

San Ysidro School District Governing Board

AGENDA

Thursday

March 12, 2015

Closed Session: 4:30 p.m.-6:00 p.m.

Open Session: 6:00 p.m.

WELCOME

Welcome to the meeting of the San Ysidro School District Governing Board. As a courtesy to others, we ask that you turn the volume off on your cell phones and put them on vibrate during the Board meeting. Your cooperation is appreciated.

Sunset School
3825 Sunset Lane
San Ysidro

GENERAL ADMINISTRATION

SAN YSIDRO SCHOOL DISTRICT GOVERNING BOARD
**MULTICULTURAL COMPLEX – 4345 OTAY MESA ROAD, SAN
YSIDRO**
MINUTES–December 11, 2014
CLOSED SESSION- 4:00 p.m.
ORGANIZATIONAL MEETING – 5:30 p.m.

The meeting was called to order at 4:01 p.m.

George J. Cameron, Ed.D., Interim Superintendent, led in the flag salute.

Oath of Office: Administered to Luciana Corrales, Marcos A. Diaz and Rodolfo Linares by George J. Cameron, Ed.D., Interim Superintendent.

Roll Call:

Board Members

Jose F. Barajas, Member
Luciana Corrales, Member
Marcos A. Diaz, Member
Rodolfo Linares, Member
Antonio Martinez, Member

ITEMS FROM THE FLOOR REGARDING CLOSED SESSION ITEMS

None at this time.

CLOSED SESSION

CLOSED SESSION at 4:04 p.m. in accordance with section 54954.5 regarding:

CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION

(Subdivision (d)(1) of Government Code Section 54956.9)

Name of Case: EcoBusiness Alliance v. San Ysidro School District, et al.

Case No. 37-2012-00095758-CU-BC-CTL

CONFERENCE WITH LEGAL COUNSEL--POTENTIAL LITIGATION

(Subdivision (d)(1) of Government Code Section 54956.9)

One (1) case

RECONVENE TO PUBLIC SESSION

PUBLIC SESSION at 5:31 p.m. to take action on items discussed in closed session, or to make disclosures of action taken in closed session, if any, as required by Government Code section 54957.7 and section 54957.1.

The Board took the following action in Closed Session:

- 1) Upon motion made by Member Luciana Corrales, seconded by Member Marcos A. Diaz, the Board unanimously authorized Currier & Hudson to file a civil action in San Diego Superior Court to recover money paid to former Superintendent Manuel Paul in connection with the 2013 Retirement Agreement and General Release Agreement.

2. ITEMS FROM THE FLOOR

Marianna Saponara, 1) Shared concerns about students not being allowed to go on fieldtrips. 2) Commented that she will sponsor a fieldtrip to the Opera for OVHS students.

Nancy Alvarado, Teacher, 1) Commented that she expects Board members to be civil and ethical, and to put collective needs of all students above their individual agendas.

2) Commented that we need Board members who value our employees, respect their professionalism, compensate them fairly and allow them to do the duties for which they were hired. 3) Mentioned that the Board must allow administrators to implement their policies without micromanagement or interference and to restore the public's trust. 4) Commented that we need to unite and work together as a team. 5) Asked the Board to let the best interest of all students drive them in every decision they make as we move forward.

Carol Wallace, SYEA President, 1) Shared concerns about what she thought was a rumor and has proven to be factual in regards to the purchasing of Swum Math. 2) Hopes, that with the new Board, things like this will not continue to happen.

Patricia Manley, Teacher, 1) Commented that there is a lot of faith in the new Board and the days of punishment for speaking out need to be over. 2) Mentioned that we need to be on the news for the right reasons, and it starts with the Board and their commitment to parents and children in this community.

Esther Gutierrez, Sunset PTA President, 1) Announced that she is the new PTA President of Sunset School. 2) Mentioned that PTA is making a lot of changes to improve the school and is doing everything for the children, community and parents. 3) Hopes the Board works together.

3. CONFERENCE SESSION

A. PRESENTATIONS

1. Employee Retirement Recognition – Juaquina Saenz (38 Years)

B. REPORTS

1. Smythe School Report
2. Volunteer of the Month

4. GENERAL ADMINISTRATION

A. MINUTES

The Board approved the minutes of the regular Board meeting of October 30, 2014.

Motion: Barajas

Second: Linares

Vote: Unanimous

B. BOARD MEETINGS

The Board established dates, time and place of the regular Governing Board meetings for the period of January through December, 2015. Day of week: Thursday; Time of meetings: 6:00 p.m. with Closed Session at 4:30 p.m.; and Place of meetings: Education center and school sites. (Exception, January and April due to the holidays and non-working days)

Motion: Corrales

Second: Linares

Vote: Unanimous

C. AGREEMENTS TO FACILITATE GOVERNANCE LEADERSHIP

The Board adopted San Ysidro School District Governance Team Agreements to Facilitate Governance Leadership Norms and Protocols.

Motion: Corrales Second: Barajas Vote: Unanimous

D. MARQUEES INSTALLATION PROJECT

The Board approved to put out to competitive bid, award and close the Marquees Installation Project throughout the district and authorize the Superintendent to enter into contract and the Assistant Superintendent of Business Services to issue the notice to proceed, manage the work within budget and issue the notice of completion for this project.

Motion: Linares Second: Diaz Vote: Unanimous

E. FIRST INTERIM FINANCIAL REPORT FOR 2014-15 FISCAL YEAR

The Board approved 2014-15 First Interim Financial Report with attached exhibits.

Motion: Barajas Second: Linares Vote: Unanimous

F. RESOLUTION 14/15-3102 TO IDENTIFY THE AMOUNT OF BUDGET REDUCTIONS NEEDED IN 2015-16 AND 2016-17

The Board approved/ratified Resolution #14/15-3102 to identify the amount of budget reductions needed in 2015-16 and 2016-17.

Motion: Linares Second: Diaz Vote: Unanimous

G. STORM EDUCATIONAL ENTERPRISES PERFORMANCE AGREEMENT AND COPYRIGHT PERMISSION FOR WILLOW SCHOOL

The Board approved the Performance Agreement with Storm Educational Enterprises and the Copyright Permission for Willow School for the 2014-2015 school year at an approximate cost of \$63,000 from, Supplemental Concentration Grant (LCAP).

Motion: Barajas Second: Corrales Vote: 4 Ayes – 1 Noe (L)

5. CONSENT CALENDAR

The Board approved the Consent Calendar with the following changes:

- 1) Pulled Consent Calendar Items *D and *E for discussion and to be voted on separately.

Motion: Diaz Second: Linares Vote: Unanimous

CURRICULUM AND INSTRUCTION

***A FIELD TRIP TO THE MARITIME MUSEUM OF SAN DIEGO**

The Board approved/ratified the field trip for two fourth grade classes to the Maritime Museum of San Diego “Star of India” on February 20, 2015.

***B WILLOW SCHOOL 6TH GRADE CAMP TRIP TO CAMP CUYAMACA**

The Board approved/ratified 55-65 students to attend Cuyamaca Outdoor School the week of February 23-27, 2015.

***C STAFF DEVELOPMENT**

The Board approved/ratified attendance to the following workshops/trainings/events listed:

PARTICIPANT(S)	EVENT	PLACE	FROM/TO	COST	FUNDING
Gloria Madera Matthew Paredes Maria Rodriguez Manuela Colom Manuel Bojorquez	Launching the 2014 ELA/ELD Framework	Town & Country Hotel & Convention Center	December 9-10, 2014	\$1,225.00	LCAP Funds
Gloria Madera	14 th Annual Accountability Leadership Institute for EL and Immigrant Students	Town & Country Hotel & Convention Center	December 8-9, 2014	\$400.00	Categorical, Title III
Drina Bedoya	Project GLAD for the Common Core Training	Howard Gardner Community School	November 24-25, 2014	\$300.00	LCAP
Marcos Diaz & Rodolfo Linares	2014 CSBA Annual Education Conference and Trade Show	San Francisco	December 13-16, 2014	\$4,500.00	Board Conference Budget
Ernestina Lopez Cristina Renteria Ana Molina Victoria Boone Nancy Serrano Amy Haven and Lorena Varela-R.	Annual Early Years Conference	SDCOE	January 22, 2015	\$525	Quality Preschool Initiative Account Special Ed. Account
Dena Whittington	Annual CBO Forum	Fallbrook	January 29 & 30, 2015	\$200.00	General Fund

BUSINESS AND FINANCE

***D PURCHASING ORDER REPORT**

The Board approved/ratified purchase order numbers:

A60562-A60569, A60572-A60579, A60581-A60582, A60584-A60586, A60588-A60604,
A60606, A60608, A60610-A60619, A60622-A60657, A60660 of the General Fund
A60570-A60571 of the Child Development Fund
A60580, A60583, A60587, A60605, A60609, A60620-A60621 of the Cafeteria Fund

Motion: Barajas

Second: Diaz

Vote: 4 Ayes – 1 Noe (L)

***E EXPENDITURE REPORT**

The Board approved/ratified expenditures incurred by the district during the period of October 30, 2014 through November 24, 2014. Listing sheets #493 through #507. Payments were made with checks #12-364710 through #12-372195 for a total expenditure of \$1,003,718.03.

Motion: Barajas Second: Diaz Vote: 4 Ayes – 1 Noe (L)

***F ACCEPTANCE OF DONATION**

The Board accepted donations valued at \$1,025.00 to help support and enrich our educational programs.

***G CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP) CONTRACT AMENDMENT 01**

The Board approved/ratified the contract and resolution with the California State Department of Education Contract #CSPP-4438 Amendment 01 for the Preschool & Child Development Programs for fiscal year 2014-2015.

***H EIRE GROUP LLC AGREEMENT FOR 2014-2015 SCHOOL YEAR**

The Board approved the Eire Group LLC Service Agreement for the 2014-2015 school year at a cost not to exceed \$7,500 from the General fund.

PERSONNEL – CLASSIFIED

***I EMPLOYMENT**

The Board approved/ratified employment for the following as recommended by staff:

- 1.1 Music Consultant: Consultant Agreement with Eric Adams during the 2014-2015 school year at a cost not to exceed \$3010.00 at VDM.
- 1.2 Consultants: Consultant Agreements with Pablo Cantua and Edward Roeder during the 2014-2015 school year at a cost not to exceed \$3885.00 at OVHS.
- 1.3 Afterschool Intramural Program Staff: Coach stipends for Faustine Huyn, Alex Vargas, Kevin Arzadon, Tony Barriga, Saul Garciamolinero during the 2014-2015 school year at a cost not to exceed \$5400.00 at OVHS.

***J INCREASE IN HOURS**

The Board approved/ratified the following increase in hours request as recommended by staff:

- 2.1 Bus Drivers: Jasmin Lopez and Alice Garcia from 3.75 to 6 hours, effective November 1, 2014

***K RESIGNATION**

The Board approved/ratified the following resignation as recommended by staff:

- 3.1 Account Clerk III : Lisa Chavez, (8 years 3 months), effective December 5, 2014.

***L RETIREMENT**

The Board approved/ratified the following retirement as recommended by staff:

- 4.1 Executive Secretary II: Juaquina Saenz, (38 years), effective December 30, 2014

PERSONNEL-CERTIFICATED***M EMPLOYMENT**

The Board approved/ratified employment and placement on substitute employment list for the following as recommended by staff:

- 1.1 Substitute Teachers: Nicole Duncombe , Sydney Mason and Edward Olivos , effective December 12, 2014. Compensation at appropriate daily rate.

***N RESIGNATION**

The Board approved/ratified the following resignation as recommended by staff:

- 2.1 Teacher: Monica Garls, (4 years), effective December 12, 2014

6. ITEMS FROM THE BOARD AND SUPERINTENDENT

Member Barajas, 1) Acknowledged Amy Hunt, new SYMS Principal. 2) Congratulated Mr. Diaz and Mr. Linares on their election. 3) Mentioned that Juaquina Saenz, Rosa Castro and Carmen Valenzuela are retiring after many years of great service to the district. It will be hard to replace them. 4) Thanked Vice-President Diaz for changing his mind on an agenda item that he was opposed to after hearing comments and discussion about the item. Commented that this is what it's about and hopes everyone does that as well.

Interim Superintendent Cameron, 1) Thanked Amy Hunt for hosting the Board meeting.

2) Thanked everyone for coming to support the new Board members. 3) Commented that we should focus on the Norms and Protocols and fully endorse that children are our highest priority in the district.

Member Corrales, 1) Congratulated Antonio Martinez for becoming Board President and Mr. Diaz and Mr. Linares on their election. 2) Mentioned that she is committed to looking closely at the Mission Statement, "to provide an educational environment in which all students succeed," and will focus on the goals. 3) Mentioned that she believes students want to be at school because they feel protected and safe, and sometimes they don't have that at home. That is why she always points out attendance and being a school that is open to providing that safety net for our students.

4) Appreciates the trust from the community. 5) Stated that we need to support the ones that don't have a voice, our children.

Vice-President Diaz, 1) Thanked and congratulated Mr. Linares and Mrs. Corrales. 2) Commented that his biggest fear is that his children will end up with a bad education. Stated that his agenda is to do what is right for the students. If his children fail, it won't be for a lack of trying at the school level. 3) Commented that he will do what's right for the children and, at some point, will make a choice that is not popular. He is only one voice on the Board and is here to work with the Board as a team and to listen to everyone that is a part of the school district. 4) Mentioned that no one should take what he says personally; it is professional. 5) Asked the teachers to make sure they are true with the feedback on programs so the Board can help them help students. 6) Mentioned that the Board will change the hostile work environment from top to bottom. 7) Looks forward to working with principals.

Clerk Linares, 1) Commented that his vested interest is his son and the students. 2) Mentioned that San Ysidro will make history with this election because it is a turning point for the good. 3) Commented that his agenda is to bring the district back in the newspapers as number one. We are known as the most dysfunctional district in the nation. 4) Stated that we can shape the future of the district and make any necessary changes to help the students. That is why he is here.

President Martinez, 1) Thanked Principal Hunt and Vice-Principal Aviles for hosting the Board meeting. 2) Congratulated Mr. Linares, Mr. Diaz and Mrs. Corrales for their victory. 3) Mentioned that he has always been a fan of the underdog. San Ysidro School District has always been the underdog, and that should give us motivation to try harder. We should be proud to be the underdog because the underdog takes the disadvantages, learns from them, and triumphs. 4) Commented that there are a lot of issues that need resolving, and we need to stick together as a Board and be transparent in everything we do. We must have that communication and trust with our certificated and classified unions, staff and administration. We need to be unified in order to get out of these issues. 5) Wished everyone Happy Holidays.

There being no further business that comes before the Board, the meeting adjourned at 8:20 p.m.

Respectfully submitted,

Edward Velasquez, Secretary
Governing Board

SAN YSIDRO SCHOOL DISTRICT GOVERNING BOARD
MULTICULTURAL COMPLEX – 4345 OTAY MESA ROAD, SAN YSIDRO
MINUTES AMENDED AGENDA - SPECIAL MEETING
JANUARY 22, 2015 – 3:30 P.M.

The meeting was called to order at 3:34 p.m.

George J. Cameron, Ed.D., Interim Superintendent, led in the flag salute.

Roll Call:

Board Members

Antonio Martinez, President
Marcos A. Diaz, Vice-President
Rodolfo Linares, Clerk
Jose F. Barajas, Member
Luciana Corrales, Member

1. AGENDA

The Board approved the agenda for the meeting.

Motion: Barajas

Second: Linares

Vote: Unanimous

2. ITEMS FROM THE FLOOR

Josie Hamada, Retired Teacher, 1) Asked the Board to look at who is going to lead them to look at issues that we can all work with. 2) Mentioned that children come first and that's the Board's job. 3) Asked the Board to look at someone they can work with in a civil manner. 4) Hopes the Board makes a good decision that benefits the community and remembers that children do come first when making that decision.

3. GENERAL ADMINISTRATION

A. INTERIM SUPERINTENDENT CANDIDATE INTERVIEWS

The Board interviewed Interim Superintendent candidates.

Dianna Carberry, Ed.D.

Edward Velasquez

The Board did not convene to Closed Session.

**ITEMS FROM THE FLOOR REGARDING CLOSED SESSION ITEMS
CLOSED SESSION**

CLOSED SESSION in accordance with section 54954.5 regarding:

Government Code Section 54957

PUBLIC EMPLOYMENT

Title: Interim Superintendent

RECONVENE TO PUBLIC SESSION

PUBLIC SESSION to take action on items discussed in closed session, or to make disclosures of action taken in closed session, if any, as required by Government Code section 54957.7 and section 54957.1.

There being no further business that comes before the Board, the meeting adjourned at 4:38 p.m.

Respectfully submitted,

Edward Velasquez, Secretary
Governing Board

BOARD AGENDA ANALYSIS

TITLE: *SECOND INTERIM FINANCIAL REPORT FOR 2014-15 FISCAL YEAR*

PERSON RESPONSIBLE: Dena Whittington, Assistant Superintendent Business Services 

 X Action
 Information

BACKGROUND INFORMATION:

AB 1200 requires local educational agencies (LEAs) to file interim reports of their annual budget as of October 31 and January 31, respectively. LEAs must collect the financial data for these reporting periods and prepare appropriate interim reports for Governing Board review, approval, and submission, within 45 days of the close of these periods.

Please note that Education Code sections 42130 and 42131 require that Interim Reports be submitted to the Governing Board on the SACS forms, the format prescribed by the Superintendent of Public Instruction.

CURRENT INFORMATION:

Per the Education Codes indicated above, the district hereby submits the 2014-15 Second Interim Report for Governing Board review and approval.

ADDITIONAL DATA:

The 2014-15 Second Interim Report will be available to the public on the district's website after Governing Board's approval.

COST IMPLICATIONS:

None

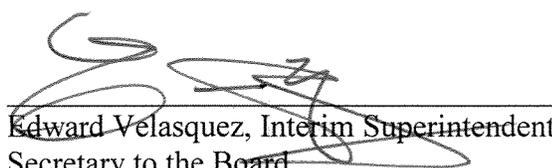
FUNDING SOURCE:

None

RECOMMENDATION:

Approve 2014-15 Second Interim Financial Report with attached exhibits.

