ Practicum
- Seminars, Reflective Writing

Some student choices involving Research and Analysis include:

- Review strategies for gathering observational data. Select one category associated with a teacher's instructional behavior that interests you. Visit a classroom and gather data related to this category while using an observation system of your own design. You may wish to consider a scheme based on a narrative approach, frequency count, coding system, or seating chart.
- In recent years, specialists in the area of teacher effectiveness have become convinced that teacher dispositions play an important role in determining how they interact with learners and how learners react to their teachers' instructional practices. Search "teacher dispositions" on a search engine such as Google (<http://www.google.com>). Follow several links and make notes regarding key information you discover. Write up your findings. Turn in both your essay and notes.
- Some research on teacher effectiveness has produced results that challenge some popularly held beliefs. Using research materials provided in class as well as on the internet, explore research associated with teacher praise. Is teacher praise always "good"? Write a short essay in which you describe your findings. OR Read the results of the recent Bill and Melinda Gates Foundation supported initiative and research related to teacher effectiveness. Summarize the findings. How does what you learned intersect with your own ideas about what makes an effective teacher?
- Review for the Semester Exam. (Teams of students are assigned specific units and chapters and prepare review presentations and study sheets for the class as a whole.

Short Essay: Arguments continue to rage regarding what characterizes an "effective" teacher. Often these debates center on whether teachers should concentrate on mastering and transmitting their subjects or whether they should have major concerns about and responsibility for promoting learners' social development and growth in self-esteem. Research the various points of view about what makes an effective teacher. What is your reaction to these views? How

XV. Final Exam and Presentation of Student Portfolios

Public Exhibition of Student Work *
Determining Exhibition criteria and options * Designing and Implementing a Public Exhibition of Student Principles of Education work

do you personally define an “effective teacher?”

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding; Unit Benchmark Test
Semester Exam: Short response and Essay format (covering all material in Units I-X)

UNIT XI: Assessing Learning

Essential Questions for Exploration and Discussion

Learning Activities:

- Compare and Contrast a Variety of Learning Assessment Tools. What are the important elements of assessment for learning?
- Research Standards-Based Grading: According to Ken O’Connor, Robert Marzano and others, what are the important elements of grading for learning?

Short Essay: What is the difference between assessment and evaluation? What are effective assessment practices? Effective evaluation practices? What is your evidence?

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit XII: Influences of Technology

Essays:

- Prompt: Bart Pasha, the Center for Applied Special Technology’s Director of Research, suggests that new technologies may have as profound an influence on teaching and learning as the invention of the printing press. Do you agree or disagree? On what do you base your own views about technology’s potential impact on schools and classrooms?
- IN your role as a learner, how do you use and/or experience various forms of technology? Describe the role that technology assumes in your Life as a Learner.

Learning Activities include:

- Classroom speakers
- On-line Ed technology tutorial (*Edutopia*)
- Discussion: Certain Critics argue that are schools are doing a poor job of preparing young people for work and learning in an increasingly technologically complex society. If you were in charge and if funding was not a barrier, what specific changes would you make in the use of technology in K-12 schools and classrooms?
- Work on Professional Educator’s Portfolio

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

Unit XIII: Legal Issues Affecting Students and Teachers

Text: Teaching Today, Chapter 14, pp. 372-397

Learning Activities:

- Research education-related laws, amendments, and codes in California and/or the nation.
- Organize a panel of school administrators and teacher union representative/s on the Rights and Responsibilities of Educators
- Work on Professional Educator's Portfolio

Essays:

- Review unit material regarding in loco parentis as well as related internet resources and articles provided in class. Examine the erosion of this doctrine over the years in favor of viewing learners as individuals enjoying the legal protections adult citizens enjoy. Write an essay in which you answer the following: Has this change had a positive or negative impact on American education? What evidence and values support your position?
- The issue of teacher tenure continues to be hotly debated. Write an essay in which you explain both the arguments for and against tenure. What is your personal position on the issue of tenure, and what led you to this view?
- Some people believe and some courts have supported the idea that teachers should be held to higher personal and moral standards than other adult citizens. Write an essay in which you explore this question. What arguments support this position? What arguments might be marshaled against this idea? What is your own position and rationale for your position?
-

Assessment: Pre-Quiz, Chapter Quiz/Checking for Understanding, Unit Benchmark Test

XIV: Becoming a Professional Educator

Short Essay Question: Opinion Piece: Are there general concerns that teachers share regardless of (a) where they teach (b) the nature of their learners, or (c) the subjects they teach? Or, are situation-to-situation differences so profound that it makes little sense to talk about national standards for the Teaching Profession?

