

***Eureka City Schools Board of Education***

2100 J Street, Eureka, CA 95501

**Regular Meeting (Room 116)**

7:00 PM

**June 8, 2017**

**AGENDA**

**A. CALL TO ORDER OF STUDY SESSION (5:00 p.m. - Room 116)**

**B. STUDY SESSION**

(1) Annual Library Update

Referred to the Board by:

Michael Davies-Hughes, Assistant Superintendent Educational Services

(2) Marshall Family Resource Center Report

Referred to the Board by:

Laurie Alexander, Director of Student Services

(3) Date Conflicts with School Activities and Board Meeting Dates

Referred to the Board by:

Fred Van Vleck, Ed.D., Superintendent

**C. CALL TO ORDER OF OPEN SESSION**

**D. PUBLIC COMMENT ON CLOSED SESSION ITEMS**

**E. CLOSED SESSION (Room 118)**

(4) Employee discipline, dismissal, release, appoint, accept the resignation of or otherwise affect the employment status of a public employee (GC § 54957)

(5) Conference with labor negotiator Superintendent Van Vleck regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)

(6) Conference with Superintendent – Pending Litigation, One Case (GC § 54956.9)

**F. RECESS TO EMPLOYEE RECEPTION (INCLUDING APPLE PINS) (6:45 p.m. - Room 114)**

**G. RECONVENING OF OPEN SESSION (7:00 p.m. - Room 116)**

**H. PLEDGE OF ALLEGIANCE TO THE FLAG**

**I. BOARD RECOGNITION**

(7) Special Recognition

(8) Apple Pin Awards

(9) 2016-17 Retirees and New and Newly Permanent Employees

**J. REPORT OUT FROM CLOSED SESSION**

**K. ADJUSTMENT TO THE AGENDA**

(10) Approval of Agenda

**L. INFORMATION**

(11) Student Reports

(12) Superintendent's Reports

(13) Board Members' Reports

**M. PUBLIC COMMENT ON NON-AGENDA ITEMS**

**\* IN ORDER TO ADDRESS THE BOARD, PLEASE COMPLETE THE GREEN SPEAKER'S FORM AT THE DOOR AND GIVE TO THE BOARD PRESIDENT.**

*Individual speakers shall be allowed three (3) minutes to address the Board on each non-agenda or agenda item. The Board shall limit the total time for public input on each item to twenty (20) minutes (BB 9323(b)).*

**N. CONSENT CALENDAR**

(14) Surplus Text

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(15) Approve Personnel Action Report #16

*Referred to the Board by:*

*Renae Will, Director of Personnel Services and Public Affairs*

(16) Minutes of the Regular Meeting from May 23, 2017

*Referred to the Board by:*

*Fred Van Vleck, Ed.D., Superintendent*

(17) Approve CR Adult Education/WIOA Title II Consortium Member Memorandum of Understanding (MOU)

*Referred to the Board by:*

*Paul Ziegler, Assistant Superintendent of Business Services*

(18) Approval of Individual School Bell Schedule/Instructional Minutes for 2017-2018

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(19) Receipt of Grant Award-Carl D. Perkins Career and Technical Education Improvement Act 2006

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(20) December 2016 Regular Board Policy Updates

*Referred to the Board by:*

*Fred Van Vleck, Ed.D., Superintendent*

## **O. DISCUSSION**

(21) Public Comment School Climate

*Referred to the Board by:*

*Laurie Alexander, Director of Student Services*

(22) World History TCI Textbook Adoption for Middle School

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(23) Introduction to Kinesiology Textbook Adoption

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(24) Annual Report on Career and Technical Education and Dual Enrollment

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(25) Annual Report on District Instructional Norms

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(26) Local Control Accountability Plan Update

*Referred to the Board by:*

*Michael Davies-Hughes, Assistant Superintendent Educational Services*

(27) 2017-18 Eureka City Schools Proposed Budget Update

*Referred to the Board by:*

*Paul Ziegler, Assistant Superintendent of Business Services*

## **P. CLOSED SESSION (continued)**

## **Q. RECONVENING OF OPEN SESSION (continued)**

## **R. REPORT OUT FROM CLOSED SESSION (continued)**

## **S. ADJOURNMENT**

*Notice: Documents and materials relating to an open session agenda that are provided to the Board less than 72 hours prior to a regular meeting will be available for public inspection and copying at the Eureka City Schools District Office, Superintendent's Office (Room 108), 2100 J Street, Eureka, CA 95501.*

*Notice: Eureka City Schools adheres to the Americans with Disabilities Act. Should you require special accommodations or auxiliary aids and services in order to participate in the Board meeting, please contact the Superintendent's Office (Room 108) in writing three days prior to the meeting at 2100 J Street, Eureka, CA 95501.*

*Notice: Regular Board meetings are digitally recorded at the direction of the Board. Per Board policy, recordings may be erased or destroyed 30 days after the meeting.*

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Annual Library Update

Meeting Date: June 8, 2017

Item: Study Session

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive an update about the ECS Library Program.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This is in annual update to the Board regarding the curriculum and instruction provided by the District Librarian (TOSA) and the student services provided by all library personnel.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 1 and 2

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Library personnel have provided annual updates in the past and the Board requested updates at the February 13th, 2017 Board meeting.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is not cost associated with this item.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Ruth Mitchell, Library Services Media Teacher for Eureka City Schools.

**ATTACHMENTS:**

Description

- ▢ Library Update (Slides)



# **2016-2017 Eureka City Schools Library Update**



June 8, 2017

# What is a library?

# Alice Birney Elementary

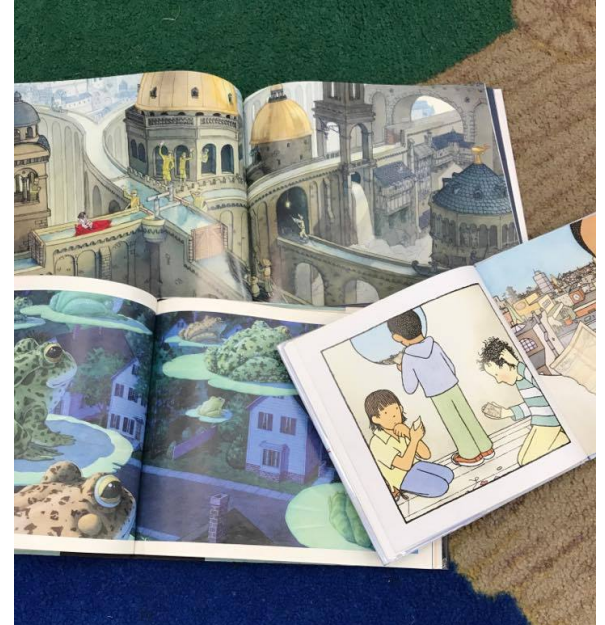
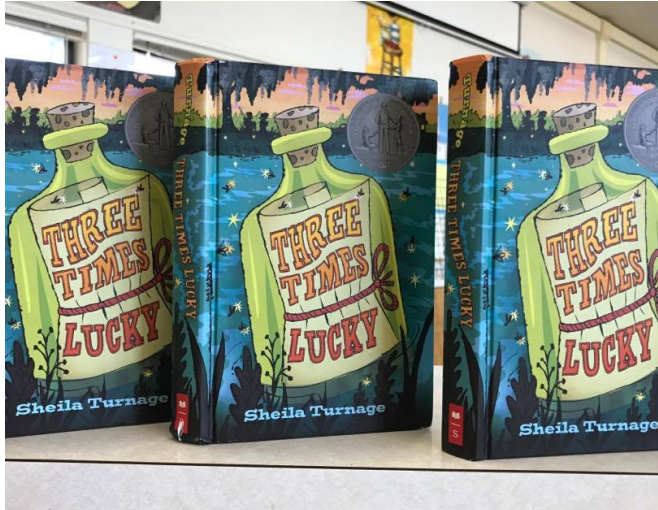


# Alice Birney Elementary

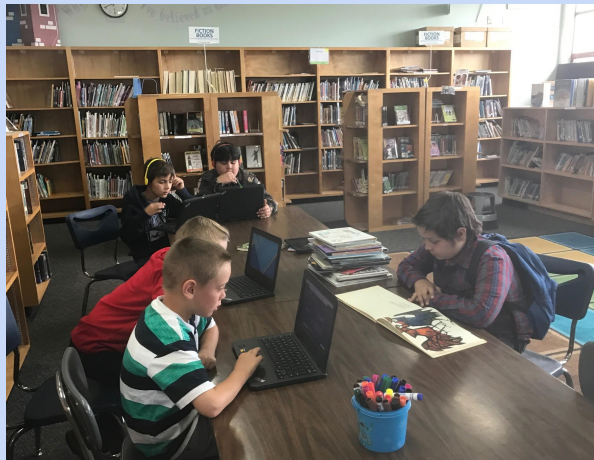




# Alice Birney Elementary

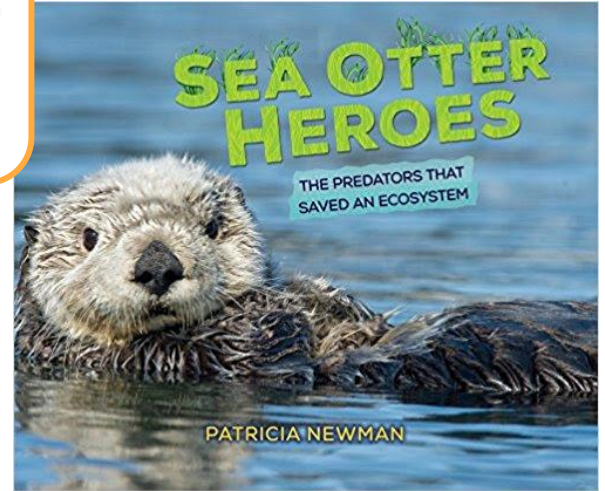


# Lafayette Elementary





# Grant Elementary



# Grant Elementary



Students learn how to search library catalog.



Entire class meets AR Goal!



# Washington Elementary



# Washington Elementary





# Winship Middle School

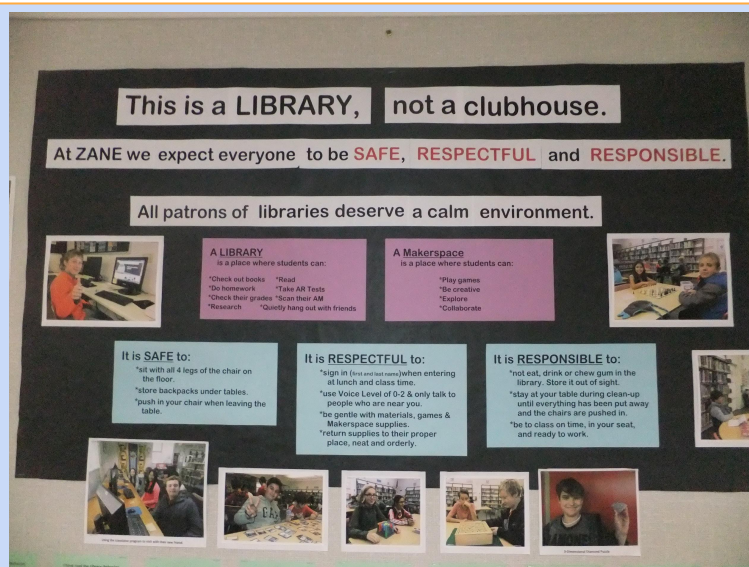


## Library Statistics

	2015-2016	2016-2017	% Increase
Total Circulations	1,893	2,930	55%
Holds	20	48	140%



# Zane Middle



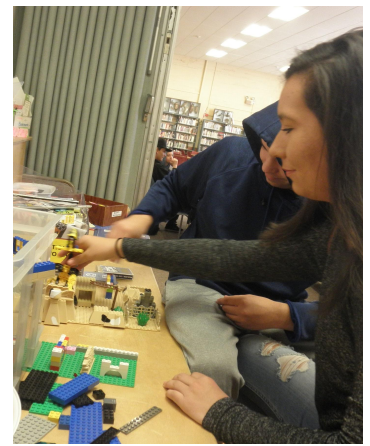
June 8, 2017

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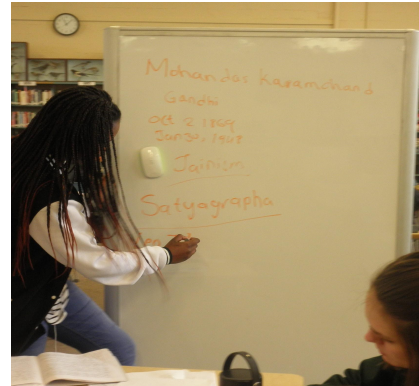
# Eureka High School



**Book Club  
&  
Amy  
Stewart**



June 8, 2016





# Teacher Librarian



Mail



Calendar



Drive



Docs



Sheets



Slides



## - Research

→ Library Catalogs

→ Subscription Database & Why They Matter

→ Developing focused research questions

→ Search strategies:  
Key Words  
Boolean Operators

## - Information Cycle

## - Website evaluation

## - Creative commons

→ Copyright

→ Plagiarism

→ Fair use

# Health & Safety Updates

## Before

Fast Food Comparison

Diet Analysis Summary

## After

Fast Food Comparison

Diet Analysis Summary





# Google Classroom

Professional Development for  
teachers

# Technology

4th Grade Research

Native American Tribes & Missions

Keyboarding & Google Docs

# Info. Curation

[2nd Grade Mammal Research](#)

[4th Grade Missions](#)

# Career Units

Resume writing

Cover letter

Interview Techniques



# Computer Lab/Cart Scheduling



[bs.Chromebook Carts & Library Request Form](#)

scroll down to see calendars)

! school day use of computer labs and library should be scheduled through the main office by completing the form above (click on link). After school and weekend use should be scheduled through a Use of Facilities Form in the main office.