Approved for presentation to the Governing Board: March 12, 2015



Edward Velasquez, Interim Superintendent
Secretary to the Board

BOARD AGENDA ANALYSIS

TITLE: *2015 CSBA DELEGATE ASSEMBLY ELECTION*

PERSON RESPONSIBLE: Edward Velasquez, Interim Superintendent

 X Action
 Information

BACKGROUND INFORMATION:

The San Ysidro School District is a member of the California School Boards Association (CSBA). CSBA is a nonprofit education association representing elected officials who govern public school districts and county offices of education. With a membership of nearly 1,000 educational agencies statewide, CSBA brings together school governing boards, and administrators from districts and county offices of education to advocate for effective policies that advance the education and well-being of the state's more than 6 million school-age children.

CSBA's Delegate Assembly is a vital link in the association's governance structure. Working with local districts, county offices, the Board of Directors and Executive Committee, Delegates ensure that the association reflects the interests of school districts and county offices of education throughout the state.

CURRENT INFORMATION:

Annually, CSBA in accordance with its Bylaws, begins the process of developing the membership of its Delegate Assembly. These Delegate Assembly elections must be made by Governing Boards within their geographic subregions or areas. Region 17 San Diego County has 7 vacancies. Attached you will find material regarding elections of representatives from Region 17 to the 2015 CSBA Delegate Assembly.

ADDITIONAL INFORMATION:

Candidates who have been elected or re-elected will serve as their regions delegate for a two-year term beginning April 1, 2015 - March 31, 2017.

COST IMPLICATIONS:

None

FUNDING SOURCE:

None

RECOMMENDATION:

Election of the following representatives to the 2015 CSBA Delegate Assembly (7 vacancies): Twila Godley (Lakeside Union SD)*, Beth Hergesheimer (San Dieguito Union HSD), Antonio Martinez (San Ysidro SD), Janet W. Mulder (Jamul-Dulzura Union ESD)*, Tamara Otero (Cajon Valley Union SD), Dawn Perfect (Ramona USD)*, John M. Rajcic (Ramona USD), Barbara Ryan (Santee ESD)*, Priscilla J. Schreiber (Grossmont Union HSD)*, Julie Union (Solana Beach ESD) and Gary C. Woods (Grossmont Union HSD).

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez, Interim Superintendent



January 30, 2015

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Jesús M. Holguín, President

Re: 2015 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Monday, March 16, 2015

Enclosed is the ballot material for election of your region's or subregion's representative to CSBA's Delegate Assembly. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, a résumé. In addition, you will find a "copy" of the ballot on white paper so that it may be included in your board agenda packet, if you choose to include it. **Only the ballot on red paper is to be completed and returned to CSBA.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on, or before, Monday, March 16, 2015. No late ballots will be accepted.**

Election results will be available on CSBA's website no later than Wednesday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017. The next meeting of the Delegate Assembly is on Saturday, May 16 – Sunday, May 17 at the Hyatt Regency in Sacramento.

Please do not hesitate to contact the Leadership Services Department at (800) 266-3382 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **MONDAY, MARCH 16, 2015**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2015 DELEGATE ASSEMBLY BALLOT
 REGION 17
 (San Diego County)

Number of vacancies: 7 (Vote for no more than 7 candidates)

Delegates will serve two-year terms beginning April 1, 2015 – March 31, 2017

**denotes incumbent*

- | | |
|---|--|
| <input type="checkbox"/> Twila Godley (Lakeside Union SD)* | <input type="checkbox"/> Dawn Perfect (Ramona USD)* |
| <input type="checkbox"/> Beth Hergesheimer (San Dieguito Union HSD) | <input type="checkbox"/> John M. Rajcic (Ramona USD) |
| <input type="checkbox"/> Antonio Martinez (San Ysidro SD) | <input type="checkbox"/> Barbara Ryan (Santee ESD)* |
| <input type="checkbox"/> Janet W. Mulder (Jamul-Dulzura Union ESD)* | <input type="checkbox"/> Priscilla J. Schreiber (Grossmont Union HSD)* |
| <input type="checkbox"/> Tamara Otero (Cajon Valley Union SD) | <input type="checkbox"/> Julie Union (Solana Beach ESD) |
| | <input type="checkbox"/> Gary C. Woods (Grossmont Union HSD) |

Provision for Write-in Candidate Name

School District

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

Region 17 – Carol Skiljan, Director (Encinitas Union ESD)
23 Delegates (17 elected/6 appointed)

Below is a list of all the current Delegates from this Region.

Elvia Aguilar (South Bay Union ESD), elected term expires 2016
Barbara Avalos (National SD), elected term expires 2016
Kevin Beiser (San Diego USD), district appointed - term expires 2015
Marissa A. Bejarano (Chula Vista ESD), elected term expires 2016
Katie Dexter (Lemon Grove SD), elected term expires 2016
Marne Foster (San Diego USD), district appointed - term expires 2015
Twila Godley (Lakeside Union SD), elected term expires 2015
Adrienne Hakes (Oceanside USD), elected term expires 2016
Elizabeth Jaka (Vista USD), elected term expires 2016
Claudine Jones (Carlsbad USD), elected term expires 2016
Michael McQuary (San Diego USD), district appointed - term expires 2016
Janet W. Mulder (Jamul-Dulzura Union ESD), elected term expires 2015
Dawn Perfect (Ramona USD), elected term expires 2015
Jay Petrek (San Marcos USD), elected term expires 2016
Barbara Ryan (Santee ESD), elected term expires 2015
Priscilla Schreiber (Grossmont Union HSD), elected term expires 2015
Nicholas Segura (Sweetwater Union HSD), district appointed - term expires 2016
Arturo Solis (Sweetwater Union HSD), district appointed - term expires 2017
Emma Turner (La Mesa-Spring Valley SD), elected term expires 2015
Vacant, elected term expires 2015
Vacant, district appointed term expires 2015
Vacant, elected term expires 2016

County Delegate

Mark C. Anderson (San Diego COE), elected term expires 2017

Counties

San Diego

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Twila Godley</u>	CSBA Region: <u>17</u>
District or COE: <u>Lakeside Union School District</u>	Years on board: <u>22</u>
Contact Number: <u>619 390-2600</u>	E-mail: <u>tcgodley@cox.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>8</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Educating all students to be productive citizens in the 21st century with preparation to participate in the global marketplace and be active participants in the democratic process. CSBA needs to be providing the guidance and advocacy for curriculum and policy development to meet the challenges of the creation of new technologies affecting the job markets of the future
2. Funding for public education in California. CSBA needs to be proactive in advocating for adequate funding to meet the needs of a growing student population and aging facilities.
3. Training board members. The success of our students depends on the decisions that board of education make in their local districts. Training is essential for boards to function smoothly and be informed about current educational issues and programs when making decisions. Understanding board responsibilities regarding educational funding, personnel, curriculum and board policies are key functions of the training that CSBA provides to its members.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I have served several times as president, vice president and clerk during my years on the board as well as on many district committees such as superintendent and principal selection, budget, wellness, visual and performing arts family life, charter school policy development, and bond reauthorization. I have promoted arts education and science across the curriculum in all of our schools as well as the expansion of foreign language immersion and enrichment programs in Spanish and Mandarin which we now offered in preschool, transition kindergarten, 3 elementary and 2 middle schools. One to one implementation of technology, STEAM, and a pilot program for teacher evaluations are also my priorities. My many years of involvement in PTA at the local, district and state level have influenced my continued support of parent involvement. I am a founding member of the East County Education Network which focuses on collaboration of east county school districts on current issues and resources. I have served as treasurer and the Honoring Our Own Planning Committee for SDCSBA and as a member of Delegate Assembly for the last 8 years.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I have completed the Master of Boardmanship and Master of Governance programs and attended all but one annual conference since being elected. The training and experience I have gained has prepared me to represent our region on issues important to fellow board members. I have attended all of the May and December Delegate Assembly meetings since being elected as a delegate as well as the monthly meetings of the local San Diego County School Boards Association. I have served 3 terms as treasurer of SDCSBA am a member of the Honoring Our Own planning committee, and served as a Golden Bell evaluator. I have participated in the Legislative Action Days and Board Member Advocacy Days meeting with legislators from our region. I have the time and desire to commit to this responsibility.

10.3

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Twila Godley

Date: 12/26/14

**CSBA 2015 Delegate Assembly
Resume**

**Twila Godley
Lakeside Union School District**

Elected in 1992

I have served as President, Vice President and clerk of the board several times

Family

I have been married for 46 years, have 3 children and 3 grandchildren

Education

I attended San Diego State University

Employment

retired merchandising supervisor and certified notary signing agent

Community Activities

Rady Children's Hospital Auxiliary Mountain View Unit: I have served as chairman, treasurer, Kid's News Day DC captain, financial committee

PTA: I have served as president of elementary, high school, and council, 9th District PTA treasurer, financial secretary, leadership, chairman of council presidents. At the state level, I served on the finance commission and leadership commission

Schools: WASC Accreditation committee, district advisory committees, school site councils, classroom volunteer

Church: treasurer for 25 years, church council, choir worship team leader, director of Vacation Bible School, choir member

East County Education Network member
We the People contest judge

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Beth Hergesheimer</u>	CSBA Region: <u>17</u>
District or COE: <u>San Dieguito Union High School District</u>	Years on board: <u>10</u>
Contact Number: <u>760-943-0768</u>	E-mail: <u>beth.hergesheimer@sduhsd.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Education funding, in particular the current issues relating to local reserves. I very much believe this is an issue of both fiscal responsibility/prudence and local control.
2. Ongoing work toward decreasing achievement gaps, increasing graduation rates/college readiness, and preparing our students to be productive participants in their communities. Whether accomplished through student engagement, programs or funding formulas, I see these goals as the core of our purpose.
3. Cultivating connections among all parties involved in student education: staff, parents, students, community, legislators, businesses, and so on, because there are no simple solutions.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Elementary school PTA launched my involvement when I served as the Chair of Health and Safety and then the Legislation Committees, finally acting as the unit President. Since then I have served for 10 years on the SDUHSD school board, during which time I have represented our district on our local Legislative Action Network, on Carlsbad, Encinitas and Solana Beach City/School Liaison committees, and represented the local education community on the Encinitas City General Plan Advisory Committee as they created their updated 20-year plan. I have attended many of the quarterly meetings of the regional San Dieguito Alliance for Drug free Youth. I have experienced working with three superintendents, have worked on our district Strategic Planning Committee and supported a successful bond effort. I am currently serving as board president (3rd time). I have written, called, and visited local legislators to share concerns and hopes, even before becoming a board member. Additionally, I have served on/chaired two non-profit preschool advisory committees, and am involved as a vocalist with two local groups.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As a board member, I quickly came to appreciate the organization that is CSBA. I have found that it is a voice for our students and schools. I attended my first CSBA Annual Conference upon election and then completed the Masters in Governance program and became very aware of how CSBA helps keep school boards/members aware of current events, trends, best practices and actions needed. Having served for 10 years on our board including multiple years as clerk, Vice President and President, I feel that I am up-to-speed on what is occurring in our district, and ready/able/willing to increase my involvement at the next level. Our district has been forward thinking in our Common Core implementation, and I would hope to share some of those practices, as well as any other experience I might bring. I believe I can be an informed, thoughtful, active delegate.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Beth Hergesheimer

Date: 1/5/2015

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Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

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Name: <u>Antonio Martinez</u>	CSBA Region: <u>17 (San Diego)</u>
District or COE: <u>San Ysidro School District</u>	Years on board: <u>2 years</u>
Contact Number: <u>(619) 806-0828</u>	E-mail: <u>bbmc70@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association. My three educational priorities are based on the goal of improving the quality of education for all students in the State of California.

We must 1) create policy that allows districts to improve communication with and the participation of parents/legal guardians (giving them incentives to be involved and work in partnership with school staff). We must also 2) provide every teacher the appropriate Common Core training and tools to excel and inspire our kids (this implies improving communication with teachers and ensuring they are part of the decision-making process). Lastly, we need to 3) provide trustees the appropriate training on school budgets, which would help them make more-informed decisions. All of the aforementioned priorities are significant to CSBA insofar as they emphasize improving communication and transparency statewide. Furthermore, they provide a basis for equal opportunity, where all of our children can succeed through high school, but also focus on the bigger picture: preparing our kids to triumph at the university or vocational level and in their future careers by giving them the same opportunity to succeed as any other child.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

My involvement in the community is extensive, and I am committed to improving the neighborhoods I call home. In addition to being President of San Ysidro School Board, I am also President of the San Ysidro Recreation Council, a member of the San Ysidro Planning Group, and a member of San Diego Police Department Captain's Advisory Board. Furthermore, my dedication to the local district extends to my professional career. I am Director of Public Relations for a community health center, and my team and I work to improve people's access to affordable, high-quality health care and other social service programs available in the community. Accordingly, my work extends to many neighboring communities in my local district, such as, albeit not exclusive to, Otay Mesa, Ocean View Hills, Nestor, Imperial Beach, and Chula Vista.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

In becoming a Delegate, I have the opportunity to not only represent my County at the state level, but also to voice the opinion and needs of my community and residents. My passion and involvement in the community is extensive and my knowledge and expertise of my local district is vital in serving as an appropriate representative. As a life-long resident of my San Diego community, I understand the importance of getting a quality education. I am proud to have been educated through the public school system and to have graduated from the University of Pennsylvania with honors and a distinction in Philosophy, Politics, and Economics. Furthermore, my professional career in health care, outreach and education provides me with additional resources to better contribute and serve as a member of the Delegate Assembly.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 12/15/2014

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

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Name: <u>Janet W. Mulder</u>	CSBA Region: <u>17</u>
District or COE: <u>Jamul Dulzura USD</u>	Years on board: <u>10</u>
Contact Number: <u>619-588-5672</u>	E-mail: <u>jmulder02@gmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>8 years</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

My top three educational priorities would be to first secure a truly adequate funding source that would assure education an income upon which we could base our budgets; second, to insure that we are preparing our students with skills for the 21st century and beyond, including providing a well-balanced curriculum, emphasizing critical thinking in all content areas; and third, recognizing the importance of accountability, insure that all testing includes multiple measures of students' annual progress including reauthorization of ESEA with a student progress component. Today, CSBA has also set these as top priorities, and we need to continue to be in the forefront of "putting kids first" in all three of these areas.

All of these priorities will require some "professional development" for our teaching staffs, parents, community members, and certainly our legislators. I would propose that each region meet in small groups with the schools they represent, working with the different sets of stake holders listed above, to both educate and partner with them so we speak with one voice promoting this important field of public education.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I have served as President, Vice-President, and Clerk on our JDUSD and currently serving a third term as Clerk. I am also a member of our Board's Government Relations, Legislative, and Policy Committees. I have served on the Negotiations, Recreation, and Facilities committees as well. I regularly meet with our legislators and their staff to keep them abreast of educational issues. I am actively involved in our local district through PTA/PTSA events such as the Autumn Festival, Musical programs, judge at site History Day competitions, worked with students on Freedom Walk, We the People competitions, Project Citizen Showcases and spoke at the Middle School promotion and Eagle Awards programs. In addition, I write a monthly column for our local newspaper featuring the exciting careers of former students of our school district aimed at furthering a positive image for our schools in particular and education in general.

I am an elected member of our Jamul Dulzura Community Planning Group where I serve as Secretary. Working with both the School Board and Planning Group gives me an additional insight and perspective into both areas of education and land use issues.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I have served the last eight years as your delegate working on the HOO (Honoring Our Own) Committee and co-chairing the Governmental Relations Legislative actions for our region the past seven years. I am a member of CSBA's Small School Districts Council. I attended the Legislative Action Days in Sacramento visiting many of our San Diego legislators, communicating our educational concerns to them, and made several visits to the legislators' offices here at home. I have attended all of the CSBA Annual Conferences, presented several sessions, and was on the 2013 Planning Committee and I have been a Golden Bell reviewer of projects nominated from our region. As a Board member from a small school district, I feel I can better represent the smaller school districts in our region on the delegate assembly. As a former teacher for 20 plus years, I bring a strong educational background to the delegate assembly, which sometimes helps to cut through the "education-eze" that comes to us from Sacramento. I know we all want to do what is best for kids, and my years in the classroom help me to see how to bring about change effectively. My association with the GSDCSS and the CCSS gives me further avenues to effectively present our CSBA ideas.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

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Signature: _____

Date: December 13, 2014

JANET W. MULDER

3394 Beaver Hollow Road
Jamul, California 91935
(619) 588-5672
jmulder02@gmail.com

EDUCATION:

- **M.I.G.** Masters in Governance - California School Boards Association - 2005
- **M.A.** Education (Curriculum & Instruction) - San Diego State University - 1980
- **Life Credential** - Multiple Subject (K-12 - Adult) - San Diego State University - 1977
- **B.S.** Business (Marketing) with Honors - San Diego State University - 1958
- **Other post-baccalaureate education includes:**
 - Univ. of Pennsylvania 1988, Stanford University 1988, UCLA 1987, SDSU 1987, UCLA 1986, UCSD 1982.
- **Other educational training includes:**
 - Project Citizen Trainer of Trainers; We the People The Citizen & The Constitution; Josten's Yearbook Training Workshop, USD; BTSa training, Cajon Valley School District; California Council of Social Studies Conferences (CCSS); California League of Middle Schools Conferences (CLMS); California History Social Science Project Fellows Academies Institutes (CHSSP); California Teachers of English Conferences (CATE); California Learning Assessment System (CLAS) History Assessment Training, San Diego County Mentor Workshops, Partnership School's Network Conferences & Symposiums; Cognitive Coaching Training (Advanced) Art Costa & Robert Garmson; Cooperative Learning Workshops, Dee Dishon & Pat Wilson O'Leary; Problem Solving & Critical Thinking Workshops, Rita King; San Diego Area Mathematics Project Fellow; Program Quality Review Lead Reviewer Training.