Learning Activities: Case Studies, Essays, Exercises, Work on Professional Educator's Portfolio

	<p><u>Assessment:</u> Pre-Unit Quiz, Chapter Quiz/Checking for Understanding, Benchmark Test</p> <p>XV. Final Exam and Presentation of Student Portfolios</p> <p>Students analyze own work & determine what pieces best represent their growth & accomplishments. Students create a portfolio following the class Portfolio guidelines. Portfolios may be digital, web-based, in binder format, or involve other media. Students defend and explain choices of work samples and evidence included. Students work with faculty and other education professionals to determine criteria, exhibition, and judging of portfolios. Students help select judges and prepare venue for a public exhibition of work and student defense of learning. (See Key Assignments)</p>
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VIII. **Instructional Methods and/or Strategies:**

Collaborative Learning
 Reciprocal Teaching
 Direct Instruction
 Hands-on Labs
 Written Assignments
 Project- and Problem-Based Learning (including Case Studies)
 Oral Presentations
 Research
 Differentiated instruction
 Multimedia Presentations
 Field Trips, Practicum, Field Observations, Field Work
 Guest Speakers

IX. **Assessment Methods and/or Tools:**

Portfolios
 Written Response – Essential Questions, Short Essay, Substantive Essays
 Multiple Choice, Short Answer, and Short Essay Quizzes
 Oral Presentations
 Multimedia Presentations and Exhibitions of Student Work
 Peer Review
 Practical Labs
 Rubrics
 Student Performance Review and Interview
 Technical Diagrams and Schematics
 Concept Maps

X. **Pacing Guide:**

Pacing guide will be revisited during weekly Education Academy Collaboration meetings to accommodate the English, Science and History's pacing guides.

RIVERSIDE UNIFIED SCHOOL DISTRICT

NEW HIGH SCHOOL COURSE REQUEST
Secondary Education Division

Policy 6141 (a-b) and Rules and Regulations (a-g) for developing a new course requires the following signatures:

Approved by:		
Site Department Chairperson _____	Signature _____	Date _____
Principal _____	Signature _____	Date _____
Secondary Education Manager _____	Signature _____	Date _____
Director, Secondary Education _____	Signature _____	Date _____
Assistant Superintendent, Secondary Education _____	Signature _____	Date _____
Education Board Subcommittee Review		Date _____
Adopted by Board of Education		Date _____
Title of Course _____ Exploring Computer Science _____		Course Number _____

Date 05/9/13

Name of person submitting request Chris Avella

Position Teacher & GBIT Academy Coordinator School: North High School

**RIVERSIDE UNIFIED SCHOOL DISTRICT
Secondary Education**

High School Course Proposal

COURSE TITLE: Exploring Computer Science

DEPARTMENT: Business

HIGH SCHOOL SUBMITTING REQUEST: North High School

DATE OF SUBMISSION: May 2013

COURSE NUMBER:

LENGTH OF COURSE: 1 year (2 semesters)

NUMBER OF CREDITS: 10 (5 for each semester)

HIGH SCHOOL GRADUATION CREDIT:

TARGETED GRADE LEVELS: 10th grade students

TARGETED STUDENT POPULATIONS: Students
enrolled in the Global Business & Information
Technology Academy