## arts & Lab Calendar Key

M 126 is the computer lab next to the library. This lab has a sound system.

M 105 - NavLab is the computer lab across from the counseling office. It does not have a sound system.

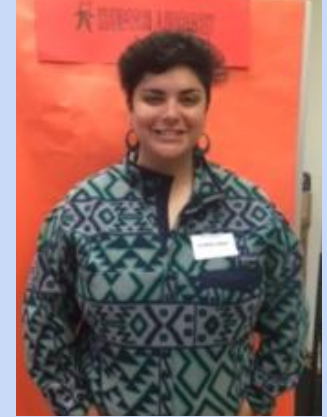
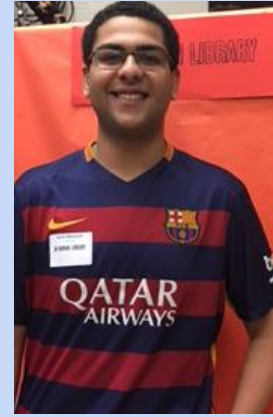
There are two carts available for use downstairs: Cart A & B.

The library can be scheduled with a cart by selected "Chromebook cart (use in library)" on the request form.

Scheduling considerations:

A screenshot of a Google Forms interface titled 'Lab & Library Media Usage Request Form'. The form has a green header bar with the title and icons for sharing and favoriting. Below the header, there are tabs for 'QUESTIONS' and 'RESPONSES' (showing 44 responses). The main content area includes a heading 'Lab & Library Media Usage Request Form', a note 'Please check the lab calendars before completing the request:', a text input field for 'Teacher/Staff Name', and a section for 'Class Period(s) \*' with four radio button options: '0 Period', '1 Period', '2 Period', and '3 Period'.

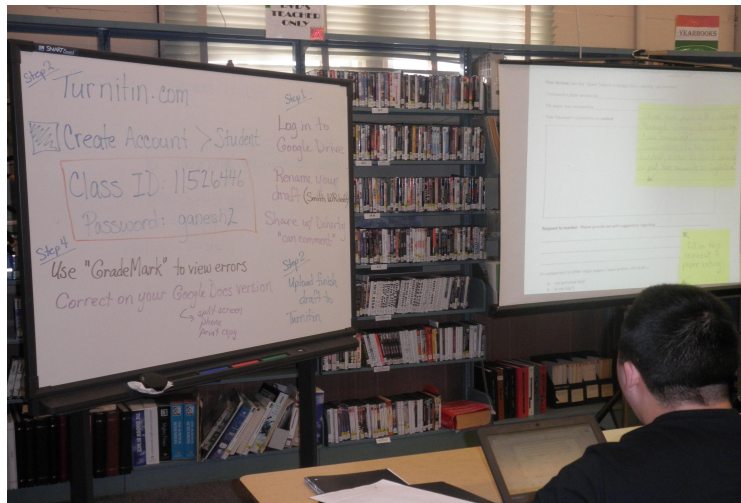
# Human Library Books



June 8, 2017

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# Other





# Future - Student Centered Spaces

CREATE  
MAKE  
INNOVATE







# Marshall Family Resource Center

Report to the Board 2016-2017



# MFRC

- ***Coordinator/McKinney-Vento/Foster Youth Liaison***
- ***2 AmeriCorps/AFACTR - Family Support Aide***
- ***Family Services Advocate - Unfilled***





# **Coordinator's Additional Roles and Responsibilities**

- **Foster Youth Liaison - Eureka Region**
- **Lead Member – Humboldt Bay Consortium**
- **Member - School Attendance Review Board (SARB)**
- **Co-Facilitator - Parent Project**

# 300 Families Served

- 195 Requests for Services from School Personnel
- Community Requests for Services

Laundry Vouchers

Attendance Concerns

Grief Counseling

Glasses

Backpacks/School Supplies

Food

Employment Assistance

Clothes/Shoes

Transportation Assistance

Mental Health Referrals

Lice/Scabies/Bed Bugs

Housing

Hygiene Supplies

# ECS/MFRC Partners

- **Humboldt County Department of Health & Human Services**
  - **Social Services Branch**
    - Children & Family Services
    - CalWorks
  - **Public Health Branch**
  - **Mental Health Branch**
    - Children, Youth & Family Services
- **Humboldt County Office of Education**
- **Betty Kwan Chinn Day Center**
- **Eureka City Parks and Rec**
- **Alcohol & Drug Care Services**
  - Serenity Inn
- **Redwood Community Action Agency**





# Department Health and Human Services Partnership Agreement

- CalWORKs/Welfare To Work
- TANF (Temporary Aide to Needy Families)
- CalFresh
- Housing Search and Support
- Child Welfare Services

# McKinney-Vento

## ➤ Number of Homeless Students

- 2013/2014 - 452
- 2014/2015 - 518
- 2015/2016 – 424
- 2016/2017 – 469 (11%)

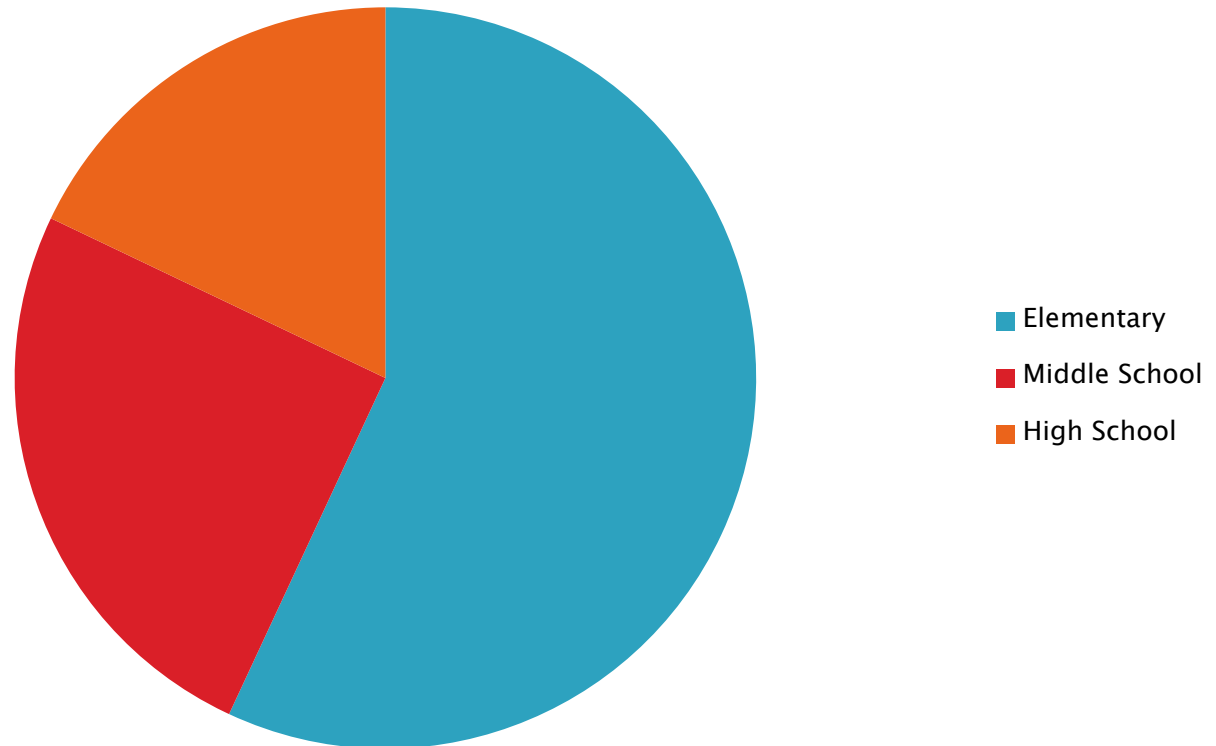
## ➤ HCOE Coordinators

- Roger Golec and Anna Kanouse-Tempelaere

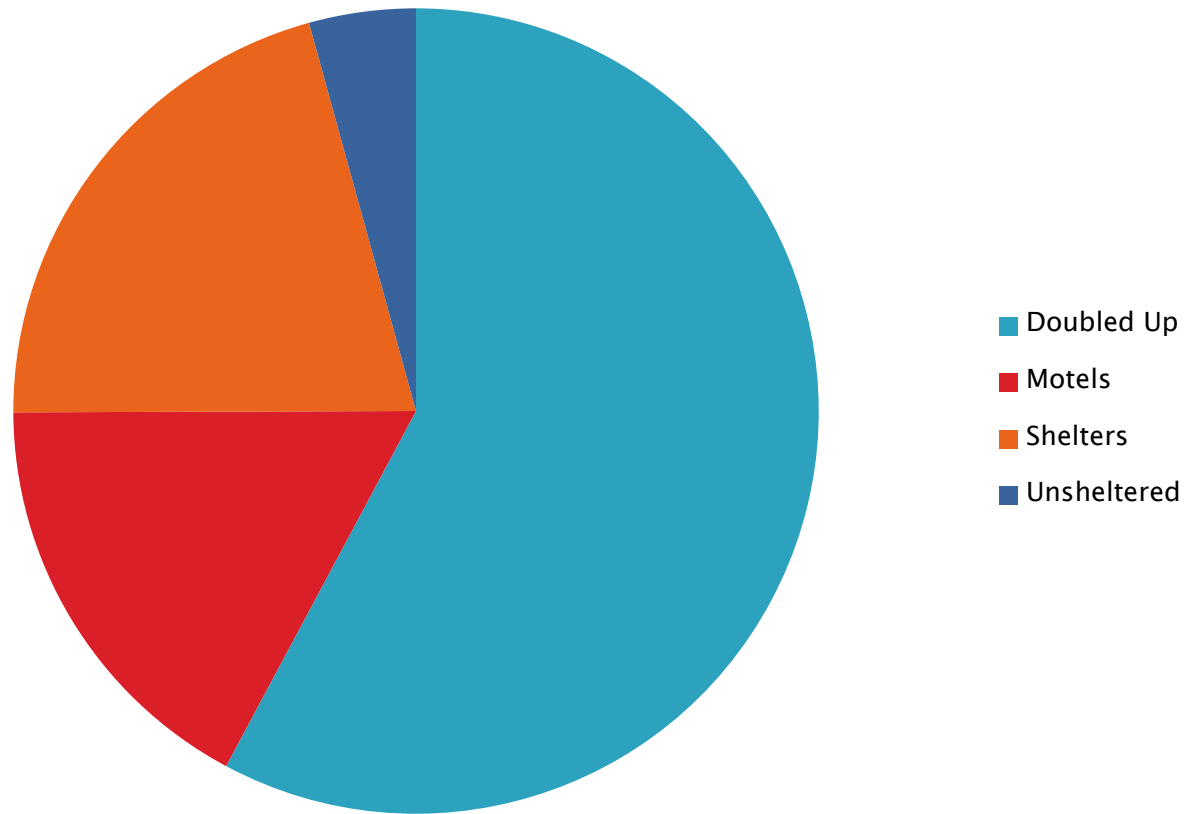
# Homeless / Foster Rates As of 05/31/2017

School	Homeless	Foster
EHS	74/6%	12/0.1%
Zoe	10/8%	4/3%
Zane	78/11%	10/1%
Winship	40/11%	7/2%
Alice Birney	108/22%	24/5%
Grant	39/12%	10/3%
Lafayette	72/18%	15/3%
Washington	48/9%	10/2%
District	469/11%	92/2%

# Homeless Rates by Grade Level



# Dwelling Type

























# Foster Youth Services

- 2014/2015 – 63
- 2015/2016 – 72
- 2016/2017 – 92

# McKinney-Vento/Foster - Federal & State Mandated Services

Services	McK-V Required	Foster Required	Eureka City Schools Provides
Assistance w/ School Enrollment			
Assistance w/ Pre-School Enrollment			
Dispute Resolution Support			
Support to Remain in School of Origin			
Transportation Support			
Automatic Eligibility for F/R Lunch			
Clothing/Shoes			CWS for FY
Backpack/Supplies			
Laundry Vouchers			

# What Have We Done This Year?

- Support Programs
  - Parent Project
  - Nurturing Parenting Program
  - Parenting Support Group
  - Youth Empowerment Groups
  
- Expanding Services
  - Lincoln Learning Center

And.....