CONSULTING & TEACHING EXPERIENCE:

EDUCATIONAL CONSULTANT 2000 – PRESENT

Jamul Dulzura Union School District Board of Trustees member

- Re-Elected November, 2012 (third four-year term) – President (2007-8 &)
- Earned Masters in Governance Certificate from CSBA, 2005

California School Boards Association Region 17 Delegate (elected 2006) Gov. Rel Co-chair
Holt, Rinehart & Winston, Publishers, Editorial Consultant

Center for Civic Education – Writer Scope & Sequence of Civics Education
- We the People Congressional District 52 Coordinator 2005-2014

San Diego County Department of Education

- History Day Coordinator 2002 - 2014
- CA State History Day Museum Experience Coordinator, 2005
- Big Ideas Standards Project Writer & Standards in Action Project Consultant

Oak Grove Middle School - Jamul, California

Yearbook Advisor & PowerPoint Presentation Creator 2002-2007

California History-Social Science Project Policy Board

McDougal Littell Publishing, Editorial Consultant

JAMUL-DULZURA UNION SCHOOL DISTRICT

Oak Grove Middle School - September 1986 – 2002

Mentor Teacher - History Social Science, Award-winning Journalism, Speech,
Academic Teams Coach, Constitutional Competition, County, State,
National History Day, East County Academic Bowl Coach, School Site Council Member,
Student Council Advisor, Leadership Team, District History Resource Teacher

Jamul Elementary School - May 1977 to Sept. 1986

Fifth grade, District Math Resource Teacher, Student Council Advisor

AWARDS & RECOGNITION RECEIVED:

39 Awards received including "Civic Education Leadership Award", "Educator of Merit – History Day in California", "Teacher of the Year" (2 times), "CLMS Educator of the Year", DAR "California's Outstanding Teacher of American History", Kiwanis "Citizen of the Year", Proclamations from SD County Board of Supervisors, PTA Awards including Golden Oak Service Award & Lifetime Achievement Award.

PRESENTATIONS & WORKSHOPS GIVEN:

130 given from 1985 to present at the local, state, and national level at conferences, schools, districts, Boards of Education meetings, community groups, colleges and universities on a variety of topics.
(Complete list available upon request)

Delegate Assembly

Candidate Biographical Sketch Form



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Name: <u>Tamara Otero</u>	CSBA Region: <u>17</u>
District or COE: <u>Cajon Valley Union School District</u>	Years on board: <u>4</u>
Contact Number: <u>619-244-8138</u>	E-mail: <u>oterot@cajonvalley.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

My first priority would be to encourage proper professional development for all teachers so that there is no disparity in the classrooms. To train our teaching professionals to use the blended learning pedagogy with the use of technology in every classroom in the state. Allowing each student to have an individualized learning experience that meets their unique needs and encourages enthusiasm for learning.

My second priority is for every child to have a valid physical education and arts experience in every grade level. These two subjects are at risk of being overlooked with Common Core taking the center stage. The reality is that if we are teaching Common Core then the arts and physical education should be integrated into curriculum.

My third priority is for every student in California to have a global perspective on learning. Digital learning allows us to teach and learn a common language. Rather than throw technology into the classrooms lets immerse our students in a language that has no boundaries.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

From the moment I was elected four years ago, I have made my position as a Trustee a full time job. I am active on the PTA in our District. I run a District-wide Art contest that allows students to enter in six different genres of Art. I have been instrumental in bringing the Design-Build model to our District for new construction, so that we might have more innovative options with our Bond related projects. I have represented our District at the County Supervisor in obtaining Grant funding for play space improvements. I am involved in our local service clubs as a Rotarian and have worked with the Salvation Army to assist our families of need. I have worked with our city as the Education liaison in encouraging and facilitating our students participation in an annual 5K run. I have worked directly with our Chaldean and refugee population leaders as we try to help with more effective community partnerships with our schools. I have worked with our Board to hire a new Superintendent. Simply put: I have made myself always available to the needs of our school district.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I bring new ideas! I have worked in schools as a volunteer and liaison for over 18 years. I feel more confident now as a Board member after serving four years. My Board has valued my leadership and elected me as their President for two of those four years. I am a visible presence in schools and classrooms, and I have an understanding of what has worked and what hasn't worked on our campuses to create an enthusiastic, inclusive learning environment.

I am very interested in becoming a Delegate. I know that there is much to learn, and I am confident that there is much to do. I am a hard worker and I am a quick learner. Let's make it a better tomorrow, today!

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Tamara Otero Date: 12/21/14

Delegate Assembly Candidate Biographical Sketch Form



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Name: <u>DAWN PERFECT</u>	CSBA Region: <u>17</u>
District or COE: <u>RAMONA UNIFIED SCHOOL DISTRICT</u>	Years on board: <u>6</u>
Contact Number: <u>760.788.1983</u>	E-mail: <u>dawnperfect@att.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Impact of State and Federal legislation of school districts throughout California.
2. Common Core Standards; interpretation and implementation.
3. Innovation in education programs. Changing technology requires ever-changing strategies from school leadership in how, and what we teach.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Masters in Governance
 CSBA Annual Education Conference - attendee 5 years
 San Diego County Superintendent's Achievement Gap Task Force
 Governor's Budget Workshop presented by School Services of California - attendee 6 years
 Grossmont/Cuyamaca College District Educational Master Plan participant
 District Budget Steering Committee, 7-11 Facilities Committee, School Site Council, PTSA & Booster Clubs
 ROP Community Advisory Panel

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

The policies of our State are largely directing how we educate students throughout the State. CSBA is one of the strongest tools our public education system has for providing input to our State legislators. With an informed and active membership, the needs of local school districts can be more powerfully voiced.

I look forward to the opportunity to represent and serve the school districts in California by active participation as a CSBA Delegate. I have an open-door, open-minded approach to leadership and dedicate fully to the task at hand.

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Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected. Page 12 of 20

Signature: Dawn Perfect

Date: December 11, 2014

DAWN PERFECT

937 Bricklane Road, Ramona, California 92065

dawnperfect@att.net 760.788.1983

Dawn Perfect and her husband, Scott, are lifetime residents of San Diego County. They have four children; all educated in traditional public schools, as well as public Montessori and independent study programs.

An active volunteer in a variety of organizations, Dawn has always put an emphasis on education, both in the classroom and in the community. Through service with an assortment of non-profit groups, Dawn has forged a bond between classroom education and community opportunities available to students.

College readiness and vocational education through the integration of STEAM (science, technology, engineering, arts and math) are key areas of interest.

Dawn was recently re-elected to a second term on the Ramona Unified Governing Board.

Community Activities & Recognitions:

- Revitalization Infrastructure Chairperson, reporting to County Supervisor Jacob
- Ramona Intergenerational Campus – Chairperson
- Grossmont/Cuyamaca College District – Educational Master Plan Advisory Group
- Arriba Teen Center – Founding Board Member
- Community Planning Group – Transportation & Trails, Parks, Town Center Development
- Palomar Health Community Action Council – Member
- Chamber of Commerce Citizen of the Year Nominee 2013
- Friends of the Ramona Library – Lifetime Member
- Ramona Soccer League – Treasurer
- Boy Scouts of America – Award of Merit, Distinguished Commissioner, Council Silver Beaver

Education:

- Masters in Governance
- AA General Studies
- AA Liberal Arts & Sciences

Ramona Unified School District Service:

- Elected Governing Board Member, 2008
- Budget Steering Committee
- 7-11 Facilities Committee
- Site Council President

Recent Endorsements: California Senator Joel Anderson and County Supervisor Diane Jacob

Delegate Assembly Candidate Biographical Sketch Form



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Name: JOHN M RAJCIC

CSBA Region: 17

District or COE: RAMONA UNIFIED

Years on board: 2

Contact Number: 760-788-5939

E-mail: RAJCICJ8@AOL.COM

Are you a continuing Delegate? Yes No If yes, how long have you served as a Delegate? _____

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

PRIORITIES:

1. **FUNDING.** Adequate funding is basic to an effective school/district. This must be a major concern of CSBA.
2. **PUBLIC RELATIONS(PR).** The public school is often unjustly maligned. Good PR is a requisite for garnering support. Public opinion is everything. With public sentiment nothing can fail. Without it nothing can succeed. The major activities of CSBA must be imbedded in effective Public Relations.
3. **TECHNOLOGY.** Students must be technologically competent. We are living in an era of genius machines. One day we will look back and see two Nations . One that is working in the technologically dynamic sector and everyone else. ...average is over. Change is rampant. Those that do not like change will like obsolescence even less.

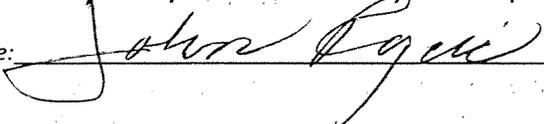
Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I will complete CSBA's Masters in Governance 3-14-15. Attended CSBA /SSC meetings on finance, personnel and new board members. Attended many seminars/meetings at the COE on Common Core and Common Core and the arts/music, Proposition 30, the Governors Budget, CSTRS, CSBA Education Conference(Missed SF was in Vermont) ,LCFF and LCAP. Also attended a meeting on Common Core 2.0(Citizens for Quality Education)to hear concerns . Locally and in the past I worked on Bond Measures, Budget and Facilities Committees.. Drop in on PTA meetings . Correspond with Assemblymen and Senator. As a long time adviser to the Ramona Historically Society and Museum, I find myself explaining and talking about school matters at meetings.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

Formal education is extremely important today. I always felt that experience is not the best teacher . It is the experience of others. My experience in leadership rolls in Education , the Military and Industry should be beneficial to CSBA in making policy that positively impacts on public education.(www.Jrajcic.com).I do not avoid, repress or deny conflict, but rather see it as an opportunity . I am old enough to know my limitations but young enough to overcome them. I hope I can produce some good by what I write, say and do.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: _____ **10. 3**
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Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

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Name: <u>Barbara Ryan</u>	CSBA Region: <u>17</u>
District or COE: <u>Santee School District</u>	Years on board: <u>35</u>
Contact Number: <u>(619) 258-2304</u>	E-mail: <u>barbara.ryan@santeesd.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>30</u>	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Securing Adequate Funding -- Protecting current funding and securing additional funding is critical to districts.
2. Providing Equal Educational Opportunity for all Students -- A core responsibility for districts and a priority for CSBA.
3. Seeking Greater Local Control -- Mandate relief should continue to be key to CSBA's support of local boards.

Please describe your activities/involvement or interests in your local district. I was first elected to the Santee Board of Education in 1979 and have been re-elected in nine subsequent elections. I have served as President, Vice President and Clerk and also represented the Board as the Legislative Representative. I represent the Board on several district and community committees, including the Curriculum Advisory Council. My major interest has always been in the area of curriculum and instruction. I take very seriously my responsibility as a board member to assure all students have access to an excellent education.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

In addition to direct communication to CSBA staff, I communicate the interests of my board and other boards through the San Diego County School Boards Association (SDCSBA), and to our CSBA Region 17 Director. That information is then taken to the CSBA Board of Directors for discussion/action.

I have served as a member of the SDCSBA Executive Committee for 30 years and during that time served as President, Vice President, Treasurer and Legislative Representative. I currently represent school boards on the Children's Initiative Board of Directors and the Children's Mental Health Advisory Council. This service provides an opportunity to raise education/school board concerns and communicate the perspective of board members to the broader community.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

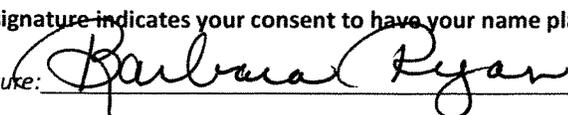
I wish to continue serving as a member of the Delegate Assembly in order to support CSBA in its role of speaking loudly and clearly on behalf of California's students. My long-term service as a local school board member and my service over the years on the following CSBA committees position me well to make a positive contribution to the Delegate Assembly.

- Member of the Delegate Assembly
- Legislative Relations Chair (State and Federal)
- Legislative Committee
- Coordinated Children's Services Task Force
- School Facilities Task Force
- Welfare Reform Committee
- Health Task Force

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

10. 3

Page 15 of 20

Signature: 

Date: November 19, 2014

BARBARA RYAN

Biography

SCHOOL BOARD SERVICE

- **Santee Board of Education**
 - First elected in 1979
 - Re-elected in 1981, 1986, 1990, 1994, 1998, 2002, 2006, 2010, and 2014
 - Served as President, Vice President, Clerk and Legislative Representative
 - Currently serves as Legislative Representative

- **San Diego County School Boards Association**
 - Served as President, Vice President, Treasurer and Legislative Representative

- **California School Boards Association**
 - Currently:**
 - Member, Delegate Assembly
 - Member, Legislative Network
 - Served as:**
 - Legislative Relations Chair
 - Member, Legislative Committee
 - Member, Coordinated Children's Services Task Force
 - Member, School Facilities Task Force
 - Member, Welfare Reform Committee
 - Member, Health Task Force
 - Member, Condition of Children Council

COMMUNITY SERVICE (Past and Present)

- First 5 San Diego
- San Diego Commission on Children, Youth and Families
- Children's Initiative Board of Directors
- Foster Grandparents Board of Directors
- Serra Mesa Planning Group Executive Board
- Kearny Mesa Planning Group Executive Board
- School Site Council
- PTA Executive Board
- East County YMCA Board
- Santee Chamber of Commerce

AWARDS ACCOMPLISHMENTS

- 2011 SDCSBA Board Member of the Year
- Champion for Children Award, Voices for Children
- YWCA Tribute to Women in Business Award
- President's Award, Santee Chamber of Commerce
- California Assembly Woman of the Year
- PTA Continuing Service Award
- PTA Honorary Service Award
- Citizen of the Year, Phi Delta Kappa
- Citizen of the Year, Santee Kiwanis Club

PROFESSIONAL

- Vice President, Government Affairs and Advocacy – Rady Children's Hospital-San Diego

Delegate Assembly Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Priscilla J. Schreiber</u>	CSBA Region: <u>17</u>
District or COE: <u>Grossmont Union High School District</u>	Years on board: <u>14</u>
Contact Number: <u>619.571.6386</u>	E-mail: <u>priscilla1953@msn.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>8</u> years	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

In serving as your CSBA Delegate for eight years my top three educational priorities remain unchanged as we continue our efforts to gain ground from SAC in the following areas:

- 1) Secure more local control for what's best for individual School Districts' student population as determined and defined by its Board, it's community, and it's stakeholders.
- 2) Advocate for more flexible and stable funding, hold the state accountable for a School Facilities Bond in 2016 to fulfill it's obligation under the State-Matching Incentive program; and STOP mandates that undermine local control, that are underfunded, and unfunded.
- 3) Curriculum, at it's core, should be well tested and well balanced with an emphasis on critical thinking, technology, civics education, college preparedness, and career technical education taught by highly trained and fully equipped teachers in every classroom.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

I had the great opportunity to serve my District as Board President and Vice President at a time when our District needed to pass a follow-on Facilities Bond; an effort that required strong community engagement and support. Upon the passage of that Bond Measure we expanded our CBOC for greater community representation. I have served as Clerk of the Board and on numerous District committees, I.e.) Board Bond Sub-Committee, Audit and Finance, Calendar, Human Relations, Health and Wellness, Skilled Workforce Development Committee. As a strong advocate for Civics Education I participate annually as a Judge for the "We the People" middle and high school competitions. I have served on the Boys & Girls Clubs of East County Foundation Board and their related capital building campaigns over the past five years. Through a joint partnership with the Boys and Girls Club's "Teen Center" in El Cajon, we established an after school program specific to introducing students to the Career Pathway offerings on the surrounding high school campuses. Along with my fellow Delegates I have participated in Legislative Action Days both at home and in Sacramento.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

When first elected in 2000, I immediately saw the value of participating in the "Masters in Governance" (MIG) program. My background in construction and the private sector had provided me with a valuable set of business skills, however, I knew I needed to learn how to be an effective School Board Member on a Governance Team. In regard to the (MIG) program I believe that adding a Bond Program Module would be a great benefit to School Board Members as Facilities and Education Tech Bonds have become big business in public education. I have been an active member on our local SDCSBA Executive Committee as Legislation Co-Chair/Secretary/Treasurer; and Entertainment Chair/Decorations & Sponsorships for the Annual Honoring Our Own Committee. In 2004, I was honored by both my San Diego CSBA peers with the recognition of "Rookie School Board Member of the Year" and by my Assemblyman as his "Woman of the Year". I participated as a co-presenter in a workshop on "Ethics in Education" at the 2006 Annual Education Conference and in 2011 I was thrilled to be nominated for the East County Chamber of Commerce's

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected. **10. 3**

Signature:

Date: January 6th, 2015 **Page 17 of 20**

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: <u>Julie Union</u>	CSBA Region: <u>17</u>
District or COE: <u>Solana Beach School District</u>	Years on board: <u>2</u>
Contact Number: <u>619-889-2246</u>	E-mail: <u>julieunion@sbsd.k12.ca.us</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate?	

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

ACADEMIC ACHIEVEMENT: The students of today will need to be ready for the rigors of tomorrow. 21st Century skills are imperative for a successful future and the Achievement Gap must be a continued priority of CSBA policy direction.

ADVOCACY: Advocate for students at the local, state, and national level. We must safeguard the promise of equal education opportunities and the commitment to high standards and high expectations for all students.

BOARD MEMBER DEVELOPMENT: How a school board governs is vital to the success of a school district. CSBA is an important resource to help board members in the areas of board education, human resource policy, finance, legislative advocacy, collective bargaining, and community leadership. When school boards are well educated, our voice is united for student success.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

Involvement in our local district began 18 years ago as a school volunteer. Since that time, I have been an active education advocate serving in many PTA leadership positions and school site councils. As a school board member, I have completed the CSBA Masters in Governance certification and attended conferences and workshops including the San Diego STEM Symposium. Meeting and building productive relationships with local legislators, neighboring district school board members, and community leaders has been a priority. Sharing best practices, innovations, and lessons learned has been very beneficial.

Opening up social media channels has been a positive way to communicate and connect with constituents and public leaders. I started the "Parent Education Connection" on Facebook as a way to update parents on educational trends, pertinent articles, and supportive videos. The Twitter account @JulieUnion is dedicated to education related issues, articles, and videos by current educational leaders and organizations, news outlets, and local school administrators.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

I understand the importance and value of CSBA and would like to see more school board members participate in the Masters in Governance certification, attend more conferences, and workshops. As an enthusiastic board member with a background in marketing, I would appreciate the opportunity to be on the CSBA Marketing Committee and help foster more CSBA participation from both beginner and more experienced Trustees.

I have the time and desire to advocate for student success at the Delegate level and I would be honored to work side-by-side with other school board members that also believe in the educational tenet "All children are our children".

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected. 10.3
Page 18 of 20

Signature: *Julie Union*

Date: *1/5/14*

JULIE UNION



UNITING SCHOOL BOARD MEMBERS

Being a school board member is a tremendous privilege that comes with great responsibility. CSBA is an important resource to help school board members in the areas of board education, human resource policy, finance, legislative advocacy, collective bargaining, and community leadership. As a new enthusiastic board member with a background in marketing, I would appreciate the opportunity to collaborate with District 17 Assembly members and find ways to foster more CSBA participation from both beginning and more experienced Trustees. Together we can all benefit by increased attendance at conventions and workshops, more Masters in Governance participation, and provide new outreach opportunities for school board members to meet in order to share best practices, innovations, and lessons learned. Together we can continue to unite our voice in education advocacy as well as enrich our time serving our individual districts.