RECOMMENDED PREREQUISITE: Information
Technology

SATISFACTION OF
UC and/or CSU ENTRANCE REQUIREMENTS: Yes XX
No _____

**Riverside Unified School District
Instructional Services
Secondary Education Department**

High School Course Proposal

- I. **Course Purpose:** The purpose of this course is to teach the creative, collaborative, interdisciplinary, and problem-solving nature of computing with instructional materials which feature an inquiry-based approach to learning and teaching. As part of this curriculum, students will delve into real-world computing problems that are culturally-relevant and address social and ethical issues while delivering foundational computer science knowledge to students.
- II. **Course Description:** This course will provide students with foundational knowledge of computer science. Students will explore topics of human computer interaction, problem solving, web design, computer programming, data modeling, and robotics. Throughout the course, students will understand the algorithmic underpinnings of computer applications and gain technical expertise using computational tools.
- III. **Course Goals and/or Major Student Outcomes:**
Exploring Computer Science is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, the course is designed to focus the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of *Exploring Computer Science* is to develop in students the computational thinking practices of algorithm development, problem solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers and societal and ethical issues. This curriculum builds off of learning theories that view learning as a social and cultural process that does not only occur in a vacuum at school; that is, students bring to school bodies of knowledge from their lives, culture, and communities. Building from students' prior knowledge, the collection of problem solving skills, everyday "algorithmic thinking", and social and ethical knowledge of computer-related problems will result in a more student-centered curriculum. Each unit connects students' informal knowledge, technology skills, and beliefs about computing to the theoretical and foundational tenets of computer science. Students will become members of a "computing community of practice" in the classroom where they will be introduced to the behavior, language, and skills of computer scientists. Furthermore, the interdisciplinary nature of computing allows for the incorporation of subject-matter topics across disciplines into the computing curriculum
- IV. **Course Objectives:**

Objectives	Standards (optional)
Unit 1 – Human Computer Interaction Students will be able to:	

<ul style="list-style-type: none"> • Analyze the characteristics of hardware components to determine the applications for which they can be used. • Use appropriate tools and methods to execute Internet searches which yield requested data. • Evaluate the results of web searches and the reliability of information found on the Internet. • Explain the differences between tasks that can and cannot be accomplished with a computer. • Analyze the effects of computing on society within economic, social, and cultural contexts. • Communicate legal and ethical concerns raised by computing innovation. • Explain the implications of communication as data exchange. <p>Unit 2: Problem Solving Students will be able to:</p> <ul style="list-style-type: none"> • Name and explain the steps they use in solving a problem. • Solve a problem by applying appropriate problem-solving techniques. • Express a solution using standard design tools. • Determine if a given algorithm successfully solves a stated problem. • Create algorithms that meet specified objectives. • Explain the connections between binary numbers and computers. • Summarize the behavior of an algorithm. • Compare the tradeoffs between different algorithms for solving the same problem. • Explain the characteristics of problems that cannot be solved by an algorithm. <p>Unit 3 – Web Design Students will be able to:</p> <ul style="list-style-type: none"> • Create web pages to address specified objectives. • Create web pages with a practical, personal, and/or societal purpose. • Select appropriate techniques when creating web pages. • Use abstraction to separate style from content in web page design and development. • Describe the use of a website with appropriate documentation. <p>Unit 4 – Introduction to Programming</p>	
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Students will be able to:

- Use appropriate algorithms to solve a problem.
- Design, code, test, and execute a program that corresponds to a set of specifications.
- Select appropriate programming structures.
- Locate and correct errors in a program.
- Explain how a particular program functions.
- Justify the correctness of a program.
- Create programs with practical, personal, and/or societal intent.

Unit 5 – Computing and Data Analysis

Students will be able to:

- Describe the features of appropriate data sets for specific problems.
- Apply a variety of analysis techniques to large data sets.
- Use computers to find patterns in data and test hypotheses about data.
- Compare different analysis techniques and discuss the tradeoffs among them.
- Justify conclusions drawn from data analysis.

Unit 6 – Robotics

The student will be able to:

- Identify the criteria that describe a robot and determine if something is a robot.
- Match the actions of the robot to the corresponding parts of the program.
- Build, code, and test a robot that solves a stated problem.
- Explain ways in which different hardware designs affect the function of a machine.
- Describe the tradeoffs among multiple ways to program a robot to achieve a goal.

V. Course Outline:

Unit 1: Human Computer Interaction (6 weeks)

Topics to be addressed:

- Principles of Computer Organization
- Internet Concepts
- Models of Intelligent Behavior
- Interdisciplinary Utility of Computers and Problem Solving in the Modern World

Topic Description:

The student will be introduced to the major components of the computer, including: input, output, memory, storage, processing, software, and the operating system. Students will

consider how Internet elements (e.g. email, chat, WWW) are organized, will engage in effective searching, and will focus on productive use of e-mail. Fundamental notions of Human Computer Interaction (HCI) and ergonomics are introduced. Students will learn that “intelligent” machine behavior is not “magic” but is based on algorithms applied to useful representations of information. Students will learn the characteristics that make certain tasks easy or difficult for computers, and how these differ from those that humans characteristically find easy or difficult. Students will gain an appreciation for the many ways (types of use) in which computers have had an impact across the range of human activity, as well as for the many different fields in which they are used. Examples should illustrate the broad, interdisciplinary utility of computers and algorithmic problem solving in the modern world.