- Federal Program Monitoring – PERFECT!!!!

# Questions?



*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Date Conflicts with School Activities and Board Meeting Dates

Meeting Date: June 8, 2017

Item: Study Session

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to discuss two known Board meeting date conflicts with school events for the 2017-18 school year.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The EHS Hall of Fame induction is currently scheduled for October 19, 2017, which conflicts with a scheduled Board meeting. There is also an anticipated conflict with EHS Powderpuff, currently scheduled for May 24, 2018 (2018 dates not yet approved). These conflicts have been brought to the Board early for discussion.

**STRATEGIC PLAN/PRIORITY AREA:**

Subject does not apply to a Strategic Plan Priority Area

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

The 2017 Board meeting dates were approved on December 8, 2016. The 2018 proposed Board meeting dates were reviewed in February 2017.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Surplus Text

Meeting Date: June 8, 2017

Item: Consent

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the surplus of the following texts

1. Modern World History, Eureka High and Zoe Barnum
  2. Psychology Principles in Practice, Eureka High
  3. Personal Fitness: Looking Good, Feeling Good (2nd and 4th editions), Eureka High
  4. Write Smart Dynamic Writing Tool (DVD), Eureka High
  5. We, The Alien: An Introduction to Cultural Anthropology, Eureka High
- Anthropology: Decisions, Adaptation, and Evolution (2nd edition), Eureka High

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Justification of Surplus Recommendation:

1. Modern World History:Patterns of Interaction: Adoption of new History Alive! World Connections book published by TCI
2. Psychology Principles in Practice: Psychology is no longer offered at EHS and is not anticipated to be offered in the near future.
3. Personal Fitness:Texts are no longer used and contains out-of-date information.
4. Write Smart Dynamic Writing Tool: No longer compatible with computers nor being used
5. We, The Alien: An Introduction to Cultural Anthropology and Anthropology: Decisions Adaptation, and Evolution; Anthropology is no longer offered at EHS and is not anticipated to be offered in the near future.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 8: HISTORY-SOCIAL SCIENCE PROGRAM



**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Adoption of new materials and material out of date or not being used.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

None

**WHO** *(list the name of the contact person(s), job title, and site location)*

Ruth Mitchell, Library Services Media Teacher

**ATTACHMENTS:**

Description

- ▣ Sale and Disposal of books

## Eureka City Schools

### Sale and Disposal of Books – Board Policy 3270

When district-owned books become unusable, obsolete, or no longer needed, the Superintendent or designee shall identify them to the Governing Board, together with their estimated value and a recommendation that they be sold or disposed of by one of the methods prescribed in law and administrative regulations. With Board approval, the Superintendent or designee shall arrange for the sale or disposal of these items.

Instructional materials may be considered obsolete or unusable when they:

1. contain information rendered inaccurate or incomplete by new discoveries or technologies
2. have been replaced by more recent versions or editions of the same material and are of no foreseeable value in other instructional areas
3. contain demeaning, stereotyping or patronizing references to either sex, members of racial, ethnic, religious, vocational or cultural groups, or persons with physical or mental disabilities
4. have been inspected and discovered to be damaged beyond use or repair.

School: Eureka (and Zoe Barnum) High Schools

Date of Request: June 8, 2017

Title	Number of Items	Value	Explanatory Comments/Recommendation
<i>Modern World History: Patterns of Interaction</i>	400	-0-	This book is being replaced by <i>History Alive! World Connections</i> book published by TCI
<i>Psychology Principles in Practice</i>	30	-0-	Text no longer needed as course is no longer offered
<i>Personal Fitness: Looking Good, Feeling Good</i> (2 <sup>nd</sup> & 4 <sup>th</sup> editions)	90	-0-	Texts are no longer used & contain out-of-date information
<i>Write Smart Dynamic Writing Tool</i> (DVD)	95	-0-	No longer used and unusable with current computers
<i>We, The Alien: An Introduction to Cultural Anthropology</i>	29	-0-	Text no longer needed as course is no longer offered.
<i>Anthropology: Decisions, Adaptation, and Evolution</i> . 2 <sup>nd</sup> edition	29	-0-	Text no longer needed as course is no longer offered.

Signature of Principal: 

Date of Governing Board Action: \_\_\_\_\_

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Approve Personnel Action Report #16

Meeting Date: June 8, 2017

Item: Consent

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

Not applicable.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Not applicable.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 2: RECRUITMENT, SELECTION, PROFESSIONAL DEVELOPMENT, AND RETENTION OF QUALITY STAFF

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Not applicable.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Renae Will, Director of Personnel Services and Public Relations

**ATTACHMENTS:**

Description

- ▣ 2nd Revised - Personnel Action Report #16

**EUREKA CITY SCHOOLS  
PERSONNEL REPORT NO. 16  
June 8, 2017  
(REVISED 6/8/17)**

The following personnel are submitted to the Board of Education of the Eureka City Schools for approval:

**CERTIFICATED PERSONNEL**

**RETIREMENTS**

Daly, Patricia	Teacher, 1.0 FTE, (EHS), eff. 8/3/17
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**RESIGNATIONS**

Adkins, Megan	Probationary I Teacher, 1.0 FTE, (EHS), eff. 6/16/17
Bolt, Christopher	Probationary II Teacher, 0.8 FTE, (EHS), eff. 6/16/17
Crider, Chanel	Temporary Teacher, 1.0 FTE, (Grant), eff. 6/16/17
Ford, Hart	Teacher, 1.0 FTE, (Winship), eff. 6/30/17
Savage, Anya	Probationary I Teacher, 0.8 FTE, (Winship), eff. 6/30/17
Schrum, Samantha	Probationary II Teacher, 1.0 FTE, (Washington), eff. 6/16/17

**ASSIGNMENTS**

Couch, Steven	Probationary I Teacher, 1.0 FTE, (Winship), eff. 8/21/17
Fealk, Rachel	Probationary I Teacher, 0.8 FTE, (EHS), eff. 8/21/17
Holland, Mollie	Temporary Teacher, 1.0 FTE, (Washington), eff. 8/21/17 – 6/14/18
Markulis, Abby	Probationary I Teacher, 1.0 FTE, (Lafayette), eff. 8/21/17
McFarland, Lorene	Temporary Teacher, Hourly, (CIS/H&H), eff. 5/8/17 – 6/16/17
Smith, Savannah	Probationary I Teacher, 0.8 FTE, (EHS), eff. 8/21/17
Steward, Suzanne	Probationary I Teacher, 1.0 FTE, (Winship), eff. 8/21/17
Yinger, Tess	Temporary Teacher, 1.0 FTE, (Washington), eff. 8/21/17 – 6/14/18

**CLASSIFIED PERSONNEL**

**RESIGNATION**

Mead, Kelleen	Instructional Assistant Special Ed III (Washington) 6 hrs/day, eff. 5/19/17
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**SPECIAL APPOINTMENTS**

Baker, Marvin	Instructional Assistant Special Ed I (Washington) 6 hrs/day, eff. 5/9/17, short term position eff. 5/9/17 – 6/16/17, extra support for classroom while teacher is out on leave.
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CHANGE OF STATUS

Wigington, Kelly

From: Instructional Assistant Special Ed I (Grant) 6.5 hrs/day

To: Instructional Assistant Special Ed III (Grant) 6.5 hrs/day, eff. 4/25/17

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Minutes of the Regular Meeting from May 23, 2017

Meeting Date: June 8, 2017

Item: Consent

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the minutes from the regular meeting on May 23, 2017.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Not applicable.

**STRATEGIC PLAN/PRIORITY AREA:**

Subject does not apply to a Strategic Plan Priority Area

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Not applicable.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D. - Superintendent

**ATTACHMENTS:**

Description

- ▣ Draft - Mins 05.23.17



**Eureka City Schools Board of Education**

2100 J Street, Eureka, CA 95501

**Regular Meeting**

7:00 PM

**May 23, 2017**

**MINUTES**

**A. CALL TO ORDER OF STUDY SESSION (5:00 p.m. – Room 116)**

President Ollivier called the study session to order at 5:03 p.m.

Members Present: Johnson, Ollivier, Davis, Taplin, Duncan

Members Absent: None

Staff Present: Van Vleck, Ziegler, Davies-Hughes, Alexander, Will, Harris

**B. STUDY SESSION**

- (1) District-Wide Athletic and Coaches Code of Conduct and Coach Evaluation

*Referred to the Board by:*

*Fred Van Vleck, Ed.D., Superintendent*

Kristina Christiansen, EHS Athletic Director for the 2017-18 school year, presented a spring 2017 update on EHS Athletics to the Board. Christiansen reviewed the proposed EHS Athletic Department Mission Statement and information relating to the InsideOut Initiative, which focuses on coaching character and athletics. EHS will be rewriting the coaches' handbook with the InsideOut Initiative in mind. Christiansen notes coaches need training, funding and support similar to the professional development teachers receive. Coaches also need community support and clear expectations, including evaluations. Christiansen discussed the role of parents and athletes involved in athletics at ECS. Signage is also needed for different athletic events to be positive reminders to reinforce the value of sportsmanship.

The Governing Board is excited to go in this direction and supports the implementation of the InsideOut Initiative at ECS.

- (2) Long-Term Facility Planning Update

*Referred to the Board by:*

*Paul Ziegler, Assistant Superintendent of Business Services*

Charley Batini, Director of Maintenance, provided the Board with an update on current and future projects at ECS sites.

**C. CALL TO ORDER OF OPEN SESSION**

**D. PUBLIC COMMENT ON CLOSED SESSION ITEMS**

No public comment.

**E. CLOSED SESSION (Closed to Public) (Room 118)**

President Ollivier moved the meeting to closed session.

Members Present: Johnson, Ollivier, Davis, Duncan, Taplin

Members Absent: None

Staff Present: Van Vleck, Ziegler, Davies-Hughes, Alexander, Will

- (3) Employee discipline, dismissal, release, appoint, accept the resignation of or otherwise affect the employment status of a public employee (GC § 54957)
- (4) Conference with labor negotiator Superintendent Van Vleck regarding Eureka Teachers Association, Classified White and Blue Collar Units, and/or Unrepresented Employees (Confidential and Classified and Certificated Management) (GC § 54957.6)
- (5) Conference with Superintendent – Pending Litigation, One Case (GC § 54956.9)

**F. RECESS FOR EMPLOYEE RECEPTION (6:40 P.M. - Room 114)**

**G. RECONVENING OF OPEN SESSION**

President Ollivier reconvened the meeting at 7:06 p.m.