EDUCATION

SAN DIEGO STATE UNIVERSITY	1983-1987
Major: Business Administration	Concentration: Marketing
CSBA - MASTERS IN GOVERNANCE	2013-2014

EXPERIENCE

SOLANA BEACH SCHOOL BOARD MEMBER	2012 - PRESENT
BUSINESS OWNER, TREASURED MOMENTS PHOTOGRAPHY	1995- 2002
ACCOUNT MANAGER, CREATIVE PROMOTIONAL SERVICES	1988- 1995

COMMUNITY SERVICE

Executive PTA Board Member and Site Council Representative - Carmel Valley Middle School
Girl Scout Leader 1997 - present
Common Sense Media Advisors Panel Member 2014 - present
PTA President at Carmel Creek Elementary 2010-2012
Team Parent and Foundation Liaison at Canyon Crest Academy 2006-2010
Susan G. Komen 3-Day walker or crew member - 4 years total

SOCIAL MEDIA

Started "Parent Education Connection" on Facebook to update parents on educational trends, pertinent articles, and supportive videos. Twitter account @JulieUnion is dedicated to education related issues, articles, and videos by current educational leaders, news outlets, and local school administrators.

Delegate Assembly

Candidate Biographical Sketch Form



DUE: Wednesday, January 7, 2015

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | or fax (916) 371-3407

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department by January 7 postmarked by the U.S.P.S. Late submissions will not be accepted. If you have any questions, please contact Charlyn Tuter in Leadership Services at ctuter@csba.org or (800) 266-3382.

Name: _____	Dr. Gary C. Woods	CSBA Region: _____	17
District or COE: _____	Grossmont Union High School District	Years on board: _____	4
Contact Number: _____	619.590.2141	E-mail: _____	gwoods@socalsem.edu
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____			

CSBA's Delegate Assembly sets the general education policy direction for the Association. As a member of the Delegate Assembly, please describe what your top three educational priorities would be, and why they are important to the Association.

1. Student-Centered Learning which prepares students to utilize their personal learning styles and develop their personal learning strengths.
2. Technology-Enhanced Learning which prepares students to learn at their own pace and in ways that best fit their learning strengths.
3. Career-Technical Education which prepares students for the real world of global competition and rapid technology change.

Another responsibility of Delegates is to communicate the interests of local boards to CSBA's Board of Directors, Executive Committee and staff. Please describe your activities/involvement or interests in your local district, county and/or CSBA committees, etc.

As a Governing Board Member of the Grossmont Union High School District, I am interested in promoting (1) good governance regarding finances; (2) high academic expectations; and (3) student safety and anti-bullying education.

I currently teach educational psychology and chair dissertation committees on the topics of bullying, Native American education, and sports and education at the high school level.

Why are you interested in becoming a Delegate and what contribution do you feel you would make as a member of the Delegate Assembly?

As a lifelong educator with a Doctor of Education in Technology and Learning, I would push an agenda that focuses on best practices in grades 9 - 12, as well as preparation for undergraduate education. I am interested in collaborating with fellow educators to develop best practices in secondary education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected. **10.3**

Signature: Dr. Gary C. Woods

Date: December 12, 2014

BOARD AGENDA ANALYSIS

TITLE: *SECOND READING OF REVISED BOARD POLICY AND ADMINISTRATIVE REGULATION 1312.3 UNIFORM COMPLAINT PROCEDURES*

PERSON RESPONSIBLE: Gloria Madera, Assistant Superintendent of Educational Services
Matthew Paredes, Director of State and Federal Projects

 X Action
 Information

BACKGROUND INFORMATION:

Federal laws require all public agencies to have policies to receive, fairly evaluate and have established processes in place for complaints brought forward by the public. The Uniform Complaint Procedure Policy 1312.3 and the Administrative Regulation were last updated by the San Ysidro School District Governing Board on September 11, 2014. As federal laws evolve, public local education agencies must ensure local policies reflect the new conditions to assure alignment and compliance with these federal laws. As state and federal regulations become law, it is recommended that the San Ysidro School District Governing Board update both the Board Policy and accompanying Administrative Regulation pursuant to uniform complaint procedures.

CURRENT INFORMATION:

The amended Board Policy and Administrative Regulation provides updated information related to: A commitment on the part of the local education agency to fairly investigate allegations of unlawful discrimination, harassment, intimidation or bullying – expanded language and specific information; A commitment by the local education agency to investigate any complaints related to unlawful student fees; A statement that all complaints related to unlawful student fees be filed no later than one year from the date of the alleged violation; A statement that reflects if a local education agency finds merit in a pupil fees complaint that a remedy shall be provided to all affected pupils, parents and guardians; A statement that conveys that the local education agency will engage in reasonable efforts to identify and fully reimburse all affected pupils, parents and guardians and a statement ensuring that complainants are protected from retaliation and that the identity of an complainant alleging unlawful discrimination, harassment, intimidation or bullying will remain confidential.

ADDITIONAL DATA:

N/A

COST IMPLICATIONS:

N/A

FUNDING SOURCE:

N/A

RECOMMENDATION:

Approve second reading of the revised Board Policy and Administrative Regulations 1312.3 Uniform Complaint Procedures.

Approved for presentation to the Governing Board: March 12, 2015



Edward Velasquez
Interim Superintendent

UNIFORM COMPLAINT PROCEDURES

BP 1312.3 (a)

The San Ysidro School District known as the Local Educational Agency (LEA)– shall seek to resolve complaints alleging **discrimination, harassment, intimidation, or bullying** in accordance with the LEA’s Uniform Complaint Procedures. (5 CCR 4620)

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful **discrimination, harassment, intimidation, or bullying** against any protected group as identified under Education Code 200, 220 and 234.1 Government Code 11135, including actual or perceived characteristics, as set forth in Penal Code section 422.55 or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that is funded directly by, or that receives or benefits from any state financial assistance. (5 CCR 4610)

The Governing Board recognizes that the LEA has the primary responsibility for complying with applicable state and federal laws and regulations governing educational programs. (5 CCR 4620) The district shall investigate complaints alleging failure to comply with applicable state and federal laws and regulations including but not limited to allegations about discrimination, harassment, intimidation, or bullying and noncompliance with laws related to pupil fees related to participation in an educational activity and seek to resolve those complaints in accordance with the LEA Uniform Complaint Procedures. (EC 234.1, 49010, 5 CCR4610, 4620-4621)

If a public school finds merit in a pupil fees complaint, the public school shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the public school to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board. (EC 49013d). The district will attempt in good faith by engaging in reasonable efforts to identify and fully reimburse all pupils, parents, and guardians who paid a pupil fee within one year prior to the filing of the complaint .(5CCR 4600u)

Complainants will be protected from retaliation and the identity of the complainant alleging **discrimination, harassment, intimidation, or bullying** will remain confidential as appropriate. (EC 234.1; 5CCR 4621) Participation in the complaint process shall not, in any way, affect the status, grades, or work assignments of the complainant.

Pupil fee complaints must be filed not later than 1 year from the day of the alleged violation occurred. (5CCR 4630c2). Pupil fee complaints may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of non-compliance with laws relating to pupil fees (EC 49013b)

The district’s Williams Uniform Complaint Procedures, AR 1312.4, shall be used to investigate and resolve any complaint related to the following:

1. Sufficiency of textbooks or instructional materials
2. Emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff
3. Teacher vacancies and misassignments

BP 1312.3 (b)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy.

Discrimination, harassment, intimidation, or bullying complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, harassment, intimidation or bullying shall be investigated in a manner that protects the confidentiality of the parties and confidential as appropriate, except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by case basis. (EC234.1; CCR 4621)

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation and bullying. (EC 234.1, 5 CCR 4630)

The LEA will provide an opportunity for the complainants to present evidence or information related to the incident(s). (EC 4631) Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or the otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. (5 CCR 4631) The LEA will investigate the complaint and will issue a written report to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time. (EC 234.1, 5CCR 4631) The report will contain the following elements:

- (i) The findings of fact based on the evidence gathered.*
- (ii) Conclusion of law.*
- (iii) Disposition of the complaint*
- (iv) The rationale for such a disposition.*
- (v) Corrective actions, if any are warranted.*
- (vi) Notice of the complainant's right to appeal the LEA's Decision to the California Department of Education.*
- (vii) Procedures to be followed for initiating an appeal to California Department of Education.*

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privilege information)

(cf.5125 – Student Records)

(cf.9011- Disclosure of Confidentiality Privileged)

Note: 5CCR 4621 mandates that the district's policy ensure that complainants are protected from retaliation.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complain procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

BP 1312.3(c)

Refusal by the LEA to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of remedy in favor of the complainant. (5 CCR 4631)

This complaint may be filed with the Assistant Superintendent of Human Resources at the San Ysidro School District Office; 4350 Otay Mesa Road; San Ysidro, CA 92173. Persons and/or staff members tasked with responsibilities of compliance and/or investigations shall be knowledgeable about the laws/programs he/she is assigned to investigate. (5 CCR 4621)

Complainants shall have the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation or bullying laws. (EC 234.1; 5 CCR4622)

The LEA shall ensure an annual dissemination of a written notice of the LEA's complaint procedures to students, employees, parents or guardians of its students, school district advisory committees, appropriate private school officials or representatives and other interested parties. That notice includes information regarding unlawful pupil fees (EC 234.1, 49013, 5 CCR 4621)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedures

35186 Williams Uniform Complaint Procedures

37254 Intensive instruction and services for students who have not passed exit exam

41500-41513 Categorical education block grants

48985 Notices in language other than English

49010-49013 Student fees

49060-49079 Student records

49490-49590 Child nutrition programs

52160-52178 Bilingual Education programs

52300-52490 Career technical education

52500-52616.24 Adult schools

52800-52870 School-based program coordination

54000-54028 Economic impact aid programs

54100-54145 Miller Unruh Basic Reading Act

BP 1312.3(d)

54400-54425 Compensatory education programs
54440-54445 Migrant education
54460-54529 Compensatory education programs
56000-56867 Special education programs
59000-59300 Special schools and centers
64000-64001 Consolidated application process

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state
12900-12996 Fair Employment and Housing Act

PENAL CODE

422.55 Hate crime; definition
422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

3080 Application of section
4600-4687 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

6301-6577 Title 1 basic programs
6601-6777 Title II preparing and recruiting high quality teachers and principals
6801- 6871 Title III language instruction for limited English proficient and immigrant students
7101- 7184 Safe and Drug-Free Schools and Communities Act
7201- 7283g Title V promoting informed parental choice and innovative programs
7301- 7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

(3/03 11/04) 1/06

Community Relations

Uniform Complaint Procedures

BP 1312.3(a)

The Governing Board recognizes that the district is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. *The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination, harassment, intimidation and bullying. The San Ysidro School District – known as the Local Education Agency (LEA) – shall seek to resolve complaints alleging discrimination, harassment, intimidation and bullying in accordance with the LEA's Uniform Complaint Procedures (5 CCR 4620)*

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, *harassment, intimidation and bullying* against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived characteristics such as sex, sexual orientation, *gender expression, gender identity*, ethnic group identification, race *or ethnicity*, ancestry, *nationality*, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Complaints related to student fees thought to be illegal can be pursued through the Uniform Complaint Procedure Process.

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

(cf. 0410 - Nondiscrimination, harassment, intimidation and bullying in District Programs and Activities)

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 4031 - Complaints Concerning Discrimination, harassment, intimidation and bullying in Employment)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5148 - Child Care and Development)

(cf. 6159 - Individualized Education Program)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the district's Williams uniform complaint procedure (BP 1312.4).

(cf. 1312.4 - Williams Uniform Complaint Procedures)

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination, **harassment, intimidation and bullying** complaints alleging failure to comply with applicable state and federal laws and regulations and/or alleging discrimination, **harassment, intimidation and bullying** shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

Complaints alleging unlawful discrimination, harassment, intimidation and bullying shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation and bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation and bullying. The LEA will provide an opportunity for the complainants to present evidence or information related to the incident(s). Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations. The LEA will investigate the complaint and will issue a written report to the complainant within 60 days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time. The report will contain the following:

- (i) The findings of fact based on the evidence gathered.***
- (ii) Conclusion of law.***
- (iii) Disposition of the complaint.***
- (iv) The rationale for such a disposition.***
- (v) Corrective actions, if any are warranted.***
- (vi) Notice of the complainant's right to appeal the LEA's Decision to the California Department of Education.***
- (vii) Procedures to be followed for initiating an appeal to California Department of Education.***

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

(cf. 5125 - Student Records)

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

Note: 5 CCR 4621 mandates that the district's policy ensure that complainants are protected from retaliation.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination, harassment, intimidation and bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Refusal by the LEA to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of remedy in favor of the complainant.

This complaint may be filed with the Assistant Superintendent of Human Resources at the San Ysidro School District Office; 4350 Otay Mesa Road; San Ysidro, CA 92173. Persons and/or staff members tasked with responsibilities of compliance and/or investigations shall be knowledgeable about the laws/programs he/she is about the laws/programs he/she is assigned to investigate.

Complainants shall have the right to pursue civil law remedies under state or federal discrimination, harassment, intimidation and bullying laws.

The LEA shall ensure an annual dissemination of a written notice of the LEA's complaint procedures to students, employees, parents or guardians of its students, school district advisory committees appropriate private school officials or representatives and other interested parties.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination, harassment, intimidation and bullying

8200-8498 Child care and development programs

8500-8538 Adult basic education

18100-18203 School libraries

32289 School safety plan, uniform complaint procedure

35186 Williams uniform complaint procedure

41500-41513 Categorical education block grants

48985 Notices in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

52160-52178 Bilingual education programs

52300-52490 Career-technical education

52500-52616.24 Adult schools

52800-52870 School-based coordinated programs

54000-54028 Economic impact aid programs

54100-54145 Miller-Unruh Basic Reading Act

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56867 Special education programs

Uniform Complaint Procedures

BP 1312.3(d)

59000-59300 Special schools and centers

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination, harassment, intimidation and bullying in elementary and secondary education programs

PENAL CODE

422.6 Interference with constitutional right or privilege

UNITED STATES CODE, TITLE 20

6301-6577 Title I basic programs

6601-6777 Title II preparing and recruiting high quality teachers and principals

6801-6871 Title III language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act

7201-7283g Title V promoting informed parental choice and innovative programs

7301-7372 Title V rural and low-income school programs

Management Resources:

WEB SITES

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

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

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

(3/03 11/04) 1/06

Board Approved: June 19, 2013

SAN YSIDRO SCHOOL DISTRICT
San Ysidro, California

10.4

Community RelationsUNIFORM COMPLAINT PROCEDURES

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

The district's uniform complaint procedures policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

Compliance Officers

The following compliance officers shall receive and investigate complaints and shall ensure district compliance with law:

Director of Human Resources
4350 Otay Mesa Rd. San Diego, CA 92154
(619) 428-4476 x 3012

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies

Community RelationsUNIFORM COMPLAINT PROCEDURES

4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational programs. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful

discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the

Community RelationsUNIFORM COMPLAINT PROCEDURES

complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period for up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

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

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 3: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #4 below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Community RelationsUNIFORM COMPLAINT PROCEDURES

Step 4: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedures to be followed for initiating such an appeal

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 49013)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Community RelationsUNIFORM COMPLAINT PROCEDURES

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

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

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including when the district has not taken action within 60 calendar days of the date the complaint was filed with the district. (5 CCR 4650)

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law, a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

SAN YSIDRO SCHOOL DISTRICT
San Ysidro, California

UNIFORM COMPLAINT PROCEDURES

AR 1312.3(a)

Except as the Governing Board may otherwise specifically provide in other Board policies, the uniform complaint procedures shall be used only to investigate and resolve complaints alleging violations of federal or state laws or regulations governing specific educational programs, the prohibition against requiring students to pay fees, deposits, or other charges for participating in educational activities, and unlawful discrimination, harassment, intimidation, or bullying, as specified in accompanying Board policy.

The district's uniform complaint procedures policy and administrative regulations shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning uniform complaint procedures shall be translated into that language. (Education Code 234.1, 48985)

Compliance Officers

The following compliance officers shall receive and investigate complaints and shall ensure district compliance with law:

Director of Human Resources

4350 Otay Mesa Rd., San Diego, CA 92154
(619) 428-4476 x 3012

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

Notifications

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 49013; 5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainants right to take a complaint directly to the California Department of Education CDE or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging unlawful discrimination, harassment, intimidation, or bullying must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying.
 - d. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.
 - e. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.
 - f. Copies of the district's uniform complaint procedures are available free of charge.

Procedures

All complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency or organization may file a written complaint of the district's alleged noncompliance with federal or state laws or regulations governing educational program. (5 CCR 4630)

A complaint concerning unlawful discrimination, harassment, intimidation, or bullying may be filed only by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation, or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation, or bullying occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. However, upon written request by the complainant, the Superintendent or designee may extend the filing period from up to 90 calendar days. (5 CCR 4630)

A complaint alleging noncompliance with the law regarding the prohibition against requiring students to pay student fees, deposits, and charges, no later than one year from the date the alleged violation occurred (5 CCR 4630c2). The complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance. (Education Code 49013)

AR 1312.3(d)

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

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

(5 CCR 4600)

Step 2: Investigation of Complaint

Within 10 calendar days of receiving the complaint, the compliance officer shall provide the complainant and/or his/her representative an opportunity to present the complaint and any evidence, or information leading to evidence, to support the allegations in the complaint. The compliance officer also shall collect all documents and interview all witnesses with information pertinent to the complaint.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

(5CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 3: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #4 below, within 60 calendar days of the district's receipt of the complaint. (5 CCR 4631)

Step 4: Final Written Decision

The district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The district's decision shall be written in English and, when required by Education Code 48985, in the complainant's primary language.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered
2. The conclusion(s) of law
3. Disposition of the complaint
4. Rationale for such disposition
5. Corrective actions, if any are warranted
6. Notice of the complainant's right to appeal the district's decision within 15 calendar days to the CDE and procedure to be followed for initiating such an appeal

In addition, any decision concerning a discrimination, harassment, intimidation, or bullying complaint based on state law shall include a notice that the complainant must wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. (Education Code 262.3)

If investigation of a complaint results in discipline to a student or an employee, the decision shall simply state that effective action was taken and that the student or employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges is found to have merit, the district shall provide a remedy to all affected students and parents/guardians, which, where applicable, shall include reasonable efforts to ensure full reimbursement to them. (Education Code 4913)

Appeals to the California Department of Education

If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE. (Education Code 49013; 5 CCR 4632)

The complainant shall file his/her appeal within 15 calendar days of receiving the district's decision and the appeal shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but no limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in a complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including when the district has not taken action within 60 calendar days of the date the complaint was filed with the district (5 CCR 4650).