Objectives:

The student will be able to:

- Identify the various functional components of a computer.
- Match a list of computer terms and definitions/functions.
- Describe the interaction of the various functional components of the computer.
- Make appropriate decisions when purchasing a computer for home use.
- List at least three strengths and weaknesses of each of three Internet elements and at least one use for each
- Use at least two Internet elements
- Use appropriate tools and methods to execute Internet searches which yield requested data
- Develop and use a rubric to evaluate the results of web searches and reliability of information found on the web
- Given a list of tasks from several application areas of artificial intelligence, indicate whether or not computers can do those tasks, using current technology
- Find (in newspapers, magazines, through interviews, or on the Internet) and describe three examples of the use of technology in non-computer fields.
- Choose the appropriate category for each item in a list of technology applications.

Unit 2: Problem Solving (6 weeks)

Topics to be addressed:

- Problem Solving and Program Design
- Discrete Mathematics—Logic, Functions and Sets
- Connections between Mathematics and Computer Science

Topic Description:

This unit covers the basic steps in algorithmic problem-solving, including the problem statement and exploration, examination of sample instances, design, program coding, testing, and verification. Tools for expressing design will be used. This unit also focuses on the connections between mathematics and computer science. Students will be introduced to selected topics in discrete mathematics including (but not limited to) Boolean logic,

functions, sets, and graphs. Students will be introduced to the binary number system. Students construct complex expressions based on fundamental Boolean operations and learn how to relate the mathematical notion of functions to its counterparts in computer programming. They learn basic set theory and its application in computer science. Students are introduced to graphs using puzzles. Suitable exercises are presented that illustrate the value of mathematical abstraction in solving programming problems.

Objectives:

The student will be able to:

- Name and explain the steps in the problem-solving process.
- Solve a problem by applying the problem-solving process.
- Express a solution using standard design tools.
- Determine if a given algorithm successfully solves a stated problem.
- Write algorithms that use simple and complex logic statements (relational operators and Boolean operators).
- Analyze truth tables and recognize logical equivalencies.
- Add and subtract in binary; convert between decimal, binary, and hexadecimal numbers
- Understand set terminology and describe data structures that can house these sets.
- Write an algorithm that uses mathematical functions.
- Apply simple graph concepts in problem solving.

Unit 3: Web Design (5 weeks)

Topics to be addressed:

- Web Page Design and Development
- Design for Usability
- Hierarchy and Abstraction in Computing

Topic Description:

This section prepares students to take the role of a developer by expanding their knowledge of programming and Web page design and applying it to the creation of Web pages, programs, and documentation for users and equipment. Students will learn to plan and code their Web pages and check for usability. Students learn to create user-friendly manuals, Web sites, and program interfaces. Students will apply fundamental notions of Human Computer Interaction (HCI) and ergonomics. Code documentation and hardware and software limitations are also explored. The notions of hierarchy and abstraction are central to computing. They are crucial to the translation between machine code and a user-friendly interface, to creating reusable code, and to the design of software that is broadly applicable rather than solving only a narrowly defined problem. This unit makes these abstract ideas concrete by focusing first on real-life (non-computing) examples, and then on the specific uses of hierarchy and abstraction in computer science.

Objectives:

The student will be able to:

- Correctly use HTML tags to create web pages, apply styles to HTML documents to control presentation, and express the design of a Web site using standard tools.
- Create user-friendly and functional Web sites and programs that apply good HCI practices.
- Create Web sites and programs that recognize hardware and software constraints of potential client machines and/or environments.
- Prepare documentation that follows professional standards.
- Apply good code documentation techniques to Web sites and programs.
- Articulate three levels of hierarchy within an object or activity
- Given a diagram showing how source code becomes an executable application, state the activity occurring at each step and the intermediate files produced.
- Articulate the difference in time and amount of coding when using a higher-level language vs. assembly/machine language.

Unit 4: Programming (7 weeks)**Topics to be addressed:**

- Programming Languages
- Data Structures

Topic Description:

Students will be introduced to some basic issues associated with program design and development. Students design algorithms and programming solutions to a variety of computational problems, using Scratch. Programming problems should include control structures, functions, parameters, objects and classes, structured programming and event-driven programming techniques. This unit introduces data structures, including arrays, vectors, stacks, and queues, and their associated components, operations, and uses. Benefits and limitations of different data structures are presented. The concept that analysis and understanding of data structures can be used as a fundamental organizing principle in the design of solutions will be explored.