Members Present: Johnson, Ollivier, Davis, Taplin, Duncan, Wotherspoon

Members Absent: None

Staff Present: Van Vleck, Ziegler, Davies-Hughes, Alexander, Will, Harris

**H. REPORT OUT FROM CLOSED SESSION**

No action to report on closed session Items E(3) or E(4). Item E(5) will continue in closed session.

**I. PLEDGE OF ALLEGIANCE TO THE FLAG – Zoe Barnum**

Students from Zoe Barnum led the Board in the Pledge of Allegiance.

**J. BOARD RECOGNITION**

- (6) Certificated Employee of the Year

The Board recognized Certificated Employees of the Year from each of school site including Patti Fuentes (Alice Birney), Donna Doherty (EHS), Jamie Bailey-Gast (Grant), Scott Campbell (Lafayette), Julie Fanucchi (Washington), Leah Clougherty (Winship), Bernie Levy (Zane), Michelle Mayo (Zoe Barnum) and Lindsay Santsche (Winzler). Bernie Levy was named the ECS Certificate Employee of the Year.

**K. PUBLIC HEARING**

- (7) Notice of Public Hearing: Public Comment on Title VI Federal Grant Renewal Application for the 2017-18 School Year

No public comment.

## **L. ADJUSTMENTS TO THE AGENDA**

- (7) Approval of the Agenda - No adjustments to the Agenda.

*It was M/S by Johnson/Taplin to approve the Agenda. Student Board Representative: aye 1, no 0, absent 0. Governing Board: ayes 5, noes 0, absent 0. Motion carried.*

## **M. INFORMATION**

- (8) Student Reports – None.
- (9) Superintendent's Report – The social media launch started on Monday, May 15, 2017. Appreciation goes out to Renae Will, Nancy Taylor and Micalyn Harris for their work on the social media launch. Van Vleck also notes an appreciation for how the Zane staff handled the difficult situation that occurred earlier this week. The incident was broken up within 15 seconds of the incident and Zane staff is commended for their investigation and hard work on this issue. The victim is going to be okay and the students involved will be appropriately disciplined.
- (10) Board Members' Report
- Wotherspoon reported the EHS senior picnic was last Friday. The weather was great and students had a fun time at this event. He also attended the Ag Fair at EHS and notes it was a great event. Last weekend he attended the San Mateo Maker Fair and liked seeing his friends from that area. Powder Puff and Innovate Business Challenge are the same day this week, so he will miss Powder Puff, but he is sure the seniors will represent themselves well.
  - Johnson attended the AVID celebration and notes it was well done and a fun event. She is glad the AVID program is active within ECS.
  - Taplin also attended the AVID celebration and did interviews for the Sarah Carter Scholarship. The EHS Scholarship Night is June 6<sup>th</sup> and she hopes more people will attend.
  - Ollivier attended the Washington School Carnival. Many families attended event and enjoyed a nice break in the weather.
  - Davis attended and helped serve at the PTA Staff Appreciation Luncheon for teachers and staff. Many people came out and got fed and it was beautiful day.
  - Duncan has been enjoying the baseball games and saw the Varsity EHS team win against AHS on Saturday night. He's looking forward to attending Wednesday's game as well. Duncan also notes an appreciation for ECS community of teachers.

## **N. PUBLIC COMMENT ON NON-AGENDA ITEMS**

[Jessica Mair submitted a request to address the Board but left prior to being called.]

Christina Myers addressed the Board regarding the incident at Zane. She provides background on her previous experiences with bullying while in school. She states she understands when minors are involved sometimes details have to be kept from the public but is upset with the ECS response. She knows it is not just the school's

duty to solve this problem but would like to see an indication this is being taken seriously. She had intended to send her child to Zane but is upset with the recent occurrences. She would like a system setup that would allow children to report bullying and feel comfortable doing so. Kids grow into bad behaviors and she would like to see a group setup to deal with bullying issues.

One Trustee notes he has had two kids attend Zane and trusts the school and staff at Zane. He urges the parent to talk with the Principal directly about what is going done at the school relating to these issues. Another Trustee acknowledged the situations are difficult because ECS cannot give all of the information on the disciplinary process to the public. The parent is urged to talk directly with Principal, who can provide insight about the anti-bullying program at Zane.

## **O. CONSENT CALENDAR**

It was M/S by Davis/Taplin to approve the following Consent Calendar items:

- (12) World History (TCI) Textbook Adoption  
*Referred to the Board by:*  
*Michael Davies-Hughes, Assistant Superintendent Educational Services*
- (13) December 2016 Special Board Policy Updates and Revision to BB 9150 - Student Board Members  
*Referred to the Board by:*  
*Fred Van Vleck, Ed.D., Superintendent*
- (14) Approve of Personnel Action Report #15  
*Referred to the Board by:*  
*Renaë Will, Director of Personnel Services and Public Affairs*
- (15) Minutes of the Regular Meeting from May 4, 2017  
*Referred to the Board by:*  
*Fred Van Vleck, Ed.D., Superintendent*
- (16) Surplus Texts: Sopris West Language! 2009  
*Referred to the Board by:*  
*Michael Davies-Hughes, Assistant Superintendent Educational Services*
- (17) Adoption of the 2018-2019 Calendar  
*Referred to the Board by:*  
*Renaë Will, Director of Personnel Services and Public Affairs*
- (18) Resolution #16-17-035, Revised Date for Observance of Abraham Lincoln's Birthday  
*Referred to the Board by:*  
*Fred Van Vleck, Ed.D., Superintendent*
- (19) Approve April 2017 Warrants  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*

- (20) Approve Bus Fleet Inspection Service Agreements for Cutten, Freshwater, and South Bay School Districts  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (21) Approve Waste Removal Agreement for Cutten School District and HCOE  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (22) Approve Waste Removal Agreement for Northcoast Children's Services  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (23) Approve Intent to Apply for the 2017-18 Agricultural Career Technical Education Incentive Grant – Eureka High School  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (24) Field Trip: Oaxaca Summer Language Immersion Program 2017 (July 7-28, 2017)  
*Referred to the Board by:*  
*Renae Will, Director of Personnel Services and Public Affairs*
- (25) Approve Grant Intent to Apply – Professional Development for Arts Educators  
*Referred to the Board by:*  
*Michael Davies-Hughes, Assistant Superintendent Educational Services*
- (26) Accept Grant Award Notification – Career Technical Education Incentive Grant  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*
- (27) Ratification of Representatives to California Interscholastic Federation/North Coast Section (CIF/NCS) Leagues  
*Referred to the Board by:*  
*Fred Van Vleck, Ed.D., Superintendent*
- (28) Specify the Position of Painter (1 Position) As Short-Term Effective June 19, 2017 - August 18, 2017  
*Referred to the Board by:*  
*Renae Will, Director of Personnel Services and Public Affairs*
- (29) Specify the Positions of Summer Programs Cook, Senior Food Service Worker Secondary, Senior Food Service Worker Elementary, Food Service Worker, Food Service Delivery Driver as Short-Term Effective June 19, 2017 - August 11, 2017  
*Referred to the Board by:*  
*Renae Will, Director of Personnel Services and Public Affairs*

## P. DISCUSSION

- (30) Local Control Accountability Plan Update  
*Referred to the Board by:*  
*Michael Davies-Hughes, Assistant Superintendent Educational Services*

The writing team has met for six full days of training and some members have now attended LCAP training at HCOE and through webinars. There have been eight stakeholders meetings, three online surveys, one paper survey and two consultation meetings. Overall, the writing team has received input from over 130+ individuals. The significant issues and trends relating to the LCAP goals and proposed changes were reviewed with the Board.

- (31) Student Board Member Interview Process and Board Representation  
*Referred to the Board by:*  
*Fred Van Vleck, Ed.D., Superintendent*

The Board will be interviewing the prospective student Board members on June 2, 2017 at 3:30 p.m. Two Board members have expressed interest in attending the interviews but there can only be one official Board attendee at the interviews. After discussion, it is determined President Ollivier will be the official representative at the interviews and Trustee Taplin will attend without providing input.

- (32) Enrollment Update  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*

Ziegler provided with Board with an enrollment/attendance update. He reviewed the deadlines for the P-1 and P-2 reports and the CBEDs data. Current 2016-17 CBEDS enrollment is 3,769 and P-2 ADA is 3,538.58 for a 93.94% ratio. Ziegler also reviewed the Grade Span Adjustment (GSA) for each elementary site.

- (33) Governor's May Revision  
*Referred to the Board by:*  
*Paul Ziegler, Assistant Superintendent of Business Services*

Ziegler provided an overview of the 2017-18 May Revision. The May revision is the last statutorily required revision prior to adoption of the local educational agency (LEA) budget. Increased costs relating to CalSTRS, CalPERS and special education all impact the budget. Ziegler reviewed issues relating to the education budget including Proposition 98 funding, January Budget v. May Revision, progress toward LCFF Implementation, one-time discretionary funds, preschool alignment proposals, and charter school growth over time.



- (34) Eureka City Schools Annual Public Hearing and Complaint Process Review

*Referred to the Board by:*

*Laurie Alexander, Director of Student Services*

No public comment.

- (35) December 2016 Regular Board Policy Updates

*Referred to the Board by:*

*Fred Van Vleck, Ed.D., Superintendent*

This is the first reading of these policies. The policies will be brought back to the Board as a consent item on June 8, 2017.

**Q. CLOSED SESSION**

Closed session continued regarding Item E(5).

**R. RECONVENING OF OPEN SESSION**

President Ollivier reconvened open session at 9:33.

**S. REPORT OUT FROM CLOSED SESSION**

No action to report on closed session Item E(5).

**T. ADJOURNMENT**

President Ollivier adjourned the meeting at 9:34 p.m.

Respectfully submitted,

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Fred Van Vleck, Ed.D.  
Secretary of the Board of Education

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Micalyn Harris, Recording Secretary

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Wendy Davis, Board Clerk

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Date

The next regular meeting will be held on June 8, 2017 at 7:00 p.m. in the Boardroom #116 at 2100 J Street, Eureka, CA.

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Approve CR Adult Education/WIOA Title II Consortium Member Memorandum of Understanding (MOU)

Meeting Date: June 8, 2017

Item: Consent

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is asked to approve the CR Adult Education/WIOA Title II Consortium Member Memorandum of Understanding.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The MOU stipulates that Eureka City Schools (ECS) and College of the Redwoods (CR) will continue work together through the life of the Adult Education Block Grant (AEBG) toward the mutual goal of improving the development and delivery of Adult Education classes and programs.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 13: ALTERNATIVE AND OPTIONAL EDUCATION PROGRAMS AND SERVICES

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Since 2013, Eureka City Schools and the other five Consortium Members have served on the Executive Committee, advising and voting on the Consortium's vision, budgets, and implementations plans.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

Not applicable.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

Michael Davies-Hughes, Assistant Superintendent of Educational Services

**ATTACHMENTS:**

Description

CR Ad Ed/WIOA Title II MOU

**CR Adult Education/WIOA Title II  
Consortium Member  
Memorandum of Understanding**

This Memorandum of Understanding (MOU) shall stand as evidence that Eureka City Schools and College of the Redwoods Adult Education/WIOA Title II will continue work together through the life of the Adult Education Block Grant (AEBG) toward the mutual goal of improving the development and delivery of Adult Education classes and programs.

**AB 86 Planning Grant**

The 2013-14 State Budget, under the auspices of Assembly Bill 86, appropriated \$25 million to the California Community College Chancellor's Office (CCCCO) to provide funding for two-year adult education planning and implementation grants, which included the establishment of Consortium Members.

**AB 104 Adult Education Block Grant**

On June 24, 2015, Governor Jerry Brown signed AB 104 into law. The 2015-16 year represented the transition period from the planning that took place with AB86 to the actualization of the local AEBG plan.

Since 2013, Eureka City Schools and the other five Consortium Members have served on the Executive Committee, advising and voting on the Consortium's vision, budgets, and implementation plans. Eureka City Schools shall remain a voting Member.

This MOU is in force from the time of its signing through June 30, 2018. This MOU may be terminated by either party in thirty days by giving written notice of the intention to terminate the agreement.