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

For complaints alleging discrimination, harassment, intimidation, and bullying based on state law; a complainant shall wait until 60 calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies, provided the district has appropriately and in a timely manner apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622. The moratorium does not apply to injunctive relief and to discrimination complaints based on federal law. (Education Code 262.3)

SAN YSIDRO SCHOOL DISTRICT
UNIFORM COMPLAINT PROCEDURE 2014-2015 SCHOOL YEAR
Dear San Ysidro School District Parents, Students, Staff, School and District Advisory Committees,
Private School Officials and other interested parties:

It is required by law that we annually distribute our Uniform Complaint Procedure to all the above.

San Ysidro School District Governing Board of Education Uniform Complaint Procedure (Board Policy 1312.3) / Administrative Regulation 1312.3 states that the District is primarily responsible for ensuring that the district complies with state and federal law regulations governing educational programs and shall investigate and seek to resolve complaints at the local level. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination, harassment, intimidation or bullying, failure to comply with state or federal laws if applicable, and the appeal pursuant to EC 262.3 in the following programs: consolidated categorical aid, migrant education, child care and development, child nutrition, and special education, by ensuring employees designated to receive and investigate complaints are knowledgeable about the laws and programs. A complainant may pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws outside of the District's complaint procedures.

Complaints concerning Special Education programs shall be addressed in accordance with the regulations and procedures developed jointly with the Special Education Local Plan Area (SELPA). Complaints alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges he/she personally suffered unlawful discrimination, harassment, intimidation or bullying by a person who believes an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying. This complaint must be initiated no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

COMPLIANCE OFFICER

The Governing Board has designated the following compliance officers to receive and investigate complaints relative to programs contained in this policy and ensure district compliance with the law.

School Based Complaints: Site Principal, Asst. Principal, Counselor, Administrative Designee

District-Level Complaints:

- 1. General Education Services: Interim Superintendent Mr. George J. Cameron, Ed.D., x 3021
- 2. Personnel: Human Resources Director Ms. Norma Johnson, x 3012
- 3. Special Education: Director of Special Education & Special Services Ms. Nitza Corrales x 3032
- 4. State and Federal Projects: Director of State and Federal Projects Mr. Matthew Paredes, ext. 3027

A complete copy of Board Policy 1312.3 and Administrative Regulation 1312.3 may be obtained by contacting the office of Educational Services at 428-4476 ext. 3018 free of charge.

CIVIL LAW REMEDIES

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies may be imposed by a court, but are not limited to, injunctions and restraining orders. For discrimination, harassment, intimidation or bullying complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in timely manner, apprised the complainant of his/her right to file a complaint in accordance with CCR 4622 (EC Section 262.3).

- The Governing Board prohibits retaliation to any participation in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination, harassment, intimidation, bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.
- Every effort shall be made to protect the privacy of parties involved in any complaint. Files pertaining to complaints handled under this process are confidential and therefore will only be discussed on a need-to-know basis as a means of investigating and resolving the matter.
- Complaints alleging unlawful discrimination, harassment, intimidation or bullying may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation, or bullying. The complaint must be initiated no later than six months from the date when the alleged discrimination, harassment, intimidation or bullying occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. (Title 5, Section 4630). The district stipulates that a complainant

- alleging discrimination, harassment, or retaliation against district employees and officers. Complainants shall be provided confidentiality of persons and facts related to the case.
- If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within sixty (60) days of the District's initially receiving the complaint or with the time period that has been specified in a written agreement with the complainant.

Mediation

The board recognized that a neutral mediator can often suggest an early compromise that is agreeable to all parties in a dispute and shall ensure that mediation results are consistent with state and federal laws and regulations. Whenever all parties to a complaint agree to try resolving their problem through mediation, the superintendent or designee shall initiate a mediation process before beginning a formal compliance investigation.

Appeal to the Governing Board

- If the complainant is dissatisfied with the decision, he/she may, within five days file his/her complaint in writing with the governing board, which must consider the matter within 60 calendar days of the district's initially receiving the complaint or within an extended time period specified in a written agreement with the complainant.
- If the board decides not to hear the complaint, the decision of the compliance officer shall be the district's final written decision.
- If the board hears the complaint, the compliance officer shall send the board's decision to the complainant within 60 calendar days of the district's initially receiving the complaint or within an extended time period specified in a written agreement with the complainant.
- If a complainant is dissatisfied with the district's decision, he/she may appeal it in writing to the California Department of Education within 15 days of receiving the district's decision.

Direct State Intervention

A complainant may request direct intervention by the California State Superintendent of Public Instruction if one or more of the following conditions exist:

- A verified allegation that a local educational agency failed to comply with its complaint procedures.
- Discrimination, harassment, intimidation, bullying that indicates the complainant will suffer an immediate loss of some benefit such as employment or education if the department does not intervene (this excludes jurisdiction over employment discrimination claims).
- The complaint relates to agencies other than local educational agencies funded through Child Development and Child Nutrition Programs.
- The local educational agency failed or refused to implement the final decision from local investigation or mediation.
- The local agency refuses to respond to the California State Superintendent's request for information regarding a complaint.
- The complainant alleges and CDE verifies that no action has been taken by the local educational agency within 60 calendar days of the date the complaint was filed.

Special Education Complaints

- A public agency, other than local educational agency, fails or refuses to comply with applicable law or regulation relating to the provision of free appropriate public education to handicapped individuals;
- Local educational agency or public agency fails or refuses to comply with due process procedures or refused to implement a due process hearing order;
- Complainant alleges facts indicating the child or group of children may be in immediate physical danger or that health, safety or welfare of child or group of children is threatened;
- A handicapped pupil is not receiving the special education or related services specified in his/her Individualized Educational Program (IEP);
- A complaint-involved violation of federal law governing Special Education, 20 U.S.C Section 1400 et. seq. or implementing regulations.

Student Fees

Any complaints related to student fees thought to be illegal may be pursued through the Uniform Complaint Procedure process.

Sincerely,

George J. Cameron, Ed.D.
Interim Superintendent

DISTRITO ESCOLAR DE SAN YSIDRO
PROCEDIMIENTO UNIFORME DE QUEJAS – AÑO ESCOLAR 2014-2015

Estimados padres, estudiantes, personal, comités consultivos del distrito y de las escuelas, oficiales de escuelas particulares y otros interesados del Distrito Escolar de San Ysidro:

La Ley dicta que este aviso debe enviarse a todas las personas antes mencionadas.

El Procedimiento Uniforme de Quejas de la Mesa Directiva del Distrito Escolar de San Ysidro (Reglamento de la Mesa Directiva 1312.3 y Reglamento Administrativo 1312.3) declara que el distrito es principalmente responsable de asegurar que éste cumpla con las leyes y reglamentos estatales y federales de programas educativos, y deberá investigar e intentar resolver las quejas al nivel local. El distrito seguirá el procedimiento uniforme de quejas cuando trate quejas sobre discriminación, hostigación, intimidación o acoso o incumplimiento de la ley estatal o federal si aplicable y el proceso de apelar referente a el código de educación 262.3 en los siguientes programas: fondos categóricos de ayuda consolidada, educación a emigrantes, desarrollo y cuidado infantil, alimentación infantil y educación especial, asegurarse que los empleados designados para recibir e investigar quejas conozcan las leyes reglamentarias y los programas. El demandante puede seguir remedios establecidos por la ley civil que estarán justificados bajo las leyes estatales o federales referente a discriminación, hostigación, intimidación o acoso afuera del proceso de quejas establecido por el Distrito.

Las quejas concernientes a programas de educación especial deberán ser manejadas de acuerdo a los reglamentos y procedimientos desarrollados conjuntamente con el SELPA (Plan Local de Educación Especial del Área). Las quejas alegando personalmente discriminación ilícita o por una persona que crea que un individuo o una clase especial de individuos ha sido sometido a discriminación, hostigación, intimidación o acoso. Esta queja debe ser iniciada dentro de los siguientes seis meses de la fecha de la supuesta discriminación, hostigación, intimidación o acoso de cuando el demandante tenga conocimiento por primera vez de los hechos de la supuesta discriminación, hostigación, intimidación o acoso.

OFICIALES DE CUMPLIMIENTO

La Mesa Directiva ha designado a los siguientes oficiales de cumplimiento para recibir e investigar quejas relativas a los programas contenidos en esta norma y asegurar el cumplimiento del distrito con la Ley.

Quejas con base a la escuela: Directores del plantel, asistente del director, consejero, administradores o persona designada:

Quejas a nivel del distrito:

1. Servicios Generales de Educación: Superintendente Interino Mr. George J. Cameron, Ed.D., x 3021
Personal: Administrador de SY. Ms. Norma Johnson, x 3012
3. Educación Especial: Administrador de SY Ms. Nitza Corrales x 3032
4. Proyectos Estatales y Federales: Director de Proyectos Estatales y Federales. Matthew Paredes, x 3020

Copias completas de la Norma 1312.3 de la Mesa Directiva y la Regla Administrativa 1312.3 se pueden obtener llamando al Departamento de Servicios Educativos al teléfono 428-4476 extensión 3018 sin ningún costo.

RECURSOS JURÍDICOS DE DERECHO CIVIL

El demandante puede solicitar recursos disponibles para ejercer el derecho civil fuera del procedimiento de quejas establecidos por el distrito. El demandante puede solicitar ayuda a los centros de mediación legal o de abogados de interés público/privado. Los recursos jurídicos de derecho civil podrán ser impuestos por la corte, pero no limitados a, el control judicial y a órdenes de restricción. Para quejas de discriminación, hostigación, intimidación o acoso sin embargo, el demandante debe dejar pasar 60 días, una vez presentado el recurso de apelación ante el Departamento de Educación de California antes de buscar solución jurídica de derecho civil. El periodo moratorio no esta sujeto a reparación de derechos judiciales y será admisible únicamente si el distrito ha informado de manera apropiada, en tiempo y lugar, al demandante sobre sus derechos para presentar una queja de acuerdo a lo provisto en CCR 4622 (Revisión de Cumplimiento Coordinado) – Sección 262.3 del Código de Educación.

- La Mesa Directiva prohíbe tomar represalias de cualquier participación en los procedimientos de quejas incluyendo, pero no limitado a la presentación de una queja o un reporte de instancias de discriminación, hostigación, intimidación o acoso. Tales participaciones no podrán afectar de ningún modo, las condiciones, los grados o la asignación de responsabilidades del demandante.
- Se hará todo esfuerzo para proteger la privacidad de las partes involucradas en cualquier caso de queja. Todos los archivos pertenecientes a la queja bajo este proceso serán manejados bajo estricta confidencialidad y por lo tanto su contenido será discutido únicamente para establecer el conocimiento de la queja como un medio de investigación y de resolución del caso.
- Todas las quejas relacionadas con discriminación, hostigación, intimidación o acoso podrán ser presentadas por la persona que declara que él/ella personalmente fue víctima de discriminación, hostigación, intimidación o acoso por la persona que cree que un individuo o una clase específica de individuos han estado sujetas a discriminación, hostigación, intimidación o acoso. La queja deberá ser iniciada en un periodo no mayor a los seis meses posteriores a la fecha en que ocurrió la discriminación, hostigación,

- intimidación o acoso de la queja (Título 5, Sección 4630). El distrito estipula que la persona que declara haber sido víctima de discriminación, hostigación, intimidación o acoso recibirá protección de toda manifestación de represalia de parte de los empleados del distrito y sus oficiales. Los demandantes recibirán discreción absoluta por parte de personas y hechos relacionados con el caso.
- Si la Mesa toma acción de una queja, el oficial en cumplimiento enviará la decisión de la Mesa al demandante dentro de un periodo de 60 días a partir de que el distrito recibió la queja inicial, o dentro del periodo especificado en el acuerdo convenido con el demandante por escrito.

Mediación

La Mesa Directiva reconoce que un mediador neutral frecuentemente puede sugerir un arreglo satisfactorio entre las partes interesadas y asegurará que los resultados de la mediación coincidan con las leyes reglamentarias federales y estatales. Cuando las partes interesadas estén de acuerdo en tratar de resolver las quejas por medio de mediación, el superintendente o su designado iniciarán el proceso de mediación antes de iniciar una investigación formal de cumplimiento.

Apelación ante La Mesa Directiva

Si el demandante no está satisfecho con la decisión, puede presentar su queja por escrito a la mesa directiva dentro de un periodo de cinco días, la cual debe considerar el asunto dentro de 60 días a partir de la fecha inicial en que el distrito recibió la queja o dentro de un periodo de tiempo más amplio, especificado por escrito de acuerdo con el demandante.

Si la mesa directiva decide no escuchar al demandante, la decisión del oficial de cumplimiento será la decisión final del distrito. Si la mesa directiva escucha la queja, el oficial de cumplimiento enviará la decisión de la mesa directiva al demandante dentro de 60 días a partir de la fecha inicial en que el distrito recibió la queja o dentro de un periodo de tiempo más amplio, especificado por escrito de acuerdo con el demandante.

Si el demandante no está satisfecho con la decisión del distrito éste puede apelarla por escrito ante el Departamento de Educación de California dentro de 15 días después de recibir la decisión del distrito.

Intervención Directa del Estado

El demandante puede solicitar la intervención directa del Superintendente de Educación Pública del Estado de California si existe una o más de las siguientes condiciones:

- Se ha comprobado que una agencia educativa local no ha cumplido con sus procedimientos de quejas.
- La discriminación, hostigación, intimidación o acoso indica que el demandante sufrirá una pérdida inmediata de alguna prestación tal como empleo o educación si el departamento no interviene (esto excluye la jurisdicción sobre reclamos de discriminación en el trabajo).
- La queja se relaciona con agencias que no sean agencias educativas locales que reciben sus fondos por medio de Programas de Desarrollo Infantil y de Alimentación Infantil.
El demandante presenta evidencia de que estaría en peligro de represalias si la queja se presentara localmente o ha sufrido represalias debido a quejas anteriores o actuales.
- La agencia educativa local no ha cumplido o se rehúsa a cumplir la decisión final de la investigación local o de la mediación.
- La agencia local rehúsa responder a la petición del Superintendente del Estado de California sobre información referente a una queja.
- El demandante declara y el Departamento del Estado de California comprueba que la agencia educativa local no ha tomado acción alguna dentro de los 60 días de la fecha que se presentó la queja.

Quejas de Educación Especial

- Si una agencia pública que no sea una agencia educativa local, se rehúsa o no cumple con la ley vigente o reglamento relacionado con la administración de educación pública gratuita apropiada para personas incapacitadas;
- Una agencia de educación local o agencia pública rehúsa cumplir o no cumple con el proceso debido o se niega a aplicar una orden de audiencia de proceso;
- Un demandante declara hechos indicando que un niño o grupo de niños pueden estar en peligro físico inmediato o que la salud, seguridad o bienestar de un niño o grupo de niños están amenazadas;
- Un alumno incapacitado no está recibiendo los servicios de educación especial o servicios relacionados específicamente en su IEP;
- Una queja se relaciona con la violación de una ley Federal sobre Educación Especial, 20 U.S.C. Sección 1400 y subsiguientes, violación a reglamentos de paliación del programa.

Tarifas de Estudiante

Quejas relacionadas con las tarifas de estudiantes que probablemente puedan ser ilegales pueden someter por medio del Proceso de Quejas.

Atentamente,

George J. Cameron, Ed.D.
Superintendente Interina

BOARD AGENDA ANALYSIS

TITLE: *SECOND READING OF REVISED BOARD POLICY 1312.4, WILLIAMS UNIFORM COMPLAINT PROCEDURES*

PERSON RESPONSIBLE: Gloria Madera, Assistant Superintendent of Educational Services
Matthew Paredes, Director of State and Federal Projects

Action
 Information

BACKGROUND INFORMATION:

California Education Code 35186 mandates all districts to establish policies and procedures regarding complaints for deficiencies related to textbooks and instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils or staff and teacher vacancy or misassignment.

CURRENT INFORMATION:

Board Policy BP 1312.4 was last updated by the Governing Board on February 10, 2011. As state guidelines evolve and change, policies and procedures for local education agencies must be updated to reflect these new guidelines.

ADDITIONAL DATA:

N/A

COST IMPLICATIONS:

There are no cost implications as a result of this revision.

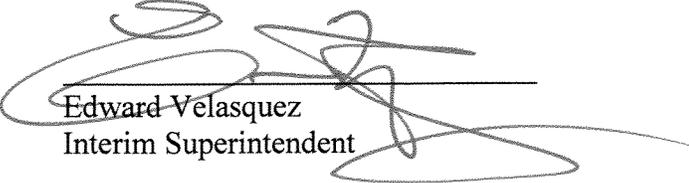
FUNDING SOURCE:

N/A

RECOMMENDATION:

Approve second reading of the revised Board Policy 1312.4, Williams Uniform Complaint Procedures.

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez
Interim Superintendent

Community Relations

Williams Uniform Complaint Procedures

BP 1312.4 (a)

Williams Complaints shall be filed with the principal of the school or his/her designee, in which the complaint arises. ED 35186a3 5 CCR 4680

A complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but not to exceed 10 working days, to the appropriate school district official for resolution (EC 3518693, 5 CCR 4680)

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials

- a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

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

2. Teacher vacancy or misassignment

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Williams Uniform Complaint Procedures (Continued)

BP 1312.4 (b)

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Community Relations

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Facilities

a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Williams Uniform Complaint Procedures (Continued)

BP 1312.4 (c)

Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs. (Education Code 35292.5)

Note: Item #4 below is for use by districts maintaining grades 10-12 that receive CAHSEE intensive intervention funding.

4. High school exit examination intensive instruction and services

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

Filing of Complaint

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 10 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 10 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

Note: Education Code 48985 specifies that, when 15 percent or more of the pupils enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such pupils be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

Williams Uniform Complaint Procedures (Continued)

BP 1312.4 (d)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

Note: During the CPM process, CDE staff will expect to see a statement that the district is required to report summarized data as specified below.