Objectives:**The student will be able to:**

- Code, test, and execute a program that corresponds to a set of specifications.
- Convert a word problem into code using top-down design.
- Select appropriate data types.
- Write structured program code.
- Draw a series of diagrams showing the scope and values of variables during execution of a simple program.
- Write a program to process a range or all elements in one and two-dimensional arrays.
- Describe the difference in the processing of arrays, stacks, and queues

- Select the appropriate data structure – queues, stacks, and/or arrays – to solve a given problem

Unit 5: Data Modeling (6 weeks)

Topics to be addressed:

- Limits of Computing
- Principles of Software Engineering
- Applications of Computing

Topic Description:

This unit provides an elementary introduction to computational complexity theory to encourage an appreciation for the relative efficiency of various algorithms. Students are introduced to examples of computationally “hard” problems, computationally unsolvable problems, and problems that are made difficult by the complexity of the realities they attempt to model (seismic activity, environmental pollution, animal behavior, etc.). Students are introduced to software engineering concepts and team-oriented approaches for solving problems. They learn the essential methods of the software development life cycle and use these methods in one or more group projects involving large data sets.

Objectives:

The student will be able to:

- List activities in which humans excel over computers and activities in which computers excel over humans.
- Calculate the number of steps required to execute a given algorithm.
- Define parallel processing. Describe how to solve a problem using parallel processing.
Describe and run computationally intensive problems.
- Describe at least one problem computers cannot solve.
- Describe at least one computationally hard (NP) problem.
- Name the different phases of the software development process.
- Use a software process model (such as the waterfall, RAD, incremental, or XP) to solve a problem.
- Complete a project as a software design team with assigned roles and responsibilities for each member.
- Complete programs using pair programming.

Unit 6: Robotics (6 weeks)

Topics to be addressed:

- Fundamentals of Hardware Design
- Applications of Computing

Topic Description:

This unit introduces logic gates as a hardware implementation of Boolean logic and binary arithmetic. Students explore how basic logic gates can be combined to build components and systems of any complexity. Basic machine architecture (processor registers, the control unit, ALU, and memory) are explored. Students learn how data is encoded, stored, manipulated, and moved in this context. Students will apply previously learned topics to the study of robotics,

Objectives:

The student will be able to:

- Demonstrate knowledge of binary and hexadecimal (hex) number systems, addition and subtraction in binary, and an understanding of two's complement representation.
- Represent Boolean logic in table form and circuit diagrams.
- List the four stages of the machine cycle and describe each stage.
- State the components of the CPU and describe how they operate.
- Match a list of various types of memory with the primary purpose of each type.
- List ways to increase computer performance.

Integrated Topics throughout Six Units

The following topics should be woven throughout the course as appropriate:

- Ethical Issues and Social Issues
- Careers in Computing

Topic Description:

The proliferation of computers and networks raises a number of ethical issues. Technology has had both positive and negative impacts on human culture. Students will be able to identify ethical behavior and articulate both sides of ethical topics. Students study the responsibilities of software users and software developers with respect to intellectual property rights, software failures, and the piracy of software and other digital media. They are introduced to the concept of open-source software development and explore its implications. Students identify and describe careers in computing and careers that employ computing. Information is provided about the required technical skill set, soft skills, educational pathways, and ongoing training required for computing careers. Students also explore how computers are used in other career choices. Finally, students are made aware of which additional secondary-level courses might be needed in preparation for various careers.

Objectives:

The student will be able to:

- Distinguish between ethical and legal issues in a case study by listing the issues that can be resolved through the legal system and those issues that cannot be legally resolved.
- Defend an ethical stance given a controversial or ethically ambiguous situation in a debate.