**College of the Redwoods**

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Eureka City Schools**

\_\_\_\_\_  
Fred Van Vleck  
Name

\_\_\_\_\_  
Superintendent  
Title

\_\_\_\_\_  
Signature

\_\_\_\_\_  
4/27/2017  
Date

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Approval of Individual School Bell Schedule/Instructional Minutes for 2017-2018

Meeting Date: June 8, 2017

Item: Consent

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the 2017-2018 bell schedules and instructional minutes for all Elementary and Secondary schools.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The Governing Board approves individual bell schedules annually to ensure daily start-up, stop times, and instructional minutes are in compliance.

**STRATEGIC PLAN/PRIORITY AREA:**

This item includes all Strategic Plan/Priority Areas

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

This is an annual approval.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

**WHO** *(list the name of the contact person(s), job title, and site location)*

**ATTACHMENTS:**

Description

- ▣ Bell Schedules & Inst Minutes (all sites)

# Eureka City Schools Elementary 17/18

	Regular	Collaboration	Minimum	TOTAL
Actual Daily Instructional Minutes Kinder	317	270	235	587
Actual Daily Instructional Minutes 1-3	322	250	215	572
Actual Daily Instructional Minutes 4-5	322	285	215	607
Number of Days	147	32	1	180
Annual Minutes Kinder	46,599	8,640	235	55,474
Annual Minutes 1-3	47,334	8,000	215	55,549
Annual Minutes 4-5	47,334	9,120	215	56,669
Annual Required Minutes				
Kinder	36,000			
First thru Third	50,400			
Fourth and Fifth	54,000			



# **Elementary School Regular Day Schedule**

17/18

	BEGINS	ENDS	MINUTES
Kinder	8:10 AM	2:12 PM	05:17
Grades 1-3	8:10 AM	2:37 PM	05:22
Grades 4-5	8:10 AM	2:37 PM	05:22
Recess			00:20
Lunch			00:45

Total Number of Hours Kinder	05:17
Total Number of Hours 1-3	05:22
Total Number of Hours 4-5	05:22

TOTAL INSTRUCTIONAL MINUTES KINDER	317
TOTAL INSTRUCTIONAL MINUTES 1-3	322
TOTAL INSTRUCTIONAL MINUTES 4-5	322

## Elementary School Collaboration Day Schedule

17/18

	BEGINS	ENDS	MINUTES
Kinder	8:10 AM	1:25 PM	04:30
Grades 1-3	8:10 AM	1:25 PM	04:10
Grades 4-5	8:10 AM	2:00 PM	04:45
Recess			00:20
Lunch			00:45
Collaboration Time	2:15 PM	3:15 PM	

Total Number of Hours Kinder	04:30
Total Number of Hours 1-3	04:10
Total Number of Hours 4-5	04:45

TOTAL INSTRUCTIONAL MINUTES KINDER	270
TOTAL INSTRUCTIONAL MINUTES 1-3	250
TOTAL INSTRUCTIONAL MINUTES 4-5	285

**Elementary School Minimum Day Schedule**

17/18

	BEGINS	ENDS	MINUTES
Kinder	8:10 AM	12:50 PM	03:55
Grades 1-3	8:10 AM	12:50 PM	03:35
Grades 4-5	8:10 AM	12:50 PM	03:35
Recess			00:20
Lunch			00:20

Total Number of Hours Kinder	03:55
Total Number of Hours 1-3	03:35
Total Number of Hours 4-5	03:35

TOTAL INSTRUCTIONAL MINUTES KINDER	235
TOTAL INSTRUCTIONAL MINUTES 1-3	215
TOTAL INSTRUCTIONAL MINUTES 4-5	215

# Middle Schools

17/18

	Regular	Collaboration	Minimum	Parent Conf.	TOTAL
Actual Daily Instructional Minutes	352	285	214	244	637
Number of Days	141	32	1	6	180
Annual Minutes	49,632	9,120	214	1,464	60,430
Annual Required Minutes	54,000				

# Middle School

## 17/18

### Regular Bell Schedule

	BEGINS	ENDS	MINUTES
Period 1	8:30 AM	9:27 AM	00:57
Passing Time	9:27 AM	9:31 AM	00:04
Period 2	9:31 AM	10:26 AM	00:55
Break	10:26 AM	10:37 AM	
Passing Time	10:37 AM	10:41 AM	00:04
Period 3	10:41 AM	11:36 AM	00:55
Passing Time	11:36 AM	11:40 AM	00:04
Period 4	11:40 AM	12:35 PM	00:55
Lunch	12:35 PM	1:11 PM	
Passing Time	1:11 PM	1:15 PM	00:04
Period 5	1:15 PM	2:10 PM	00:55
Passing Time	2:10 PM	2:14 PM	00:04
Period 6	2:14 PM	3:09 PM	00:55

Total Number of Hours	05:52
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<b>TOTAL INSTRUCTIONAL MINUTES</b>	<b>352</b>
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## Middle School Collaboration Bell Schedule

17/18

	BEGINS	ENDS	MINUTES
Period 1	8:30 AM	9:15 AM	00:45
Passing Time	9:15 AM	9:19 AM	00:04
Period 2	9:19 AM	10:03 AM	00:44
Break	10:03 AM	10:14 AM	:
Passing Time	10:14 AM	10:18 AM	00:04
Period 3	10:18 AM	11:02 AM	00:44
Passing Time	11:02 AM	11:06 AM	00:04
Period 4	11:06 AM	11:50 AM	00:44
Lunch	11:50 AM	12:30 PM	:
Passing Time	12:30 PM	12:34 PM	00:04
Period 5	12:34 PM	1:18 PM	00:44
Passing Time	1:18 PM	1:22 PM	00:04
Period 6	1:22 PM	2:06 PM	00:44
Collaboration	2:15 PM	3:15 PM	

Total Number of Hours	04:45
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TOTAL INSTRUCTIONAL MINUTES	285
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**Middle Minimum Day**

17/18

	BEGINS	ENDS	MINUTES
Period 1	8:30 AM	10:00 AM	01:30
Passing Time	10:00 AM	10:04 AM	00:04
Period 2	10:04 AM	10:25 AM	00:21
Break	10:25 AM	10:41 AM	
Passing Time	10:41 AM	10:45 AM	00:04
Period 3	10:45 AM	11:06 AM	00:21
Passing Time	11:06 AM	11:10 AM	00:04
Period 4	11:10 AM	11:31 AM	00:21
Passing Time	11:31 AM	11:35 AM	00:04
Period 5	11:35 AM	11:56 AM	00:21
Passing Time	11:56 AM	12:00 PM	00:04
Period 6	12:00 PM	12:20 PM	00:20

Total Number of Hours	03:34
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<b>TOTAL INSTRUCTIONAL MINUTES</b>	<b>214</b>
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**Parent Conference Schedule**

17/18

	BEGINS	ENDS	MINUTES
Period 1 (4)	8:30 AM	9:52 AM	01:22
Passing Time	9:52 AM	9:56 AM	00:04
Period 2 (5)	9:56 AM	11:13 AM	01:17
Break	11:13 AM	11:29 AM	
Passing Time	11:29 AM	11:33 AM	00:04
Period 3 (6)	11:33 AM	12:50 PM	01:17

Total Number of Hours	04:04
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<b>TOTAL INSTRUCTIONAL MINUTES</b>	<b>244</b>
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	Jan/June	Mondays	Sleep Up Day	23-May	20-Oct	15-Dec	22-Feb	Ext Lunch	TOTAL
	Regular	Finals	Collaboration	Minimum	Academic Fair	Homecoming	Red and Grn		
Actual Daily Instructional Minutes	379	246	314	204	379	222	379	369	939 minutes
Number of Days	128	6	32	1	1	1	3	8	180 number of days
Annual Minutes	48,512	1,476	10,048	204	379	222	1,137	2,952	64,930 total minutes
	Annual Required Minutes		2016-17 Minutes	Over / Under	Per Day				
	64,800				130	0.7		homecoming 2 logger classic 1 College day 1 Spring fever 1 Staff Wellness 2 Extra 3	
	Zero Period 7:16-8:14		Zero Period 7:27-8:14						
	Tues-Fri		Monday						

# Eureka High School

## Regular Bell Schedule

Proposed 17/18

	BEGINS	ENDS	MINUTES
Period 1	8:20 AM	9:19 AM	00:59
Passing Time	9:19 AM	9:25 AM	00:06
Period 2	9:25 AM	10:23 AM	00:58
Break	10:23 AM	10:33 AM	
Passing Time	10:33 AM	10:39 AM	00:06
Period 3	10:39 AM	11:37 AM	00:58
Passing Time	11:37 AM	11:43 AM	00:06
Period 4	11:43 AM	12:41 PM	00:58
Lunch	12:41 PM	1:14 PM	
Passing Time	1:14 PM	1:20 PM	00:06
Period 5	1:20 PM	2:18 PM	00:58
Passing Time	2:18 PM	2:24 PM	00:06
Period 6	2:24 PM	3:22 PM	00:58

Total Number of Hours	06:19
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TOTAL INSTRUCTIONAL MINUTES	379
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## Eureka High Collaboration Bell Schedule

Proposed 17/18

	BEGINS	ENDS	MINUTES	
Period 1	8:20 AM	9:09 AM	00:49	
Passing Time	9:09 AM	9:15 AM	00:06	
Period 2	9:15 AM	10:02 AM	00:47	
Break	10:02 AM	10:12 AM		
Passing Time	10:12 AM	10:18 AM	00:06	
Period 3	10:18 AM	11:05 AM	00:47	
Passing Time	11:05 AM	11:11 AM	00:06	
Period 4	11:11 AM	11:58 AM	00:47	
Lunch	11:58 AM	12:31 PM		
Passing Time	12:31 PM	12:37 PM	00:06	
Period 5	12:37 PM	1:24 PM	00:47	
Passing Time	1:24 PM	1:30 PM	00:06	
Period 6	1:30 PM	2:17 PM	00:47	
Collaboration	2:27 PM	3:22 PM		55 minute Collaboration with 10 min passing
Total Number of Hours			05:14	
TOTAL INSTRUCTIONAL MINUTES			314	

**Finals Schedule**

Proposed 17/18

	BEGINS	ENDS	MINUTES
Period 1,2,3	8:20 AM	10:20 AM	02:00
Break	10:20 AM	10:30 AM	
Passing	10:30 AM	10:36 AM	00:06
Period 2,4,6	10:36 AM	12:36 PM	02:00

Jan 24-26, 2017  
June 12-14, 2017

Total Number of Hours	04:06
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TOTAL INSTRUCTIONAL MINUTES	246
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**Minimum Day**

Proposed 17/18

	BEGINS	ENDS	MINUTES
Period 1	8:20 AM	8:49 AM	00:29
Passing Time	8:49 AM	8:55 AM	00:06
Period 2	8:55 AM	9:24 AM	00:29
Passing Time	9:24 AM	9:30 AM	00:06
Period 3	9:30 AM	9:59 AM	00:29
Break	9:59 AM	10:09 AM	
Passing Time	10:09 AM	10:15 AM	00:06
Period 4	10:15 AM	10:44 AM	00:29
Passing Time	10:44 AM	10:50 AM	00:06
Period 5	10:50 AM	11:19 AM	00:29
Passing Time	11:19 AM	11:25 AM	00:06
Period 6	11:25 AM	11:54 AM	00:29

Step Up Day near Feb 1

Meets Ed code average of two days in a row being above 240 minutes

Works with bus schedule and Step Up Schedule

Total Number of Hours	03:24
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TOTAL INSTRUCTIONAL MINUTES	204
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**Extended Lunch**

Proposed 17/18

	BEGINS	ENDS	MINUTES
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	BEGINS	ENDS	MINUTES
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Period 1	8:20 AM	9:19 AM	00:59
Passing Time	9:19 AM	9:25 AM	00:06
Period 2	9:25 AM	10:23 AM	00:58
Break	10:23 AM	10:33 AM	
Passing Time	10:33 AM	10:39 AM	00:06
Period 3	10:39 AM	11:37 AM	00:58
Passing Time	11:37 AM	11:43 AM	00:06
Period 4	11:43 AM	12:36 PM	00:53
Lunch	12:36 PM	1:19 PM	
Passing Time	1:19 PM	1:25 PM	00:06
Period 5	1:25 PM	2:18 PM	00:53
Passing Time	2:18 PM	2:24 PM	00:06
Period 6	2:24 PM	3:22 PM	00:58