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

Note: Education Code 35186 requires that the district's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample form and classroom notice.

Williams Uniform Complaint Procedures (Continued)

BP 1312.4 (e)

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures, especially:

4680-4687 Williams complaints

Management Resources:

Revised

Williams Uniform Complaint Procedures (Continued)

BP 1312.4 (f)

WEB SITES

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

California County Superintendents Educational Services Association: <http://www.csesa.org/>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov/>

(3/07 11/07) 11/10

SAN YSIDRO SCHOOL DISTRICT

Board Approved: February 10, 2011

San Ysidro, California

Community Relations

Williams Uniform Complaint Procedures

BP 1312.4 (a)

Types of Complaints

The district shall use the following procedures to investigate and resolve complaints when the complainant alleges that any of the following has occurred: (Education Code 35186; 5 CCR 4681, 4682, 4683)

1. Textbooks and instructional materials

- a. A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state- or district-adopted textbooks or other required instructional materials to use in class.
- b. A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- d. A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

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

2. Teacher vacancy or misassignment

- a. A semester begins and a teacher vacancy exists.
- b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.

(cf. 4112.22 - Staff Teaching Students of Limited English Proficiency)

- c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)

Community Relations

Williams Uniform Complaint Procedures (Continued)

BP 1312.4 (b)

Beginning of the year or semester means the first day classes necessary to serve all the pupils enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day pupils attend classes for that semester. (5 CCR 4600)

Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

3. Facilities

a. A condition poses an emergency or urgent threat to the health or safety of pupils or staff.

Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of pupils or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)

b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.

Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)

Open restroom means the school has kept all restrooms open during school hours when pupils are not in classes and has kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when the temporary closing of the restroom is necessary for pupil safety or to make repairs. (Education Code 35292.5)

Note: Item #4 below is for use by districts maintaining grades 10-12 that receive CAHSEE Intensive Intervention funding.

4 High school exit examination intensive instruction and services

A pupil, including an English learner, who has not passed the exit exam by the end of grade 12 was not provided the opportunity to receive intensive instruction and services pursuant to Education Code 37254(d)(4) and (5) after completion of grade 12 for two consecutive academic years or until the pupil has passed both parts of the exam, whichever comes first. (Education Code 35186)

(cf. 6162.52 - High School Exit Examination)

(cf. 6179 - Supplemental Instruction)

Filing of Complaint

Investigation and Response

The principal or designee shall make all reasonable efforts to investigate any problem within his/her authority. He/she shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 35186; 5 CCR 4685)

Complaints may be filed anonymously. If the complainant has indicated on the complaint form that he/she would like a response to the complaint, the principal or designee shall report the resolution of the complaint to him/her within 45 working days of the initial filing of the complaint. If a response is requested, the response shall be made to the mailing address of the complainant as indicated on the complaint form. At the same time, the principal or designee shall report the same information to the Superintendent or designee. (Education Code 35186; 5 CCR 4680, 4685)

Note: Education Code 48985 specifies that, when 15 percent or more of the pupils enrolled in a particular school speak a single primary language other than English, all notices, reports, statements, or records sent to the parents/guardians of such pupils be written in English and in the primary language. Education Code 35186 requires that, when Education Code 48985 is applicable, any response requested by the complainant must be written in English and in the primary language in which the complaint was filed.

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 35186)

If a complainant is not satisfied with the resolution of a complaint, he/she has the right to describe the complaint to the Governing Board at a regularly scheduled meeting. (Education Code 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of pupils or staff as described in item #3a in the section entitled "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 35186; 5 CCR 4686)

(cf. 1340 - Access to District Records)

Reports

Note: During the CPM process, CDE staff will expect to see a statement that the district is required to report summarized data as specified below.

The Superintendent or designee shall report summarized data on the nature and resolution of all complaints to the Board and the County Superintendent of Schools on a quarterly basis. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled Board meeting. (Education Code 35186; 5 CCR 4686)

Forms and Notices

The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)

Note: Education Code 35186 requires that the district's complaint form contain the elements stated in the following paragraph. In addition, Education Code 35186 requires that a notice be posted in each classroom in each school in the district, as specified below. See the accompanying exhibits for a sample form and classroom notice.

The Superintendent or designee shall ensure that the district's complaint form contains a space to indicate whether the complainant desires a response to his/her complaint and specifies the location for filing a complaint. A complainant may add as much text to explain the complaint as he/she wishes. (Education Code 35186; 5 CCR 4680)

The Superintendent or designee shall ensure that a notice is posted in each classroom in each school containing the components specified in Education Code 35186. (Education Code 35186)

Legal Reference:

EDUCATION CODE

1240 County superintendent of schools, duties

17592.72 Urgent or emergency repairs, School Facility Emergency Repair Account

33126 School accountability report card

35186 Williams uniform complaint procedure

35292.5 Restrooms, maintenance and cleanliness

37254 Supplemental instruction based on failure to pass exit exam by end of grade 12

48985 Notice to parents in language other than English

60119 Hearing on sufficiency of instructional materials

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures, especially:

4680-4687 Williams complaints

Management Resources:

WEB SITES

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

California County Superintendents Educational Services Association: <http://www.ccsesa.org/>

California Department of Education, Williams case: <http://www.cde.ca.gov/eo/ce/wc/index.asp>

State Allocation Board, Office of Public School Construction: <http://www.opsc.dgs.ca.gov/>

(3/07/11/07) 11/10

SAN YSIDRO SCHOOL DISTRICT

Board Approved: February 10, 2011

San Ysidro, California

BOARD AGENDA ANALYSIS

TITLE: *SECOND READING OF REVISED PARENT INVOLVEMENT POLICY BP 6020(a)*

PERSON RESPONSIBLE: Gloria C. Madera, Assistant Superintendent of Educational Services
Matthew Paredes, Director of State & Federal Projects

 X Action
 Information

BACKGROUND INFORMATION

The Governing Board of the San Ysidro School District recognizes that parents/guardians are their children's first and foremost influential teachers. Research continues to confirm that active parent engagement with teachers, schools and school advocacy groups enhances student achievement and promotes a positive school environment.

CURRENT INFORMATION

The San Ysidro School District has a strong commitment to parent outreach and engagement at both the district and school site levels. Through parent-teacher conferences, English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), School Site Councils (SSC) and other parent advisory groups, parent engagement is valued, sought out and actively realized. Board Policy BP 6020 (a) was last updated by the Governing Board on September 19, 2002. As state and federal guidelines for participation in categorical programs evolve and change, policies and procedures for local education agencies must be updated to reflect these new guidelines. The proposed revisions are in reference to recommendations made during the recent Federal Program Monitoring Review.

ADDITIONAL DATA:

N/A

COST IMPLICATIONS:

There are no cost implications as a result of this revision.

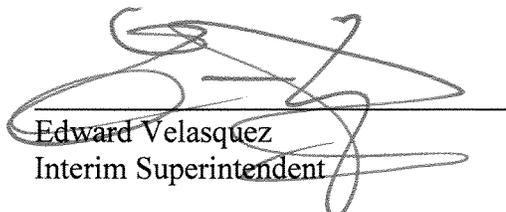
FUNDING SOURCE:

N/A

RECOMMENDATION:

Approve the second reading of Parent Involvement Policy BP 6020(a)

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez
Interim Superintendent

Instruction

PARENT INVOLVEMENT

BP 6020(a)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

Title 1 Schools

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318.

The Superintendent or designee shall:

- a. Consult, with parents/guardians of participating students in the planning and implementation of the LEA Plan, parent involvement programs, activities, and regulations District may establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board and invite input on the LEA plan from other district committees. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities.

PARENT INVOLVEMENT (continued)

BP 6020(b)

Parents shall also be involved in the process of school review and improvement through coordinated committee walkthroughs.

The district will ensure that school-level policies on parent involvement address the role of the school site councils and other parent/guardians as appropriate in the development and review of school plans. (20 USC 6318 a2A)

- b. Provide coordination, technical assistance and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC 6318 a2B)

The Superintendent or designee shall:

- Assign person(s) in the district office to serve as a liaison to the schools regarding Title 1 parent involvement issues.

- Provide training for the principal or designee of each participating school regarding the Title 1 requirements for parent involvement, leadership, strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.

- Provide annual district and site-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies.

- Provide information to school about the indicators and assessment tools that will be used to monitor progress, i.e. CELDT reports, Smarter Balance Reports, District and Site Benchmarks for Language Arts and Math

- c. Build school and parent capacity for strong parent involvement. (20 USC 6318 a2C)

The Superintendent or designee shall:

- Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title 1 and how to monitor a child's progress and work with educators to improve the achievement of their children through site and district committees, newsletters, district website, parent meetings/conferences.

PARENT INVOLVEMENT (continued)

BP 6020(c)

- Ensure that information related to the school/and parent/guardian/programs, meeting and other activities is sent to parents/guardians in a format, and to the extent practicable, in a language the parents/guardians understand.
 - Provide training and information to members of the district and school site councils and advisory committees to help them fulfill their functions.
- d. To the extent feasible and appropriate, coordinate and integrate Title 1, Part A parental involvement strategies with parental involvement strategies of other programs, such as Before and After School Programs, State Preschool Programs, Universidad de Padres, San Ysidro Health Center offers behavioral and health workshops, Walk San Diego –all encourage and support parent/guardians in more fully participating in their children’s education. (20 USC 6318 a2D)

The Superintendent or designee may:

- Identify overlapping and similar program requirements
 - Schedule joint meetings with representatives from related programs and share data and information across programs.
- e. Conduct, with the involvement of parents, an evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of school’s served by Title 1. (20 USC 6318 a2E)

The Superintendent or designee shall

- Ensure that the evaluation include identifying barriers to greater participation of parents in Title 1 activities, with particular attention to parents/guardians who are economically disadvantaged or disabled, have limited English proficiency, have limited literacy and are of any racial or ethnic minority
- Use the findings to design strategies for more effective parental involvement, and if necessary, recommend changes to the Title 1 parental involvement policies

PARENT INVOLVEMENT (continued)**BP 6020(d)**

- Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality of the Parent Involvement Policy.
 - Gather and monitor data regarding the number of participants in district activities and the types of activities in which they are engaged
- f. Involves parents in activities of schools served by Title 1. (20 USC 6318 a2F)

The Superintendent or designee may:

- Include information about school activities in district communications to parents/guardians
- To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
- Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Title 1 and Non-Title 1 Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title 1 funds to encourage the involvement and support of parents/guardians in the education of their children, including and not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502, 11503, 11504 and 11506)

The District policy for Title 1 and Non-Title 1 schools shall be consistent with the following goals and purposes:

- a. Help parents develop skills to use at home that support their children's academic efforts and social development
- b. Provide parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.

PARENT INVOLVEMENT (continued)**BP 6020(e)**

- c. Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home
- d. Train teachers and administrators to communicate effectively with parents

Note: Pursuant to 20 USC 6318, the Board must reserve at least one percent of the district's Title I funding to carry out parent involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. At least 95 percent of the reserved funds must be distributed to eligible schools.

The Superintendent or designee shall ensure that each school receiving Title I funds develop jointly a school level parent involvement policy in accordance with 20 USC 6318. The written parental involvement policy shall be distributed to both Title I and non-Title I parents in English and in Spanish.

Legal Reference:

Education Code*11500-11506 Programs to encourage parent involvement**48985 Notices in languages other than English**51101 Parent rights and responsibilities**64001 Single plan for Student Achievement*Labor Code*230.8 Time off to visit child's school*UNITED STATES CODE, TITLE 20*6311 Parental notice of teacher qualifications and student achievement**6312 Local educational agency plan**6314 School wide programs**6316 School Improvement**6318 Parent Involvement*CODE of FEDERAL REGULATIONS, Title 28*35.104 Definitions, auxiliary aids and services**35.160 Communications*

PARENT INVOLVEMENT (continued)

BP 6020(f)

Management Resources:

CDE PROGRAM ADVISORIES

0928.90 *Guidelines for the development of policies on parental involvement SPB: 90/91-3*

SBE POLICIES

U.S. Department of Education: Non-Regulatory Guidance

WEB SITES:

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://capta.org>

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

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov/parent-and-family-engagement>

Instruction

PARENT INVOLVEMENT

BP 6020(a)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf.0420 – School Plans/Site Councils)

(cf.0420.1 – School-Based Program Coordination)

(cf. 420.5 – School Based Decision Making)

(cf.0520.1 – High Priority Schools Grant Program)

(cf.0520.2 – Title 1 Program Improvement Schools)

(cf. 1220 – Citizen Advisory Committees)

(cf. 1230 – School-Connected Organizations)

(cf. 1240 – Volunteer Assistance)

(cf. 1250 – Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf.5020 – Parent Rights and Responsibilities)

(cf. 5145.6 – Parental Notifications)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

(Cf.0500-Accountability)

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. (Education Code 11503)

(cf.6171 – Title I Program)

Title I Schools

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity listed in 20 USC 6318.

The Superintendent or designee shall:

- a. Consult with parents/guardians of participating students in the planning and implementation of the LEA Plan, parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities. Parents shall also be involved in the process of school review and improvement. (20 USC 6318 a2A)
- b. Provide coordination, technical assistance and other support to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC 6318 a2B)
- c. Build school and parent capacity for strong parent involvement. (20 USC 6318 a2C)
- d. Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies of other programs. (20 USC 6318 a2D)
- e. Conduct, with the involvement of parents, an evaluation of the content and effectiveness of the parental involvement policy in improving academic quality of school's served, including identifying barriers to greater participation of parents in Title I activities, use the findings to design strategies for more effective parental involvement, and revises, if necessary, the Title I parental involvement policies. (20 USC 6318 a2E)
- f. Involves parents in activities of schools served by Title I. (20 USC 6318 a2F)

Title I and Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including and not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502, 11503, 11504 and 11506)

The District policy for Title I and Non-Title I schools shall be consistent with the following goals and purposes:

- a. Help parents develop skills to use at home that support their children's academic efforts and social development.
- b. Provide parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
- c. Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- d. Train teachers and administrators to communicate effectively with parents.

(cf.3100 – Budget)

Note: Pursuant to 20 USC 6318, the Board must reserve at least one percent of the district's Title I funding to carry out parent involvement activities, including promotion of family literacy and parenting skills, provided that one percent of the allocation received by the district totals more than \$5,000. At least 95 percent of the reserved funds must be distributed to eligible schools.

The Superintendent or designee shall ensure that each school receiving Title I funds develop jointly a school level parent involvement policy in accordance with 20 USC 6318. The written parental involvement policy shall be distributed to both Title I and non-Title I parents in English and in Spanish.

Legal Reference: (see next page)

BP 6020(d)

PARENT INVOLVEMENT (continued)

Legal Reference:

Education Code

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

64001 Single plan for Student Achievement

Labor Code

230.8 Time off to visit child's school

UNITED STATES CODE, TITLE 20

6311 Parental notice of teacher qualifications and student achievement

6312 Local educational agency plan

6314 School wide programs

6316 School Improvement

6318 Parent Involvement

CODE of FEDERAL REGULATIONS, Title 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CDE PROGRAM ADVISORIES

0928.90 Guidelines for the development of policies on parental involvement SPB: 90/91-

3

SBE POLICIES

89-01 Parent involvement in the Education of Their Children, rev.1994

U.S. Department of Education: Non-Regulatory Guidance

WEB SITES:

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://capta.org>

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

National Coalition for Parent Involvement in Education: <http://www.nepie.org>

National PTA: <http://pta.org>

No Child Left Behind: <http://www.ed.gov/nclb>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov/parent-and-family-engagement>

PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society
2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home

(*cf. 5154 - Homework/Make-Up Work*)

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities

(*cf. 5124 - Communication with Parents/Guardians*
cf. 5145.6 - Parental Notifications)

4. Receive training that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home

(*cf. 4331 - Staff Development*)
 (*cf. 4331 - Staff Development*)
 (*cf. 4331 - Staff Development*)

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory boards and other activities in which they may undertake governance, advisory and advocacy roles

(*cf. 420 - School Plans/site Councils*)
 (*cf. 420.1 - School-Based Program Coordination*)
 (*cf. 420.3 - School-Based Pupil Motivation and Maintenance Programs*)
 (*cf. 420.5 - School-Based Decision Making*)
 (*cf. 420 - Citizen Advisory Committees*)
 (*cf. 420 - Volunteer Assistance*)
 (*cf. 420 - Advisory Boards*)
 (*cf. 420 - Pupil Programs*)

PARENT INVOLVEMENT (continued)

School plans shall delineate specific measures that shall be taken to increase parental involvement with their children's education, including measures designed to involve parents/guardians with cultural, language or other barriers which may inhibit such participation.

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

220.3 Time off to visit child's school

Management Resources:

CODE PROGRAM ADVISORIES

923.90 Guidelines for the development of policies on parent involvement, 02/3/00 091-J

WEB POLICIES

Parent Involvement in the Education of Their Children, 1994

BOARD AGENDA ANALYSIS

TITLE: *SCHOOL PARENT INVOLVEMENT POLICIES*

PERSON RESPONSIBLE: Gloria C. Madera, Assistant Superintendent of Educational Services
Matthew Paredes, Director of State & Federal Projects
Melanie Miller, Acting Principal for La Mirada
Efrain Burciaga, Principal for Sunset

Action
 Information

BACKGROUND INFORMATION:

The Governing Board of the San Ysidro School District recognizes that parents/guardians are their children's first and foremost influential teachers. Research continues to confirm that active parent engagement with teachers, schools and school advocacy groups enhances student achievement and promotes a positive school environment.

CURRENT INFORMATION:

The San Ysidro School District has a strong commitment to parent outreach and engagement at both the district and school site levels. Through parent-teacher conferences, English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), School Site Councils (SSC) and other parent advisory groups, parent engagement is valued, sought out and actively realized. As state and federal guidelines for participation in categorical programs evolve and change, policies and procedures for local education agencies must be updated to reflect these new guidelines. The proposed revisions are in reference to recommendations made during the recent Federal Program Monitoring Review.

ADDITIONAL DATA:

N/A

COST IMPLICATIONS:

There are no cost implications as a result of this revision.