- List and explain at least two positive and negative effects of one technological innovation on human culture.
- Define intellectual property and state the impact of provisions to protect it.
- Identify at least two benefits and two drawbacks of using commercial, public domain, open source, and shareware.
- Demonstrate behavior in the use of technology that conforms to school and local code School
- Define intellectual property, explain the rights of owners and end users, and provide rationale for the need to protect owners and end users.
- Define software piracy and discuss its effect on software company profits and the price of software to the consumer.
- List at least two ways in which software (and other digital media) is protected and state at least one current law to protect software and the makers of software.
- Describe the responsibilities of software professionals to society and to each other.
- List the advantages and disadvantages of open-source software.
- List five careers related to computers.
- List three or more skills needed to succeed in at least three computer-related careers.
- State the level of education and ongoing training needed for at least three careers.

VI. **Texts and Supplemental Materials:**

Exploring Computer Science version 4.0

<http://www.exploringcs.org/wp-content/uploads/2010/08/ExploringComputerScience-v4.0.pdf>

Supplemental Software Material:

1. Scratch Programming Language
2. Python Programming Language
3. Alice Programming Language
4. Numerous web based resources

VII. **Key Assignments:**

Topics/Units/Themes	Key Activities/Assignments (optional)
Unit Project 1: Human Computer Interaction	Students will work in groups to prepare a written and oral presentation of the information necessary to purchase a home computer. Students will first work together to decide their requirements for a home computer taking into consideration costs, video and audio needs, storage, Internet access, printing needs, etc. The final materials should include the requirements statement, the basic list of hardware needed

	to support the requirements, the basic list of software needed to support the requirements, the recommended computer to purchase, and a 3-paragraph justification of their recommendation
Unit Project 2: Problem Solving	Students will design a medical database for a research hospital that contains personal and medical information. This design must allow only authorized users to access the database, find a patient record in the database, and create various reports based on specific conditions in the database. The patient database should have a visual display in chart form. There are three papers students will also write for this project: 1) a discussion of different ways to ensure that patient information is only dispensed to authorized persons; 2) how the database could be used to access information about a recent salmonella outbreak; and 3) creating a Boolean expression that could be used to compile a list of female patients in a particular age range to examine rates of cancer.
Unit Project 3: Web Design	Students have two options for their final unit project. The first choice is to create a multi-page website. Students will need to create an organizational chart of the website; select images and text for the site; use a template file which includes navigation, header, body, and sidebar; use a css file to define layout and styling; and use a css file to define a menu from an unordered list; and give an oral presentation when the web site is completed. The second choice is for students to design a flash-based game. For this option, students will need to draw a storyboard and description of their game concept; use movie clips;

	make use of collision detection and scoring scripts from the tutorial in the unit; use additional Flash scripting; and give an oral presentation when the game is completed.
Unit Project 4: Programming	Students will have two options for their final project, both of which will use Scratch software to develop a programming project. In the first choice, students will develop a project about their community, using at least three different pages or scenes. Students will use at least one statistic and at least one personal comment/recording and one picture to illuminate a positive highlight of their community. Students will also need to include at least one observation from a classmate about the topic focused on to represent the community.
Unit Project 5: Data Modeling	Using a large-scale set of real-world environmental data, students will create algorithms to analyze the data and arrive at conclusions about the implications of this data. Students will be provided data from the Center for Embedded Network Sensing (CENS) concerning seismic activity, animal behavior, and pollution data in which they will create new knowledge and conclusions about environmental phenomenon. They will present their findings to the class in PowerPoint presentations.

VIII. **Instructional Methods and/or Strategies:**

There are several concrete instructional strategies that will be included in each unit to ensure that the materials are culturally relevant, student-centered, and inquiry-based vision. The pedagogical ideas behind these concepts will be described in the teachers' guide.