Total Number of Hours	06:09
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TOTAL INSTRUCTIONAL MINUTES	369
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TBD (2 homecoming, 1 Logger Classic, 1 Spring Fever, 1 College signing, 2 staff wellness, 1 other)



## Red & Green Music/Logger Classic Assemblies

Proposed 17/18

	BEGINS	ENDS	MINUTES	
Period 1	8:20 AM	9:06 AM	00:46	
Passing Time	9:06 AM	9:12 AM	00:06	
Period 2	9:12 AM	9:58 AM	00:46	
Break	9:58 AM	10:08 AM		
Passing Time	10:08 AM	10:14 AM	00:06	Logger Classic Dec. 15, 2017 Music Dec. 22, 2017
Period 3	10:14 AM	11:00 AM	00:46	
Passing Time	11:00 AM	11:06 AM	00:06	
Period 4	11:06 AM	11:52 AM	00:46	
Lunch	11:52 AM	12:25 PM		
Passing	12:25 PM	12:31 PM	00:06	
Period 5	12:31 PM	1:17 PM	00:46	
Passing Time	1:17 PM	1:23 PM	00:06	
Period 6 Red Assembly	1:23 PM	2:18 PM	00:55	
Passing Time	2:18 PM	2:28 PM	00:10	Red 5 min back to class Green 5 min to assembly
Period 6 Green Assembly	2:28 PM	3:22 PM	00:54	

Total Number of Hours	06:19
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<b>TOTAL INSTRUCTIONAL MINUTES</b>	<b>379</b>
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## Homecoming Assembly/Parade

Proposed 17/18

	BEGINS	ENDS	MINUTES
Period 1	8:20 AM	8:52 AM	00:32
Passing Time	8:52 AM	8:58 AM	00:06
Period 2	8:58 AM	9:30 AM	00:32
Passing Time	9:30 AM	9:36 AM	00:06
Period 3	9:36 AM	10:08 AM	00:32
Break	10:08 AM	10:18 AM	:
Passing time	10:18 AM	10:24 AM	00:06
Period 4	10:24 AM	10:56 AM	00:32
Passing Time	10:56 AM	11:02 AM	00:06
Period 5	11:02 AM	11:34 AM	00:32
Lunch	11:34 AM	12:07 PM	:
Passing Time	12:07 PM	12:13 PM	00:06
Period 6	12:13 PM	12:45 PM	00:32
Homecoming Assembly	12:45 PM	3:22 PM	

Oct. 20, 2017

Total Number of Hours	03:42
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TOTAL INSTRUCTIONAL MINUTES	222	ec 46142
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**Academic Fair**

Proposed 17/18

	BEGINS	ENDS	MINUTES
Period 1	8:20 AM	8:52 AM	00:32
Passing Time	8:52 AM	8:58 AM	00:06
<b>Period 2/A.F. Session One</b>	8:58 AM	10:20 AM	01:22
Break	10:20 AM	10:30 AM	
Passing Time	10:30 AM	10:36 AM	00:06
Period 3	10:36 AM	11:08 AM	00:32
Passing time	11:08 AM	11:14 AM	00:06
<b>Period 4/A.F. Session Two</b>	11:14 AM	12:11 PM	00:57
Lunch	12:11 PM	12:44 PM	
Passing Time	12:44 PM	12:50 PM	00:06
<b>Period 5/Red A.F. Assembly</b>	12:50 PM	1:40 PM	00:50
Passing Time	1:40 PM	1:46 PM	00:06
<b>Period 5/Green A.F. Assembly</b>	1:46 PM	2:31 PM	00:45
Passing Time	2:31 PM	2:37 PM	00:06
Period 6	2:37 PM	3:22 PM	00:45

Total Number of Hours	06:19
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<b>TOTAL INSTRUCTIONAL MINUTES</b>	<b>379</b>	no break
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*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Receipt of Grant Award-Carl D. Perkins Career and Technical Education Improvement Act 2006

Meeting Date: June 8, 2017

Item: Consent

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the Carl D. Perkins Career and Technical Education Grant.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This grant provides supplementary funding to establish, expand and improve vocational education programs and services, which is an important part of the curriculum at Eureka High School.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 6: CAREER AND TECHNICAL EDUCATIONAL PROGRAMS

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

This is an annual award.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

The grant award is \$50,479 through June 30, 2018.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services.

Michael Davies-Hughes, Assistant Superintendent of Educational Services

**ATTACHMENTS:**

Description

- Eureka High Course Sequence 2017-2018

Industry Sector: Agriculture and Natural Resources				Career Pathway: Agricultural Mechanics					101	
CTE Pathway	Sequence of Courses			Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Name of Course	Course #	CBEDS	Intro	Concentration	Capstone	District/COE	ROCP	Y or N	(in hours)
101	Ag Mechanics	8070ELH	4030	X			X		Y	166
101	Ag Welding I	8984ELH	4032		X		X		Y	166
101	Ag Welding II	8985ELH	4033			X	X		Y	166
Industry Sector: Agriculture and Natural Resources				Career Pathway: Agriscience					103	
CTE Pathway	Sequence of Courses			Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Name of Course	Course #	CBEDS	Intro	Concentration	Capstone	District/COE	ROCP	Y or N	(in hours)
103	Sustainable Agriculture Biology	8022BIH	4073	X			X		Y	166
103	Ag Earth Science or	8013PSH	4098		X		X		Y	166
103	Ag Soil Chemistry	8195PSH	4072		X		X		Y	166
103	Ag Advanced Agriscience (2017-18)		4074			X	X		Y	166
Industry Sector: Business and Finance				Career Pathway: Financial Services					180	
CTE Pathway	Sequence of Courses			Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Name of Course	Course #	CBEDS	Intro	Concentration	Capstone	District/COE	ROCP	Y or N	(in hours)
180	Accounting	8230MAH	4600	X			X		Y	166
180	Advanced Accounting	8236MAH	4612		X	X	X		Y	166

Industry Sector: Cabinetmaking, millwork, and woodworking				Career Pathway: Building and Construction trade					120	
CTE Pathway	Sequence of Courses			Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Name of Course	Course #	CBEDS	Intro	Concentration	Capstone	District/COE	ROCP	Y or N	(in hours)
120	Intro to Woodworking Principles	8891ELH	5531	X			X		Y	166
120	Woodworking 2	8892ELH	5520		X		X		Y	166
120	Woodworking 3	8894ELH	5532			X	X		Y	166
120	Cabinet Making/Adv Wood	8898ELH	5532			X	X		Y	166
Industry Sector: Engineering and Architecture				Career Pathway: Architectural Design					150	
CTE Pathway	Sequence of Courses			Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Name of Course	Course #	CBEDS	Intro	Concentration	Capstone	District/COE	ROCP	Y or N	(in hours)
150	Engineering	8823ELH	5783	X			x		Y	166
150	Architecture Design	8824ELH	5571			X	X		Y	166
Industry Sector: Hospitality, Tourism, and Recreation				Career Pathway: Food Service and Hospitality					201	
CTE Pathway	Sequence of Courses			Course Level			Primary Funding Source		Perkins Funded	Total Duration
	Name of Course	Course #	CBEDS	Intro	Concentration	Capstone	District/COE	ROCP	Y or N	(in hours)
201	Culinary 1	8725ELH	4361	X			X		Y	166
201	Culinary 2	8728ELH	4420			X	X		Y	166

<b>Industry Sector: Information and Communication Technologies</b>				<b>Career Pathway: Software and Systems Development</b>					<b>174</b>	
<b>CTE Pathway</b>	<b>Sequence of Courses</b>			<b>Course Level</b>			<b>Primary Funding Source</b>		<b>Perkins Funded</b>	<b>Total Duration</b>
	<b>Name of Course</b>	<b>Course #</b>	<b>CBEDS</b>	<b>Intro</b>	<b>Concentration</b>	<b>Capstone</b>	<b>District/COE</b>	<b>ROCP</b>	<b>Y or N</b>	<b>(in hours)</b>
174	Exploring Computer Science	8310ELH	4634	X			X		Y	166
174	Introduction to Programming	8324ELH	4619			X	X		Y	166
174	Advanced Study-Computer Science					X	X		Y	166
<b>Industry Sector: NOT USED THIS YEAR</b>				<b>Career Pathway: NOT USED THIS YEAR</b>						
<b>CTE Pathway</b>	<b>Sequence of Courses</b>			<b>Course Level</b>			<b>Primary Funding Source</b>		<b>Perkins Funded</b>	<b>Total Duration</b>
	<b>Name of Course</b>	<b>Course #</b>	<b>CBEDS</b>	<b>Intro</b>	<b>Concentration</b>	<b>Capstone</b>	<b>District/COE</b>	<b>ROCP</b>	<b>Y or N</b>	<b>(in hours)</b>
<b>Industry Sector: NOT USED</b>				<b>Career Pathway:</b>						
<b>CTE Pathway</b>	<b>Sequence of Courses</b>			<b>Course Level</b>			<b>Primary Funding Source</b>		<b>Perkins Funded</b>	<b>Total Duration</b>
	<b>Name of Course</b>	<b>Course #</b>	<b>CBEDS</b>	<b>Intro</b>	<b>Concentration</b>	<b>Capstone</b>	<b>District/COE</b>	<b>ROCP</b>	<b>Y or N</b>	<b>(in hours)</b>



*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: December 2016 Regular Board Policy Updates

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the CSBA December 2016 Regular Policy Updates.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

From time to time, relatively minor changes occur that affect the text of CSBA sample board policies, administrative regulations, and board bylaws but do not warrant reissuing the entire sample because the changes are limited. It is recommended that districts review the revisions and incorporate them in district materials as appropriate. Although the revisions are minor, the district should still use its normal adoption process to adopt the board policies, administrative regulations, and/or board bylaws affected by these revisions. The following Board Policies, Administrative Regulations and Board Bylaws have various changes due to changes in laws, new laws, court decisions, and clarification:

**December 2016 Regular Board Policy Updates**

AR 1340 - Access to District Records, BP/AR 3311 - Bids, ~~BP/AR 3311.1 - Uniform Public Construction Cost Accounting Procedures~~, AR 3311.2 - Lease-Leaseback Contracts, AR 3311.3 - Design-Build Contracts, AR 3311.4 - Procurement of Technological Equipment, AR 3543 - Transportation Safety and Emergencies, BP/AR 4030 - Nondiscrimination in Employment, BP/AR 4119.11, 4219.11, 4319.11 - Sexual Harassment, BP 5030 - Student Wellness, AR 5111.1 - District Residency, BP 5116.2 - Involuntary Student Transfers, BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions, BP 6146.1 - High School Graduation Requirements, BP/AR 6154 - Homework/Makeup Work, BP/AR 6164.6 - Identification and Education Under Section 504, AR 6173.3 - Education for Juvenile Court School Students, BB 9240 - Board Training and BB 9323 - Meeting Conduct.