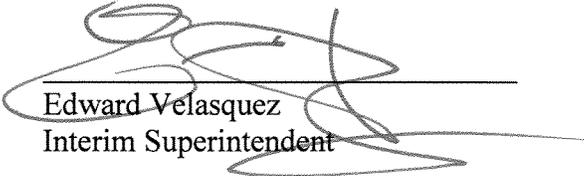
FUNDING SOURCE:

N/A

RECOMMENDATION:

Approve the Parent Involvement School Policies for La Mirada and Sunset Schools.

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez
Interim Superintendent

LA MIRADA SCHOOL

Parent Involvement Policy

Title I School Parental Involvement Policy

La Mirada School jointly developed this parental involvement policy in consultation with school personnel, parents and community members. It was adopted on February 26, 2015.

This policy will be distributed to parents of participating children and to the extent practicable. It is provided in a language the parents can understand. This policy will be made available to the local community and school personnel through La Mirada School's website.

The policy will be distributed at the beginning of the school year and during new enrollments throughout the school year.

This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

PARENT INVOLVEMENT POLICY

La Mirada School will:

- (1) Convene an annual meeting at the beginning of the school year. All parents of participating children shall be invited and encouraged to attend. Parents will be informed of their school's participation in Title I. All the requirements of Title I will be explained including the right of the parents to be involved.
- (2) Offer Parent monthly meetings in order to explain programs, assessments, standards, and address parent concerns and parent workshops.
- (3) Involve parents, in an organized, ongoing, and timely way; in the planning, review, and improvement of the school's Title I program. As well as, the planning, review, and improvement of the school parental involvement policy and the joint development of the Single Plan for Student Achievement
- (4) Provide parents of participating children:

Throughout the year, a description and explanation of the curriculum in use at the school, the types of academic assessment used to measure student progress, and the English proficiency levels students are expected to meet. This is presented during the following meetings:

1. *Parent Principal Meetings*
2. *School Site Council Meetings(SSC)*
3. *English Language Acquisition Committee(ELAC)*
4. *CELDT Meetings*
5. *Parent Teacher Conferences*

If requested by parents of Title I students, the school provides additional opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *Response to Intervention Meetings*
- *Parent Principal Meetings*
- *School Site Council Meetings*
- *English Language Acquisition Committee*

(5) If the school-wide program is not satisfactory to the parents of participating children; Parents can submit suggestions for improvement on the plan when the school makes the plan available to the local educational agency.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *La Mirada School*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about requirements and about the right of parents to be involved in the Title I program.
 1. *This meeting takes place on Back to School Night.*
 2. *Parent Principal Meetings-*
- La Mirada School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
 3. *Parent Principal Meetings are usually held in the morning and in the afternoon to accommodate parents' schedules. An occasional evening meeting will be scheduled.*

School-Parent Compact

La Mirada School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. The Compact addresses the following legally required items, as well as other items suggested by parents of Title I students:

The school's responsibility to provide high-quality curriculum and instruction and the ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, parent-teacher conferences; reports on student progress; access to staff; opportunities for parents to volunteer, and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

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

- Monthly Parent Principal meetings
- School Site Council meetings
- ELAC meetings
- Parent Workshops

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the academic achievement of their children.

With the assistance of Title I parents, the school educates staff members about the value of parent participation and, how to work with parents as equal partners.

La Mirada provides opportunities for the collaboration of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. Information and school reports are provided in a format and language that parents understand.

This is done in the following ways:

- During monthly Parent Principal meetings
- School Site Council meetings
- English Language Advisory Committee(ELAC) meetings
- Parent-Teacher Conferences
- Parent Workshops
- School Website

Approved by SSC: February 26, 2015

San Ysidro Governing Board Approval: March 12, 2015

Escuela La Mirada
Póliza de involucramiento de Padres

Póliza de involucramiento de Padres de la Escuela La Mirada del Título I

La Escuela La Mirada en conjunto con el personal docente, padres de familia y miembros de la comunidad desarrollo esta póliza de involucramiento de padres. Esta fue adoptada el 26 de febrero del 2015.

Esta póliza es distribuida a los padres de familia de los alumnos y puesta en práctica en la medida posible. Es facilitada en el idioma en que los padres de familia puedan entender. La póliza estará disponible a la comunidad y el personal docente a través de la página de internet de la escuela La Mirada.

La póliza será distribuida al inicio del año escolar y a los padres de nuevo ingreso a través del año escolar.

Este plan de involucramiento de padres será actualizado anualmente para adaptarse a los cambios y necesidades de los padres y de la escuela.

LA POLIZA DE INVOLUCAMIENTO DE PADRES

La escuela La Mirada:

- (1) Tendrá una junta anual al inicio del año escolar. Todos los padres de familia de los alumnos deberán ser invitados y motivados para asistir. Los padres serán informados sobre la participación de la escuela en Título I y los requisitos de Título I serán explicados, así como los derechos que tienen los padres de familia al estar involucrados.
- (2) Ofrecerá juntas mensuales para los Padres de Familia para poderles explicar sobre programas, evaluaciones, estándares, inquietudes de los padres y ofrecer talleres.
- (3) Involucrara a los padres de una manera organizada y continua en la planeación, revisión y mejoramiento del programa del Título I de la Escuela. Así como en la planeación, repaso y mejoramiento a la Póliza de involucramiento de Padres y el desarrollo conjunto del Plan Individual de Aprovechamiento del Estudiante.
- (4) Proveerá a los padres de familia de los alumnos participantes:

Durante el año, una descripción y explicación del currículo que se usa en la escuela, los tipos de evaluaciones académicas que se usan para medir el progreso del alumno, y los niveles de dominio que se espera que los alumnos deban de lograr en el idioma inglés. Esto es presentado durante las siguientes juntas:

1. *Juntas con el Director/a*
2. *Juntas del Concilio Escolar*
3. *Comite de ELAC (English Language Acquisition)*
4. *Juntas del examen de desarrollo del idioma inglés de California (CELDT)*
5. *Conferencias de Padres y Maestros*

Por petición los padres de Familia del Programa de Título I, la escuela debe de proveer oportunidades para tener juntas que permitan a los padres a participar en las decisiones relacionadas con la educación de sus hijos.

- Juntas de Respuesta de intervención
- Juntas con el Director/a
- Juntas del Concilio Escolar
- Juntas del Comité de English Language Acquisition Committee (ELAC)

(5) Si el programa de la escuela no es satisfactorio para los padres ni los alumnos participantes, los padres pueden entregar cualquier comentario sobre el plan cuando la escuela haga disponible el plan a la agencia educacional local.

Involucramiento de los Padres en el Programa de Título I

Para involucrar a padres de familia en el Programa de Título I de la Escuela La Mirada las siguientes prácticas se han establecido:

- La escuela conduce una junta anual para informar a los padres de los alumnos del Programa Título I sobre los requisitos y los derechos de los padres que se involucraran en el Programa de Título I.
 1. *Esta junta se lleva a cabo en Noche de Regreso a Clases*
 2. *Juntas con el Director/a*
- La Escuela La Mirada ofrecerá una cantidad flexible de juntas para padres de familia del Programa de Título I, ya sea juntas por las mañanas o por las tardes.
 3. *Juntas con el Director/a usualmente se llevan a cabo por las mañanas y por la tarde para acomodarse con los horarios de las padres. Ocasionalmente se programara una junta en la noche.*

Compacto de la Escuela-Padres

La Escuela La Mirada distribuirá a los padres de familia de los alumnos del Programa Título I el compacto de Escuela-Padres. El compacto el cual ha sido conjuntamente desarrollado con padres de familia, guías para padres, personal docente, y alumnos, el compacto comparte con todos la responsabilidad de mejorar al aprovechamiento académico de los alumnos. Describe las maneras específicas en las que la escuela y las familias se unirán para ayudar a que los alumnos logren los altos estándares académicos del Estado. Indica los siguientes artículos requeridos, al igual como otros artículos sugeridos por los padres de familia de los alumnos del Programa de Título I:

*La responsabilidad de que la escuela provee un currículo e instrucción de alta calidad

*Las maneras de como los padres de familia serán responsables de apoyar el aprendizaje de sus hijos.

*La importancia de mantener una comunicación entre los padres y los maestros a un mínimo de conferencias de padres y maestros; reportes frecuentes del progreso del alumna; acceso con el personal docente; oportunidades para que los padres puedan hacer trabajo voluntario; participar en el salón de su hijo/a; y oportunidades para observar las actividades en el salón.

Construyendo una Capacidad para involucramiento

La Escuela La Mirada involucra a los Padres de Familia del Título I en interacciones de mucho sentido. Apoya el compañerismo entre el personal docente y la comunidad para mejorar el aprovechamiento académico de los alumnos. Para poder alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- Durante Juntas Mensuales con el Director/a
- Juntas del Concilio Escolar
- Juntas de ELAC
- Talleres para Padres

La escuela provee a los padres de familia del Título I con ayuda para entender los estándares académicos del Estado, evaluaciones, y como monitorear y mejorar al aprovechamiento académico de sus hijos.

Con la ayuda de los Padres de Familia de Título I, la escuela hace concientiza al personal docente sobre el valor de la ayuda de los padres de familia, y los motiva a trabajar con los padres en compañerismo.

La escuela distribuye información relacionada con la escuela y programas de padres, juntas, y otras actividades para los Padres de Familia del Título I en un formato y en el idioma que puedan entender. La Escuela La Mirada provee oportunidades de participación para todos los Padres de Familia del Título I, incluyendo padres con limitación del idioma Ingles, padres con discapacidades, y padres con hijos migrantes. Información y reportes de la escuela son proveídos en un formato y en el idioma que los padres entienden.

Esto se hace de la siguiente manera:

- Durante Juntas Mensuales con el Director/a
- Juntas del Concilio Escolar
- Juntas de ELAC
- Talleres para Padres
-

Adoptado 26 de febrero, 2015.

SUNSET SCHOOL

Parent Involvement Policy

Title I School-Level Parental Involvement Policy

Sunset School jointly developed this parental involvement policy in consultation with school personnel, community members, and parents. It was adopted on September 16, 2014.

This policy will be distributed to parents of participating children and to the extent practicable, provided in a language the parents can understand. This policy will be made available to the local community through Sunset School's website.

The policy will be distributed at the beginning of the school year and during new enrollments throughout the school year.

This parent involvement plan will be updated annually to meet the changing needs of parents and the school.

PARENT INVOLVEMENT POLICY

Sunset School will:

- (1) Convene an annual meeting at the beginning of the school year to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I and to explain the requirements of Title I, and the right of the parents to be involved
- (2) Offer Parent monthly meetings in order to explain programs, assessments, standards, parent concerns and offer parent workshops

(3) Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parental involvement policy and the joint development of the Single Plan for Student Achievement

(4) Provide parents of participating children:

The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

Throughout the year a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are explained during the following meetings:

1. *Parent Principal Meetings*
2. *School Site Council Meetings*
3. *English Language Acquisition Committee*
4. *CELDT Meetings*
5. *Parent Teacher Conferences*

If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- *Response to Intervention Meetings*
- *Parent Principal Meetings*
- *School Site Council Meetings*
- *English Language Acquisition Committee*

(5) If the school-wide program is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Sunset School* the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
 1. *This meeting takes place on Back to School Night and during Parent Orientation Meetings*
 2. *Parent Principal Meetings*
- *Sunset School offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.*
 3. *Parent Principal Meetings are usually held in the morning and in the afternoon to accommodate parents' schedules*

School-Parent Compact

Sunset School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

The school's responsibility to provide high-quality curriculum and instruction

The ways parents will be responsible for supporting their children's learning

The importance of ongoing communication between parents and teachers through, at a minimum, parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer, and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

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

- During monthly Parent Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Parent Workshops

The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand

Sunset provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand

This is done in the following way:

- During monthly Parent Principal meetings parents
- School Site Council meetings
- ELAC meetings
- New Parent Orientation Meetings
- Parent Workshops

Last reviewed

September 16,2014

Escuela Sunset

Póliza de Involucramiento de Padres

Póliza de Involucramiento de Padres de la Escuela Sunset del Título I

La Escuela Sunset en conjunto con el personal docente, miembros de la comunidad y padres de familia desarrolló esta póliza de involucramiento de padres. Fue adoptada el 16 de septiembre del 2014.

Esta póliza va ser distribuida a los padres de familia de los alumnos y puesta en práctica, y será proveída en el idioma en que los padres de familia puedan entender. La póliza estará disponible a la comunidad a través de la página del sitio de internet de la escuela Sunset.

La póliza será distribuida al inicio del año escolar y a los padres de nuevo ingreso a través del año escolar.

Este plan de involucramiento de padres será actualizado anualmente para adaptarse a los cambios y necesidades de los padres y de la escuela.

LA POLIZA DE INVOLUCAMIENTO DE PADRES

De la Escuela Sunset:

- (1) Tendrá una junta anual al inicio del año escolar a la cual todos los padres de familia de los alumnos deberán ser invitados y motivados para asistir, informar a los padres sobre su participación en el programa de Título I y explicar los requisitos del Programa Título I, y sobre derecho que tienen los padres de familia para estar involucrados
- (2) Ofrecer juntas mensuales para los Padres de Familia para poderles explicar sobre programas, evaluaciones, estándares, inquietudes de los padres y ofrecer talleres
- (3) involucrar a padres, de una manera organizada, continua y con un horario en la planeación, repasar y hacer mejorías al programa del Título de la Escuela, incluyendo la planeación, repaso y hacer mejoramientos a la Póliza de Involucramiento de Padres y el desarrollo conjunto del Plan Individual de Aprovechamiento del Alumno
- (4) Proveer a los padres de familia de los alumnos participantes:

La escuela provee a los padres de los alumnos del Programa Título I una explicación del currículo que se usa en la escuela, las evaluaciones que se usan para medir el progreso del alumno, y los niveles de proficiencia que se espera que los alumnos deban de lograr.

A través del año dar una descripción y explicación del currículo que se está usando en la escuela, mostrar los formularios de evaluaciones que se usan para medir el progreso del alumno, y los niveles de proficiencia que se espera que los alumnos deban lograr serán explicados durante las siguientes juntas:

1. *Juntas con el Director/a*
2. *Juntas del Concilio Escolar*
3. *Comité de ELAC (English Language Acquisition)*
4. *Juntas de CELDT*
5. *Conferencias de Padres y Maestros*

Por petición los padres de Familia del Programa de Título I, la escuela debe de proveer oportunidades para tener juntas que permitan a los padres a participar en las decisiones relacionadas con la educación de sus hijos.

- Juntas de Respuesta de Intervención
- Juntas con el Director/a
- Juntas del Concilio Escolar
- Juntas del Comité de ELAC

- (5) Si el programa de la escuela no es satisfactorio para los padres de los alumnos participantes, entregue cualquier comentario sobre el plan cuando la escuela haga disponible plan a la agencia educacional local.

Involucramiento de los Padres en el Programa de Título

Para involucrar a padres de familia en el Programa de Título I de la Escuela Sunset, las siguientes prácticas se han establecido:

- La escuela conduce una junta anual para informar a los padres de los alumnos del Programa Título I sobre los requisitos y los derechos de los padres que se involucrarán en el Programa de Título I.
 1. *Esta junta se lleva a cabo en Noche de Regreso a Clases y en las juntas de Orientación de Padres*
 2. *Juntas con el Director/a*
- La Escuela Sunset ofrecerá una cantidad flexible de juntas para padres de familia del Programa de Título I, ya sea juntas por las mañanas o por las tardes.
 3. *Juntas con el Director/a usualmente se llevan a cabo por las mañanas y por la tarde para acomodarse con los horarios de los padres.*

Compacto de la Escuela-Padres

La Escuela Sunset distribuirá a los padres de familia de los alumnos del Programa Título I el compacto de Escuela-Padres. El compacto el cual ha sido conjuntamente desarrollado con padres de familia, guías para padres, personal docente, y alumnos, el compacto comparte con todos la responsabilidad de mejorar al aprovechamiento académico de los alumnos. Describe las maneras específicas en las que la escuela y las familias se unirán para ayudar a que los alumnos logren los altos estándares académicos del Estado. Indica los siguientes artículos requeridos, al igual como otros artículos sugeridos por los padres de familia de los alumnos del Programa de Título I:

Las maneras de cómo los padres de familia serán responsables de apoyar el aprendizaje de sus hijos.

La importancia de mantener una comunicación entre los padres y los maestros a un mínimo de conferencias de padres y maestros; reportes frecuentes del progreso del alumno; acceso con el personal docente; oportunidades para que los padres puedan hacer trabajo voluntario; participar en el salón de su hijo/a; y oportunidades para observar las actividades en el salón.

Construyendo una Capacidad para Involucramiento

La Escuela Sunset involucra a los Padres de Familia del Título I en interacciones de mucho sentido. Apoya el compañerismo entre el personal docente y la comunidad para mejorar el aprovechamiento académico de los alumnos. Para poder alcanzar estas metas, la escuela ha establecido las siguientes prácticas.

- Durante Juntas Mensuales con el Director/a
- Juntas del Concilio Escolar
- Juntas de ELAC
- Juntas de Orientación para Nuevos Padres
- Talleres para Padres

La escuela provee a los padres de familia del Título I con ayuda para entender los estándares académicos del Estado, evaluaciones, y cómo monitorear y mejorar al aprovechamiento académico de sus hijos.

Con la ayuda de los Padres de Familia de Título I, la escuela hace concientiza al personal docente sobre el valor de la ayuda de los padres de familia, y los motiva a trabajar con los padres en compañerismo.

La escuela distribuye información relacionada con la escuela y programas de padres, juntas, y otras actividades para los Padres de Familia del Título I en un formato y en el idioma que puedan entender. La Escuela Sunset provee oportunidades de participación para todos los Padres de Familia del Título I, incluyendo padres con limitación del idioma Ingles, padres con discapacidades, y padres con hijos migrantes. Información y reportes de la escuela son proveídos en un formato y en el idioma que los padres entienden.

Esto se hace de la siguiente manera:

- Durante Juntas Mensuales con el Director/a
- Juntas del Concilio Escolar
- Juntas de ELAC
- Juntas de Orientación para Nuevos Padres
- Talleres para Padres
-

BOARD AGENDA ANALYSIS

TITLE: *RESOLUTION NO. 14/15-0004 CESAR CHAVEZ DAY*

PERSON RESPONSIBLE: Edward Velasquez, Interim Superintendent

Action
 Information

BACKGROUND INFORMATION:

The challenge of educating our children for responsible citizenship is explicit in the History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve. The framework, designed to guide local curriculum planners, stresses at each grade level the importance of teaching all students experiences of men and women of different racial, religious, and ethnic groups. The framework embodies the understanding that our national identity, heritage, and creed are pluralistic. Mexican-American History reflects a determined spirit of perseverance and cultural pride in the struggle to equally share in the opportunities of this nation.