- Each unit will begin with a description of the topic, an explanation of the importance of this topic, possible social applications of this topic, and objectives/standards for the unit.
- Whenever possible, units will begin with kinesthetic activity to get students involved in the unit topic. Students are more engaged when they go beyond seatwork to gain familiarity with the scope of a topic. Acting out computing concepts is one way to have students actively engaged in the curriculum.
- Each unit will present the final unit project at the beginning of the unit so students understand what type of project they will engage in at the end of the unit. Daily assignments can help scaffold their knowledge towards gaining the knowledge needed to complete a particular project. The final project should represent a culmination of their new knowledge and provide an opportunity to expand their understandings to a particular socially-relevant problem.
- Computing terms and definitions will be explicit and part of the instruction. The curriculum should avoid unnecessary jargon which might distract learning of the critical content. Students should have opportunities to write using writing to reinforce the literacy component behind these computing terms and definitions.
- Foundational computing topics will be connected to the ‘pop-technology’ students have likely encountered: cellular phones, iPods, MySpace / Facebook, blogs, Internet browsing, etc.
- Whenever possible, real-world problems will be presented in the context of socially-relevant issues impacting urban communities (housing, safety, poverty, health care, access to equal rights, educational opportunities, improving social services, translation services, transportation, etc.)
- Students will have opportunities to work on problems that they help define and can individualize – i.e. selecting their own content for Web sites; creating original, not pre-scripted, problem-solving strategies, etc.
- Activities will be designed to encourage students to work in a variety of collaborative settings: peer-programming, group research projects, etc. which encourage conversations around computing topics
- Students will experience a variety of ways to communicate their answers – academic writing, writing a letter to a friend or companion, using presentation software, developing graphics or animation, listing algorithms, drawing illustrations, oral presentations, etc.
- Units will incorporate examples of careers in computing as they arise in the curriculum. Students will be given hypothetical opportunities to act as a professional to take on the behavior and skills to solve a given problem.
- Though using technology will be a core component of this curriculum, using computers is not embedded in the curriculum on a daily basis.

IX. **Assessment Methods and/or Tools:**

To assess student materials, several methods will be employed. For worksheets, quizzes, and tests, students will be graded based on answering questions correctly with adequate, clear explanations. For computer programs and coding, students will be graded based on the program delivering appropriate behaviors based on sample inputs. For unit projects, grading rubrics will be used that take into consideration the accuracy of the project based on the given requirements. In addition, the following assessments will be used:

Portfolios
 Final Projects
 Multimedia Presentations and Exhibitions of student work
 Rubrics
 Oral Presentations

X. **Pacing Guide:**

Human Computer Interaction Unit Overview	
Instructional Day	Topic
1-2	Explore the concepts of <i>computer</i> and <i>computing</i> .
3-4	“Demystify” and learn the function of the parts of a personal computer. Learn the terminology of hardware components necessary for
5-7	Explore the world wide web and search engines. Experiment with a variety of search techniques, internet resources, and Web 2.0, applications. Evaluate websites.
8-9	Examine the implications of data on society and how computers are used
10	Tell a story with data.
11-14	Explore how computers are used as a tool for visualizing data, modeling and design, and art in the context of culturally situated design tools.
15-16	Introduce the concept of a computer program as a set of instructions.
17-19	Explore the idea of intelligence—especially as it relates to computers. Explore what it means for a machine to “learn”. Discuss whether computers are intelligent or whether they only behave intelligently.
Problem Solving Unit Overview	
Instructional Day	Topic
1-2	Introduce data collection and problem solving.
3	Introduce the four steps of the problem solving process.

4-6	Apply the problem solving process. Use different strategies to plan and carry out the plan to solve several problems.
7-9	Reinforce the four steps of the problems solving process.
10-12	Count in the binary number system. Convert between binary and decimal numbers in the context of topics that are important to computer science.
13-14	Introduce the linear and binary search algorithms.
15-16	Explore sorted and unsorted lists and various sorting algorithms.
17	Introduce minimal spanning trees and how graphs can be used to help solve problems.
18-21	Final projects and presentations
Web Design Unit Overview	
Instructional Day	Topic
1-2	Explore issues of social responsibility in web use as well as the relative merits of the influence of the web on society, personal lives, and education.
3-4	Introduce the use of basic html.
5	Introduce basic formatting in html.
6-7	Explore image editing for the web using Photoshop or an image editor of choice.
8-10	Introduce basic css.
11-13	Explore the concept of separating style from structure by keeping separate html and css files.
14	Add hyperlinks to other websites.
15-16	Introduce a variety of page layout styles.
17-19	Practice the use of various design elements.
20-21	Introduce several different enhancements for website design, including web user interface elements combining Javascript, html, css, and Photoshop, accordion menus, lightbox and sliding images.
22-25	Final projects and gallery walk
Introduction to Programming Unit Overview	
Instructional Day	Topic