**STRATEGIC PLAN/PRIORITY AREA:**

Governance and Policy updating is not reflected in the Strategic Plan Priority Area

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

The first reading of all policies occurred on May 23, 2017. This is the second reading of all policies.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is no revenue or expense related to this agenda item.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Fred Van Vleck, Ed.D., Superintendent

**ATTACHMENTS:**

Description

- ▣ 2nd Reading - December Policies

# CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2016

District Name: EUREKA CITY SCHOOLS

Contact Name: Micalyn Harris Phone: (707) 441-2414 Email: harrismicalyn@eurekacityschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 1340	Access to District Records	See attached.	06/08/17
BP 3311	Bids	See attached.	06/08/17
AR 3311	Bids	See attached.	06/08/17
<del>BP 3311.1</del>	<del>Uniform Public Construction Cost Accounting Procedures</del>	<del>No Current</del>	Not Adopted
<del>AR 3311.1</del>	<del>Uniform Public Construction Cost Accounting Procedures</del>	<del>NEW POLICY</del>	Not Adopted
AR 3311.2	Lease-Leaseback Contracts	NEW POLICY See attached.	06/08/17
AR 3311.3	Design-Build Contracts	NEW POLICY See attached.	06/08/17
AR 3311.4	Procurement of Technological Equipment	NEW POLICY See attached.	06/08/17
AR 3543	Transportation Safety and Emergencies	See attached.	06/08/17
BP 4030	Nondiscrimination in Employment	See attached.	06/08/17
AR 4030	Nondiscrimination in Employment	See attached.	06/08/17
BP 4119.11/ 4219.11/4319.11	Sexual Harassment	See attached.	06/08/17
AR 4119.11/ 4219.11/4319.11	Sexual Harassment	See attached.	06/08/17
BP 5030	Student Wellness	See attached.	06/08/17
AR 5111.1	District Residency	See attached.	06/08/17
BP 5116.2	Involuntary Student Transfers	NEW POLICY See attached.	06/08/17
BP 5141.21	Administering Medication and Monitoring Health Conditions	See attached.	06/08/17

# CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – December 2016

District Name: EUREKA CITY SCHOOLS

AR 5141.21	Administering Medication and Monitoring Health Conditions	See attached.	06/08/17
BP 6146.1	High School Graduation Requirements	See attached.	06/08/17
BP 6154	Homework/Makeup Work	See attached.	06/08/17
AR 6154	Homework/Makeup Work	Delete AR <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	06/08/17
BP 6164.6	Identification and Education Under Section 504	See attached.	06/08/17
AR 6164.6	Identification and Education Under Section 504	See attached.	06/08/17
AR 6173.3	Education for Juvenile Court School Students	NEW POLICY See attached.	NOT ADOPTED (removed from clean copy)
BB 9240	Board Training	See attached.	06/08/17
BB 9323	Meeting Conduct	See attached.	06/08/17

# Administrative Regulation

Community Relations

AR 1340(a)

## ACCESS TO DISTRICT RECORDS

### Definitions

*Public records* include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

*Writing* means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

*Member of the public* means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment. (Government Code 6252)

### Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

**ACCESS TO DISTRICT RECORDS** (continued)

6. Meeting agendas (Government Code 54957.5)

*(cf. 9322 - Agenda/Meeting Materials)*

7. Official communications between the district and other government agencies

8. School-based program plans (Education Code 52850)

*(cf. 0420 - School Plans/Site Councils)*

9. Information and data relevant to the evaluation and modification of district plans

*(cf. 0440 - District Technology Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

*(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)*

11. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

*(cf. 3320 - Claims and Actions Against the District)*

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

*(cf. 9270 - Conflict of Interest)*

13. Documents containing names, salaries, and pension benefits of district employees

14. Employment contracts and settlement agreements (Government Code 53262)

*(cf. 2121 - Superintendent's Contract)*

*(cf. 4117.5/4217.5/4317.5 - Termination Agreements)*

*(cf. 4141/4241 - Collective Bargaining Agreement)*

15. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)

*(cf. 5020 - Parent Rights and Responsibilities)*

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

## **ACCESS TO DISTRICT RECORDS** (continued)

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

### **Confidential Public Records**

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interagency or intradistrict memoranda that are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25)
3. Personnel records, medical records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

*(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)*  
*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee



**ACCESS TO DISTRICT RECORDS** (continued)

- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an employee who performs law enforcement-related functions, or the birth date of any employee, shall not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

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

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

- 4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

*(cf. 5125.3 - Challenging Student Records)*

- 5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6162.52 - High School Exit Examination)*

- 6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

**ACCESS TO DISTRICT RECORDS** (continued)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)
8. Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to a person acting within the scope of his/her duties in the administration of the library, to a person authorized in writing by the individual to whom the records pertain, or by court order (Government Code 6254, 6267)

*(cf. 6163.1 - Library Media Centers)*

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

*(cf. 9124 - Attorney)*

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

*(cf. 0450 - Comprehensive Safety Plan)*

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

*(cf. 9223 - Filling Vacancies)*

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

*(cf. 9321 - Closed Session Purposes and Agendas)*

13. Computer software developed by the district (Government Code 6254.9)
14. Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

## **ACCESS TO DISTRICT RECORDS** (continued)

15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

*(cf. 5141.6 - School Health Services)*

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes
17. Any other records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

## **Inspection of Records and Requests for Copies**

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request

**ACCESS TO DISTRICT RECORDS** (continued)

4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.

## **ACCESS TO DISTRICT RECORDS** (continued)

2. The request would require data compilation, extraction, or programming to produce the record.

### **Assistance in Identifying Requested Records**

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying of public records. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

(11/08 11/11) 12/16

# Board Policy

## Business and Noninstructional Operations

BP 3311(a)

### BIDS

The Governing Board is committed to promoting public accountability and ensuring prudent use of public funds. When leasing, purchasing, or contracting for equipment, materials, supplies, or services for the district, including when contracting for public projects involving district facilities, the Board shall explore lawful opportunities to obtain the greatest possible value for its expenditure of public funds. When required by law, or if the Board determines that it is in the best interest of the district, such contracts shall be made using competitive bidding.

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

*(cf. 3000 - Concepts and Roles)*

*(cf. 3230 - Federal Grant Funds)*

*(cf. 3300 - Expenditures and Purchases)*

*(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)*

*(cf. 3311.2 - Lease-Leaseback Contracts)*

*(cf. 3311.3 - Design-Build Contracts)*

*(cf. 3311.4 - Procurement of Technological Equipment)*

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 20116)

The Superintendent or designee shall establish comprehensive bidding procedures for the district in accordance with law. The procedures shall include a process for advertising bids, instructions and timelines for submitting and opening bids, and other relevant requirements.

For award of contracts which, by law or Board policy, require prequalification, the procedures shall identify a uniform system for rating bidders on the basis of a completed questionnaire and financial statements.

*(cf. 9270 - Conflict of Interest)*

When calling for bids, the Superintendent or designee shall ensure that the bid specifications clearly describe in appropriate detail the quality, delivery, and service required and include all information which the district knows, or has in its possession, that is relevant to the work to be performed or that may impact the cost of performing the work.

Except as authorized by law, contracts shall be let to the lowest responsible bidder who shall give such security as the Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

**BIDS** (continued)

When the Board has determined that it is in the best interest of the district, the district may piggyback onto the contract of another public agency or corporation to lease or purchase any personal property to the extent authorized by law. (Public Contract Code 20118)

*Legal Reference:*

EDUCATION CODE

17070.10-17079.30 *Leroy F. Greene School Facilities Act*

17250.10-17250.55 *Design-build contracts*

17406 *Lease-leaseback contracts*

17595 *Purchase of supplies through Department of General Services*

17602 *Purchase of surplus property from federal agencies*

38083 *Purchase of perishable foodstuffs and seasonable commodities*

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BUSINESS AND PROFESSIONS CODE

7056 *General engineering contractor*

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CODE OF CIVIL PROCEDURE

446 *Verification of pleadings*

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4217.10-4217.18 *Energy conservation contracts*

4330-4334 *Preference for California-made materials*

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4113 *Prime contractor; subcontractor*

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20101-20103.7 *Public construction projects, requirements for bidding*

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20110-20118.4 *Local Agency Public Construction Act; school districts*

20189 *Bidder's security, earthquake relief*

22000-22045 *Alternative procedures for public projects (UPCCAA)*

22152 *Recycled product procurement*

*Legal Reference continued: (see next page)*

**BIDS** (continued)

*Legal Reference: (continued)*

**COURT DECISIONS**

*Los Angeles Unified School District v. Great American Insurance Co.*, (2010) 49 Cal.4th 739

*Great West Contractors Inc. v. Irvine Unified School District*, (2010) 187 Cal.App.4th 1425

*Marshall v. Pasadena Unified School District*, (2004) 119 Cal.App.4th 1241

*Konica Business Machines v. Regents of the University of California*, (1988) 206 Cal.App.3d 449

*City of Inglewood-Los Angeles County Civic Center Authority v. Superior Court*, (1972) 7 Cal.3d 861

**ATTORNEY GENERAL OPINIONS**

89 *Ops.Cal.Atty.Gen.* 1 (2006)

*Management Resources:*

**WEB SITES**

CSBA: [http:// www.csba.org](http://www.csba.org)

California Association of School Business Officials: <http://www.casbo.org>

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

California Department of General Services: <https://www.dgs.ca.gov>

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# Administrative Regulation

## Business and Noninstructional Operations

AR 3311(a)

### BIDS

#### Advertised/Competitive Bids

The district shall advertise for any of the following: (Public Contract Code 20111)

1. A public project contract that involves an expenditure of \$15,000 or more, including a contract for construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, or repair work involving a district owned, leased, or operated facility

*(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)*

*(cf. 3311.2 - Lease-Leaseback Contracts)*

*(cf. 3311.3 - Design-Build Contracts)*

2. A contract that exceeds the amount specified in law, as annually adjusted by the Superintendent of Public Instruction, for any of the following:

- a. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district

*(cf. 3230 - Federal Grant Funds)*

*(cf. 3311.4 - Procurement of Technological Equipment)*

- b. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
- c. Repairs that are not a public project, including maintenance

*Maintenance* means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. *Maintenance* includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. Maintenance does not include painting, repainting, or decorating other than touchup, or among other types of work, janitorial or custodial services and protection provided by security forces. (Public Contract Code 20115)

**BIDS** (continued)**Instructions and Procedures for Advertised Bids**

The Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation that is circulated in the county. The Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. (Public Contract Code 20112)

*(cf. 1113 - District and School Web Sites)*

The notice shall contain the time, date, and location of any mandatory prebid conference, site visit, or meeting and details regarding when and where project documents, including the final plan and specifications, are available. Any such mandatory visit or meeting shall occur not less than five calendar days after the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify in writing the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)

*(cf. 3510 - Green School Operations)*

2. All bids for construction work shall be presented under sealed cover. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20111, 20112)

The bid shall be accompanied by a form of bidder's security, including either cash, a cashier's check payable to the district, a certified check made payable to the district, or a bidder's bond executed by an admitted surety insurer and made payable to the district. The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111, 20112)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)

**BIDS** (continued)

5. When two or more identical lowest or highest bids are received, the Governing Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)
6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #6a below shall be used. (Public Contract Code 20103.8)
  - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
  - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
  - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)
7. In determining the lowest bid, the district shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.
  - a. When a bid is determined to be nonresponsive, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the determination.
  - b. When the lowest bidder is determined to be nonresponsible, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.

**BIDS** (continued)

8. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for public review pursuant to law, Board policy, and administrative regulation.

*(cf. 1340 - Access to District Records)*

*(cf. 3580 - District Records)*

**Prequalification Procedure**

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Public Contract Code 20111.6)

1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in Public Contract Code 4113 or Business and Professions Code 7056 or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.
2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

**BIDS** (continued)

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

**Award of Contract**

The district shall award each contract to the lowest responsible bidder, except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. When the contract is for any transportation service which involves an expenditure of more than \$10,000 and which will be made with any person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of a student who is to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of disabled veteran or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who submits a responsive bid and complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)
4. When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406

*(cf. 3311.2 - Lease-Leaseback Contracts)*

5. When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)

**BIDS (continued)**

*(cf. 3311.3 - Design-Build Contracts)*

**Protests by Bidders**

A bidder may protest a bid award if he/she believes that the award is not in compliance with law, Board policy, or the bid specification. A protest must be filed in writing with the Superintendent or designee within five working days after receipt of notification of the contract award and shall include all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the Superintendent or designee's decision to the Board. The Superintendent or designee shall provide notice to the bidder of the date and time for Board consideration of the protest at least three business days before the Board meeting. The Board's decision shall be final.

**Limitation on Use of Sole Sourcing**

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3002, 3400)

1. Does not directly or indirectly limit bidding to any one specific concern
2. Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification.