Cesar Chavez has inspired entire generations of Americans to participate in social and civic affairs and has motivated many to answer the call of public service. He conveyed hope and determination, especially to minority workers. Cesar Chavez, who was committed to non-violence in advocating change and was consistent with the principles of a democratic society, serves as a role model for all of our students.

CURRENT INFORMATION:

N/A

ADDITIONAL INFORMATION:

N/A

COST IMPLICATIONS:

N/A

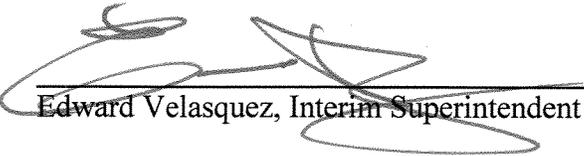
FUNDING SOURCE:

N/A

RECOMMENDATION:

Adopt Resolution No. 14/15-0004 celebrating the life, values and sacrifices of Cesar Chavez by honoring his birthday, March 31st as "Cesar Chavez Day."

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez, Interim Superintendent

**San Ysidro School District
Governing Board**

Cesar Chavez Day

Resolution No. 14/15-0004

WHEREAS, Cesar Chavez, founder and president of the United Farm Workers of America, passed away at the age of 66 on April 23, 1993;

WHEREAS, Cesar Chavez was a charismatic leader who conveyed hope and determination, especially to minority workers in their daily struggle against injustice and hardship; and

WHEREAS, Cesar Chavez inspired an entire generation of Americans to participate in social and civic affairs, and motivated many to answer the call to public service; and

WHEREAS, Cesar Chavez dedicated his life to the improvement of farm worker's employment and living conditions, and his struggles for that cause raised the social consciousness of the American Labor Movement; and

WHEREAS, Cesar Chavez was one of this Nation's most dynamic and effective spokesperson in the environmental and consumer movement against the heavy application of pesticides on food products; and

WHEREAS, the commitment of Cesar Chavez to non-violence in advocating change was consistent with the principles of a democratic society and serves as a role model for others to follow;

NOW, THEREFORE, BE IT RESOLVED by the San Ysidro School District Governing Board that the school district celebrate the life, values and sacrifices of Cesar Chavez by honoring his birthday, March 31st as CESAR CHAVEZ DAY. Additionally, the Governing Board encourages its personnel and community residents to implement activities that will educate the students and community on the contributions and principles of Cesar Chavez.

PASSED AND ADOPTED this 12th day of March, 2015 at a regular meeting of the Governing Board of the San Ysidro School District.

Antonio Martinez, President

Marcos A. Diaz, Vice-President

Rodolfo Linares, Clerk

Jose F. Barajas, Member

Luciana Corrales, Member

Edward Velasquez, Interim Superintendent

BOARD AGENDA ANALYSIS

TITLE: YMCA 6-TO-6 EXTENDED SCHOOL DAY PROGRAM MEMORANDUM OF UNDERSTANDING FOR 2014-2015 (AMENDMENT NO. 1)

PERSON RESPONSIBLE: Dena Whittington, Assistant Superintendent of Business Services
Gloria Madera, Assistant Superintendent of Educational Services
Matthew Paredes, Director of State and Federal Projects



 X Action
 Information

BACKGROUND INFORMATION:

On October 30, 2014, the Governing Board approved the original Memorandum of Understanding (MOU) with YMCA of San Diego County to implement the 6-to-6 Extended School Day Program for school year 2014-2015. The 6-to-6 Extended School Day Program was implemented to provide safe, academically enriching before and after school programs to district students. Services will be provided at the following schools: La Mirada, Willow, Smythe, Sunset, San Ysidro Middle, Vista Del Mar and Ocean View Hills.

CURRENT INFORMATION:

This amendment reflects revisions made only to Attachment A of the Memorandum of Understanding adjusting the funds to each school site budget for the Before and After School Education and Safety Program. After reviewing the amounts allotted for indirect costs and for each school site budget, it was determined that the indirect costs were incorrectly assessed. The revision included decreasing the indirect costs and increasing the school site budgets for their Before and After School Program.

ADDITIONAL DATA:

The total program amounts changed from \$767,345 to \$902,758, an increase of \$135,413.

COST IMPLICATIONS:

The costs incurred by the San Ysidro School District from the YMCA will be supported through the After School Education and Safety Program (ASES) grant funds and the Supplemental & Concentration Funds (LCAP).

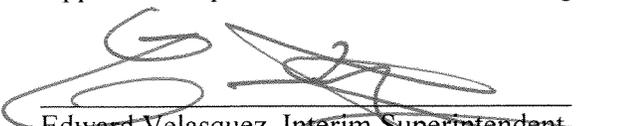
FUNDING SOURCE:

After School Education and Safety Program (ASES) Grant
Supplemental & Concentration (LCAP) Funds

RECOMMENDATION:

Approve/Ratify Amendment No. 1 to the YMCA 6-to-6 Extended School Day Program of San Diego County Memorandum of Understanding for the 2014-15 adjusting the funding to facilitate projects related to the Before and After School Education and Safety Program which will be paid from the After School Education and Safety Program (ASES) Grant and the Supplemental & Concentration (LCAP) Funds.

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez, Interim Superintendent
Secretary to the Board

BOARD AGENDA ANALYSIS

TITLE: RESOLUTION 14/15-3110 DESIGNATING AUTHORIZED AGENTS TO RECEIVE MAIL AND PICK UP WARRANTS

PERSON(S) RESPONSIBLE: Dena Whittington, Assistant Superintendent Business Services



Action
 Information

BACKGROUND INFORMATION:

Pursuant to various sections of the Education Code, it is necessary that the Governing Board pass a series of resolutions prior to the beginning of each fiscal year in order to maintain a current register of persons authorized to act on behalf of the school district.

CURRENT INFORMATION:

This resolution allows the District to designate and authorize the Assistant Superintendent of Business Services to receive mail from accounting/payroll section and authorizes other accounting staff to pick up warrants from the San Diego County Office of Education.

ADDITIONAL DATA:

Due to the resignation of an authorized agent, it is necessary to update the list of agents authorized to receive mail and pick up warrants.

COST IMPLICATIONS:

None

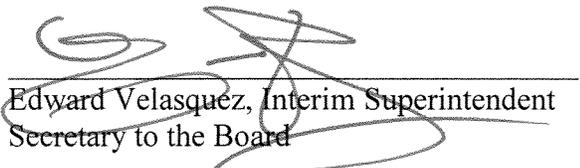
FUNDING SOURCES:

N/A

RECOMMENDATION:

Approve Resolution #14/15-3110 Designating Authorized Agents to Receive Mail and Pickup Warrants for school year 2014-2015.

Approved for presentation to the Governing Board: March 12, 2015



Edward Velasquez, Interim Superintendent
Secretary to the Board

BOARD AGENDA ANALYSIS

TITLE: *DESIGNATION OF DIRECTORS TO THE SAN YSIDRO SCHOOLS PUBLIC FINANCING CORPORATION*

PERSON RESPONSIBLE: Dena Whittington, Assistant Superintendent Business Services



Action
 Information

BACKGROUND INFORMATION:

The bylaws of the Corporation provide that Directors of the Corporation shall be designated by the Governing Board of the District.

CURRENT INFORMATION:

Because of the resignations of Jean Romero and Yolanda Hernandez and the term ending for Board member Jason M-B Wells, there are three vacancies on the San Ysidro Schools Financing Corporation Board of Directors.

ADDITIONAL DATA:

As of December 2014, new members have been elected and sworn in to serve in the district's Governing Board. These new members may now be designated as Directors to the Corporation.

COST IMPLICATIONS:

N/A

FUNDING SOURCE:

N/A

RECOMMENDATION:

Designate Governing Board members Luciana Corrales, Marco A. Diaz and Rodolfo Linares to the San Ysidro Schools Public Financing Corporation.

Approved for presentation to the Governing Board: March 12, 2015



Edward Velasquez, Interim Superintendent
Secretary to the Board

BOARD AGENDA ANALYSIS

TITLE: *AGREEMENT WITH DANNIS WOLIVER KELLEY, A PROFESSIONAL CORPORATION FOR BOND COUNSEL AND DISCLOSURE COUNSEL SERVICES RELATED TO BONDS*

PERSON RESPONSIBLE: Dena Whittington, Assistant Superintendent Business Services 

 X Action
 Information

BACKGROUND INFORMATION:

The District plans to issue its 2015 General Obligation Refunding Bonds and 2015 Refunding Certificates of Participation in a series of financings to refund outstanding General Obligation Bonds and Certificates of Participation.

CURRENT INFORMATION:

The District desires to retain Dannis Woliver Kelley, a professional corporation to perform services of Bond Counsel and Disclosure Counsel on bond financings and to provide advice related to the issuance of General Obligation bonds and the expenditure of proceeds thereof.

COST IMPLICATIONS:

Payment of all fees is contingent on the successful sale of the 2015 Refunding Bonds and/or each series of Bonds issued and shall not be due and owing unless and until said Bonds are issued and the transaction closed. Fees shall be paid in conjunction with the closing of the transaction.

2015 General Obligation Bond Refunding fees:

\$45,000 Bond Counsel Services
\$30,000 for Disclosure Counsel Services
\$2,500 not to exceed – Out-of-pocket expenses

Prop C General Obligation Bonds fees:

\$40,000 for Bond Counsel Services
\$25,000 for Disclosure Counsel Services
\$2,500 not to exceed – Out-of-pocket expenses

\$300 per hour – if services terminated without cause

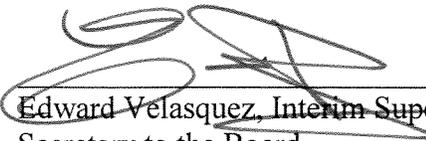
FUNDING SOURCE:

Bond proceeds

RECOMMENDATIONS:

Approve/Ratify the agreement with Dannis Woliver Kelley, a professional corporation for Bond Counsel and Disclosure Counsel Services. Services to be paid from Bond proceeds.

Approved for presentation to the Governing Board: March 12, 2015



Edward Velasquez, Interim Superintendent
Secretary to the Board

BOARD AGENDA ANALYSIS

**TITLE: ISOM ADVISORS AGREEMENT FOR FINANCIAL ADVISORY SERVICES
RELATED TO BONDS**

PERSON RESPONSIBLE: Dena Whittington, Assistant Superintendent Business Services 

Action
 Information

BACKGROUND INFORMATION:

The District plans to issue its 2015 General Obligation Refunding Bonds and 2015 Refunding Certificates of Participation in a series of financings to refund outstanding General Obligation Bonds and Certificates of Participation.

CURRENT INFORMATION:

The District desires to retain the consulting services of an advisor in connection with the issuance of Bonds and has selected Isom Advisors, a Division of Urban Futures Inc., and a California corporation. Isom Advisors will provide financial advisory services such as analyze the bond market to determine timing, credit enhancement requirements, structure, bond amount, legal documentation requirements, rating requirements, method of sale and other services as described in the agreement.

ADDITIONAL DATA:

None

COST IMPLICATIONS:

All fees and expenses are contingent on the sale of Bonds. Fees for Financial Advisory Services shall be paid out of proceeds received by the District resulting from the sale of Bonds.

\$87,500 for each Bond financing

Other expenses – not to exceed \$2,500 without prior written approval from the District.

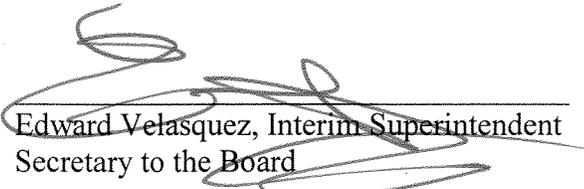
FUNDING SOURCE:

Bond **Proceeds**

RECOMMENDATIONS:

Approve/Ratify the agreement with Isom Advisors, a Division of Urban Futures Inc. for Consulting and Financial Advisory Services related to Bonds. Services to be paid from Bond proceeds.

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez, Interim Superintendent
Secretary to the Board

BOARD AGENDA ANALYSIS

TITLE: *AGREEMENT WITH RBC CAPITAL MARKETS, LLC FOR BOND UNDERWRITING SERVICES*

PERSON RESPONSIBLE: Dena Whittington, Assistant Superintendent Business Services 

Action
 Information

BACKGROUND INFORMATION:

The District plans to issue its 2015 General Obligation Refunding Bonds and 2015 Refunding Certificates of Participation in a series of financings to refund outstanding General Obligation Bonds and Certificates of Participation.

CURRENT INFORMATION:

The District desires and is authorized by law to retain the services of underwriters in connection with the issuance of the Bonds and has selected RBC Capital Markets, LLC (RBC). RBC will develop a financing plan with the purpose of assisting the District in achieving its financial objectives.

ADDITIONAL DATA:

None

COST IMPLICATIONS:

The District, from the Bond proceeds or other lawfully available funds, will pay for legal fees, including disclosure counsel; rating agency and credit enhancement fees including all related travel (if any); the cost of appraisal financial advisor, statistical/data service, cost of printing and distribution of the official statements and expense of publication, advertising and informational meetings; and the cost of fiscal agent or bond trustee and registrar.

Compensation will not exceed 1.5% of the total par amount of the Bonds.

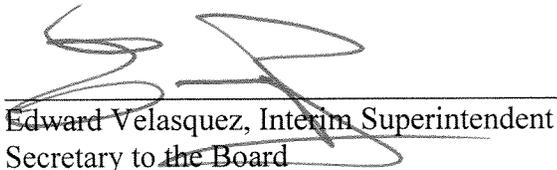
FUNDING SOURCE:

Bond Proceeds

RECOMMENDATIONS:

Approve/Ratify the agreement with RBC Capital Markets, LLC for Bonds underwriting services to be paid from Bond proceeds or other available funds.

Approved for presentation to the Governing Board: March 12, 2015


Edward Velasquez, Interim Superintendent
Secretary to the Board

SAN YSIDRO SCHOOL DISTRICT
RESOLUTION NO. 14/15-0005
RESOLUTION REGARDING REDUCTION OR DISCONTINUATION
IN PARTICULAR KINDS OF SERVICES

WHEREAS, pursuant to Education Code Section 44955, it is the opinion of this Board that it has become necessary to reduce or discontinue particular kinds of service not later than the beginning of the following school year; and

WHEREAS, this Board for fiscal and budgetary reasons must reduce the number of permanent certificated employees performing particular kinds of service based upon a decline of average daily attendance during the past two years; and

WHEREAS, it is the opinion of the Governing Board that it is necessary by reason of the above condition(s) to decrease a corresponding number of certificated employees in the District at the close of the current school year in accordance with Education Code section § 44955; and

WHEREAS, the Governing Board of the District has determined that, as between employees who first rendered paid service on the same date, the order of termination shall be based solely on the basis of need of the District and the students thereof. The criteria are explained in Exhibit A, attached hereto; and

WHEREAS, the Governing Board of the District, upon recommendation of the Superintendent, has determined that it shall be necessary to reduce or discontinue the following particular kinds of services of the District not later than the beginning of the 2015/2016 school year.

NOW THEREFORE, IT IS HEREBY RESOLVED, DETERMINED AND ORDERED by the Governing Board of the San Ysidro School District that:

1. The above recitals are true and correct, and are fully incorporated herein by reference.
2. The particular kinds of service set forth below shall be reduced or discontinued no later than the beginning of the 2015-2016 school year:

<u>District Wide</u>	<u>Full-Time Equivalent Positions</u>
School Psychologist	3 FTE
<u>TOTAL</u>	3 FTE

3. That the seniority and qualifications of some of the employees in the services being reduced or discontinued are such that they have displacement rights by virtue of seniority, and that no employee will be terminated while a less senior employee is retained to render a service which the more senior employee is both certificated and competent to render.

4. That the criteria to be used in determining the order of termination of permanent certificated employees who first rendered paid service to the District in a probationary position on the same date are listed and described in Exhibit A, which is attached hereto and fully incorporated herein by reference.
5. That the criteria to be used in determining the order of termination of permanent certificated employees who first rendered service to the District in a probationary position on the same date, listed and described in Exhibit A, are based solely on the needs of the San Ysidro School District and the students thereof.
6. That it shall be necessary to terminate at the end of the 2015-2016 school year the employment of the necessary required full-time equivalent certificated positions of the District as a result of the above reduction in services. The Superintendent or his or her designated representative is directed to send appropriate notices to all employees whose positions shall be affected by virtue of this action.

ADOPTED by the Governing Board of the SAN YSIDRO SCHOOL DISTRICT on March 12, 2015, by the following vote:

AYES:

NOES:

ABSENT:

Clerk, Governing Board of the
San Ysidro School District

Exhibit "A" To Layoff Resolution

RESOLUTION REGARDING THE RATING OF EMPLOYEES WITH
SAME FIRST DATE OF PAID SERVICE

Education Code section 44955 requires that employees with the same first date of paid service be ordered for layoff purposes based on District needs.

Certificated employees with the same first date of paid service shall be terminated as ordered on the seniority list based on an analysis of the programs and student needs involved as rated on one or more of the following criteria:

The criteria to be used in rating employees for this purpose shall be:

1. Credentialing – including but not limited to:
 - a. Legal requirements for each program vs. credentials held and registered with the San Diego County Office of Education as of March 13, 2014
 - b. Specialties specified within each credential held and registered with the San Diego County Office of Education as of March 13, 2014
 - c. Variety and breadth of credentials held and registered with the San Diego County Office of Education as of March 13, 2014
 - d. CLAD Certification and registered with the San Diego County Office of Education as of March 13, 2014
2. Experience – including but not limited to:
 - a. Length of experience in San Ysidro School District and elsewhere
 - b. Nature of experience in San Ysidro School District and elsewhere
 - c. Relation of experience to positions to be filled
3. Education – including but not limited to:
 - a. Degrees earned and dates
 - b. Majors and minors in all post-high school studies
 - e. Courses completed since employed in this office position
 - d. Other inservice experiences may be considered.
4. Performance – including but not limited to:
 - a. Attendance
 - b. Evaluation documents on file
 - c. Specific job-related skills (such as signing) as measured in employment screening

The rating of each employee shall be accomplished by the Superintendent and/or his or her designee with the input of the appropriate program managers as needed.