1	Introduce the Scratch programming language, including the basic terms utilized in the language.
2-3	Practice using the basic features of Scratch in the context of creating a simple program.
4	Create a dialogue between two sprites.
5-6	Introduce the methods of moving sprites in Scratch.
7-8	Practice the concept of event driven programming through the creation of an alphabet game.
9	Introduce the concept of broadcasting via role play.
10-13	Write Scratch stories and present them to the class. Conduct peer reviews.
14	Introduce the concept of variable.
15	Introduce the concept of conditionals.
16-17	Introduce And, Or and randomness.
18	Apply knowledge of conditionals to develop a Rock Paper Scissors program in Scratch.
19	Build on previous programming concepts to create a timer.
20-23	Create a timing game in Scratch and present it to the class. Peer reviews are conducted.
24	Investigate two types of games that may provide ideas for the final project.
25	Explain final project and the rubric for the final project.
26-28	Write Scratch programs for either My Community or Game project. Conduct peer reviews.
29	Complete final projects.
30	Presentations of final projects
Computing and Data Analysis Unit Overview	
Instructional Day	Topic
1	Review how data can be used for making a case/discovery and provide an overview of the final project.

2	Discuss photo ethics and student safety related to android phone use.
3-5	Distribute phones. Create groups. Discuss group roles and responsibilities. Navigate the android application. Navigate the online system.
6	Data check-in—Discuss issues that arise (aggregating data, etc.).
7-10	Introduce R/Deducer. Create maps using the latitude and longitude of a location and then create maps from a file of data
11	Create maps with student data and related data set.
12-14	Discuss bar plots, categorical and continuous data, and mosaic plots as a vehicle for comparing categorical data, and looking at trends in data.
15	Create bar plots and mosaic plots with student data and related data set.
16-18	Review mean, median, minimum, maximum. Discuss various ways to subset data. Represent data with box plots and histograms.
19	Identify mean, median, minimum, maximum, create subsets, and create box plots and histograms with student data and related data set.
20-22	Use a variety of filters and queries to create subsets of text data. Create bar plots to graphically display the information.
23	Analyze text in student data and related data set.
24-26	Finalize data analysis for final project.
27-29	Develop website or Scratch program to present data analysis campaign.
30	Final project presentations

Riverside Unified School District

3380 14th Street • Riverside, CA • 92501

Board Meeting Agenda May 20, 2013

Topic: Approval of Nutrition Services Meal Price Adjustment for 2013-14

Presented by: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Responsible

Cabinet Member: Michael H. Fine, Deputy Superintendent, Business Services and Governmental Relations

Type of Item: Action

Short Description: It is recommended that the Board of Education approve the recommended Nutrition Services meal price adjustments for 2013-14.

DESCRIPTION OF AGENDA ITEM:

The District provides a variety of nutrition items to students and adults. Included are Type “A” Meals (as defined by the U.S. Department of Agriculture). “Meals” compare to other items such as a la carte items, snack items and beverages. The last increase in meal prices was in 2008. Over the past year, Nutrition Services has experienced an increase in costs attributable to 1) labor, food, supply costs, fuel and utilities, and 2) program compliance with the USDA’s Healthy, Hunger Free Kids Act (HHFKA) of 2012. The HHFKA specifically has required us to provide higher cost food products and ingredients.

The current and recommended rates are reflected below. When considering a meal price increase it is also critical to evaluate the balance between a price increase and the initial loss of participation that results from the price increase. Prices can only increase so much at a given time based on the perceived value that is added along with the increase.

<u>Elementary Student Prices:</u>	<u>Current</u>	<u>Recommended</u>
Breakfast	\$1.00	\$1.25
Lunch	\$2.50	\$2.75

Secondary Student Prices:

Breakfast	\$1.25	\$1.50
Lunch	\$3.00	\$3.25

Adult Prices (at Elementary & Secondary campuses, excluding beverage):

Breakfast	\$1.65	\$2.00
Lunch	\$5.00	\$5.50

Additional (current) data that is associated to this recommendation is as follows:

Free and Reduced Price Eligibility:	50% Free, 14.6% Reduced
Reimbursement Rates for Free Meals:	\$2.94 federal, \$.2195 state
Reimbursement Rates for Reduced Price Meals:	\$2.54 federal, \$.2195 state
Reimbursement for Paid Meals:	\$.35 federal, no state

FISCAL IMPACT: Based on current participation rates, it is estimated that an increase of 25 cents per breakfast and lunch meal will generate approximately \$163,500 annually which will offset most of the \$225,000 annual cost in meeting the Healthy, Hunger Free Kids Act of 2012.

RECOMMENDATION It is recommended that the Board of Education approve the Nutrition Services Meal Price Adjustment for 2013-14.

ADDITIONAL MATERIAL: No

Attached: No