**BIDS** (continued)

However, the Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing) if the Board has made a finding, described in the invitation for bids or request for proposals (RFP), that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

*(cf. 9323.2 - Actions by the Board)*

**Bids Not Required**

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, to lease data-processing equipment or to purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor ("piggyback"). Alternatively, if the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

*(cf. 3300 - Expenditures and Purchases)*

*(cf. 3512 - Equipment)*

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost and savings comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

*(cf. 3511 - Energy and Water Management)*

*(cf. 9320 - Meetings and Notices)*

**BIDS** (continued)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

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

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6163.1 - Library Media Centers)*

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

*(cf. 3551 - Food Service Operations/Cafeteria Fund)*

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

*(cf. 3517 - Facilities Inspection)*

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

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# Administrative Regulation

## Business and Noninstructional Operations

AR 3311.2(a)

### LEASE-LEASEBACK CONTRACTS

The district may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17406)

*(cf. 3280 - Sale or Lease of District-Owned Real Property)*  
*(cf. 3312 - Contracts)*

Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. To make this determination, the district shall use the following procedures: (Education Code 17400, 17406)

1. Request for Sealed Proposals: The Superintendent or designee shall prepare a request for sealed proposals which shall include:
  - a. An estimate of the project's price
  - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
  - c. The key elements of the contract to be awarded
  - d. A description of the format that proposals shall follow and the elements they shall contain
  - e. The standards the district will use in evaluating proposals
  - f. The date on which proposals are due
  - g. The timetable the district will follow in reviewing and evaluating proposals
2. Notice: At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:
  - a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112

**LEASE-LEASEBACK CONTRACTS** (continued)

- b. Providing notice in a trade paper of general circulation published in the county where the project is located

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

3. Prequalification: A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

*(cf. 3311 - Bids)*

4. Evaluation Criteria: The request for sealed proposals shall identify all criteria that the district will consider in evaluating the proposals and qualifications of the proposers, including relevant experience, safety record, price proposal, and other factors specified by the district. The price proposal shall include, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district.

The request for sealed proposals shall specify whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must achieve any minimum qualification score for award of the contract. For each scored criterion, the district shall identify the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score.

5. Evaluation of Proposals: All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.
6. Award of Contract: The award of the contract shall be made by the Governing Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if

**LEASE-LEASEBACK CONTRACTS** (continued)

deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

7. Rejection of Proposals: At its discretion, the Board may reject all proposals and request new proposals.

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17407.5)

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

(cf. 9124 - Attorney)

*Legal Reference:*

EDUCATION CODE

17400 Definitions

17406 Lease-leaseback contract

17407.5 Use of a skilled and trained workforce

PUBLIC CONTRACT CODE

20111.6 Prequalification procedures

20112 Notices

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261

*Management Resources:*

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

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# Administrative Regulation

## Business and Noninstructional Operations

AR 3311.3(a)

### DESIGN-BUILD CONTRACTS

The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

*(cf. 3311 - Bids)*

*(cf. 3312 - Contracts)*

*(cf. 7110 - Facilities Master Plan)*

*(cf. 7140 - Architectural and Engineering Services)*

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35)

1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:
  - a. The size, type, and desired design character of the project
  - b. Performance specifications that cover the quality of materials, equipment, and workmanship
  - c. Preliminary plans or building layouts
  - d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:
  - a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to

**DESIGN-BUILD CONTRACTS** (continued)

evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract.

- 3. The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.
- 4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.
- 5. For those projects utilizing best value as a selection method, the following procedures shall be used:

**DESIGN-BUILD CONTRACTS** (continued)

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
- b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.
- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

*Legal Reference:*

**EDUCATION CODE**

*17250.10-17250.55 Design-build contracts*

*Management Resources:*

**WEB SITES**

*CSBA: [http:// www.csba.org](http://www.csba.org)*

*California Association of School Business Officials: <http://www.casbo.org>*

*California Department of Education, Facilities: <http://www.cde.ca.gov/ls/fa>*

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# Administrative Regulation

## Business and Noninstructional Operations

AR 3311.4(a)

### PROCUREMENT OF TECHNOLOGICAL EQUIPMENT

Rather than seek competitive bids, the district may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

*(cf. 0440 - District Technology Plan)*

*(cf. 3230 - Federal Grant Funds)*

*(cf. 3311 - Bids)*

*(cf. 3312 - Contracts)*

Whenever the competitive negotiation process is determined to be appropriate for such procurements, the district shall use the following procedures: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources, and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The Governing Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district, considering price and all other factors.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award to another bidder.

**PROCUREMENT OF TECHNOLOGICAL EQUIPMENT** (continued)

8. The Board, at its discretion, may reject all proposals and request new RFPs.

Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer. (Public Contract Code 20118.2)

*Legal Reference:*

**PUBLIC CONTRACT CODE**

*20118.2 Contracting by school districts; technological equipment*



# Administrative Regulation

## Business and Noninstructional Operations

AR 3543(a)

### TRANSPORTATION SAFETY AND EMERGENCIES

**Cautionary Notice:** Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

*(cf. 3540 - Transportation)*

*(cf. 3541.1 - Transportation for School-Related Trips)*

*(cf. 3542 - School Bus Drivers)*

#### Passenger Restraint Systems

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
  - a. Is designed for carrying 16 or fewer passengers and the driver
  - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

**TRANSPORTATION SAFETY AND EMERGENCIES** (continued)

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

*(cf. 5131.1 - Bus Conduct)*  
*(cf. 5144 - Discipline)*

**Fire Extinguishers**

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

**Electronic Communications Devices**

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

**Safe Bus Operations**

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety. (Education Code 39834)

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

**TRANSPORTATION SAFETY AND EMERGENCIES** (continued)

School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

**Unauthorized Entry**

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

*(cf. 3515.2 - Disruptions)*

**Transportation Safety Plan for Boarding and Exiting Buses**

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall address all of the following: (Education Code 39831.3)

1. Determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Boarding and exiting a school bus at a school or other trip destination
4. Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus

Such procedures shall include, on or before the beginning of the 2018-19 school year, the installation of a child safety alert system at the interior rear of each bus that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting. A student activity bus may be exempt from this requirement under the conditions specified in Vehicle Code 28160.

5. Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol (CHP). (Education Code 39831.3)

**TRANSPORTATION SAFETY AND EMERGENCIES** (continued)**Parental Notifications**

The Superintendent or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a district school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)

1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safely walking to and from school bus stops

*(cf. 5145.6 - Parental Notifications)*

**Student Instruction**

Students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety as follows: (Education Code 39831.5; 5 CCR 14102)

1. Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to:
  - a. Proper loading and unloading procedures, including escorting by the driver
  - b. How to safely cross the street, highway, or private road
  - c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use

**TRANSPORTATION SAFETY AND EMERGENCIES** (continued)

- d. Proper passenger conduct
- e. Bus evacuation procedures
- f. Location of emergency equipment

As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit.

Each time the above instruction is given, the following information shall be documented:

- a. District name
- b. School name and location
- c. Date of instruction
- d. Names of supervising adults
- e. Number of students participating
- f. Grade levels of students
- g. Subjects covered in instruction
- h. Amount of time taken for instruction
- i. Bus driver's name
- j. Bus number
- k. Additional remarks

This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the CHP.

*(cf. 3580 - District Records)*

- 3. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited

## **TRANSPORTATION SAFETY AND EMERGENCIES** (continued)

to, the location of emergency exits and the location and use of emergency equipment. This instruction also may include responsibilities of passengers seated next to an emergency exit.

### **Bus Accidents**

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

*(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)*

*Legal Reference: (see next page)*

## **TRANSPORTATION SAFETY AND EMERGENCIES (continued)**

### *Legal Reference:*

#### EDUCATION CODE

39830-39843 *Transportation, school buses*

39860 *Contract for transportation; requirement that student not be left unattended*

51202 *Instruction in personal and public health and safety*

#### PENAL CODE

241.3 *Assault against school bus driver*

243.3 *Battery against school bus driver*

#### VEHICLE CODE

415 *Definition of motor vehicle*

545-546 *Definition of school bus and student activity bus*

22112 *Loading and unloading passengers*

23123.5 *Use of wireless telephone or communications device while driving; exceptions*

23125 *Use of wireless telephone prohibited while driving school bus*

27316-27316.5 *Passenger restraint systems*

28160 *Child safety alert system*

34500 *California Highway Patrol responsibility to regulate safe operation of school buses*

34501.5 *California Highway Patrol responsibility to adopt rules re: safe operation of school buses*

34501.6 *School buses; reduced visibility*

34508 *California Highway Patrol responsibility to adopt rules re: equipment and bus operations*

#### CODE OF REGULATIONS, TITLE 5

14100-14105 *School buses and student activity buses*

#### CODE OF REGULATIONS, TITLE 13

1200-1293 *Motor carrier safety*

2480 *Airborne toxic control measure; limitation on bus idling*

#### CODE OF REGULATIONS, TITLE 19

574-575.3 *Inspection and maintenance of fire extinguishers*

#### CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 *Motor vehicle standards, including school buses*

### *Management Resources:*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Passenger Restraints Frequently Asked Questions*

#### WEB SITES

*California Association of School Business Officials: <http://www.casbo.org>*

*American School Bus Council: <http://www.americanschoolbuscouncil.org>*

*California Association of School Transportation Officials: <http://www.castoways.org>*

*California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tn>*

*California Highway Patrol: <http://www.chp.ca.gov>*

*National Transportation Safety Board: <http://www.nts.gov>*

*U.S. Department of Transportation, National Highway Traffic Safety Administration:  
<http://www.nhtsa.dot.gov>*

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### **Policy Reference UPDATE Service**

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# Board Policy

All Personnel

BP 4030(a)

## NONDISCRIMINATION IN EMPLOYMENT

The Governing Board is determined to provide district employees, interns, volunteers, and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. This policy shall apply to all district employees and, to the extent required by law, to interns, volunteers, and job applicants.

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4111/4211/4311 - Recruitment and Selection)*

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

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

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training

*(cf. 4151/4251/4351 - Employee Compensation)*

*(cf. 4154/4254/4354 - Health and Welfare Benefits)*

3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:



**NONDISCRIMINATION IN EMPLOYMENT** (continued)

- a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

*(cf. 4033 - Lactation Accommodation)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

- b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.
- c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

*(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)*

- d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

*(cf. 4032 - Reasonable Accommodation)*

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

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

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

*Legal Reference: (see next page)*

## **NONDISCRIMINATION IN EMPLOYMENT (continued)**

*Legal Reference:*

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended

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

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

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

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

*Management Resources: (see next page)*

## **NONDISCRIMINATION IN EMPLOYMENT (continued)**

### *Management Resources:*

**CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS**

*California Law Prohibits Workplace Discrimination and Harassment, December 2014*

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

*Notice of Non-Discrimination, August 2010*

**U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS**

*Questions and Answers: Religious Discrimination in the Workplace, 2008*

*New Compliance Manual Section 15: Race and Color Discrimination, April 2006*

*Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999*

### **WEB SITES**

*California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>*

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

*U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>*

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# **Administrative Regulation**

**All Personnel**

AR 4030(a)

## **NONDISCRIMINATION IN EMPLOYMENT**

All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination policies. The coordinator may be contacted at:

Director of Personnel Services  
2100 J Street  
Eureka, CA 95501  
(707) 441-2417

### **Measures to Prevent Discrimination**

To prevent unlawful discrimination, harassment, and retaliation in district employment, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, by: (5 CCR 4960; 34 CFR 100.6, 106.9)
  - a. Including them in each announcement, bulletin, or application form that is used in employee recruitment
  - b. Posting them in all district schools and offices, including staff lounges and other prominent locations
  - c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

**NONDISCRIMINATION IN EMPLOYMENT** (continued)

2. Disseminate the district's nondiscrimination policy to all employees by one or more of the following methods: (2 CCR 11023)
  - a. Printing and providing a copy of the policy to all employees, with an acknowledgment form for each employee to sign and return
  - b. Sending the policy via email with an acknowledgment return form
  - c. Posting the policy on the district intranet with a tracking system ensuring all employees have read and acknowledged receipt of the policies
  - d. Discussing the policy with employees upon hire and/or during a new hire orientation session
  - e. Any other way that ensures employees receive and understand the policy

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

3. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior
4. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

Training for supervisors shall include the requirement to report any complaint of misconduct to a designated representative, such as the coordinator, human resources manager, or Superintendent or designee as a topic in the sexual harassment prevention training required pursuant to 2 CCR 11024 (2 CCR 11023)

*(cf. 1240 - Volunteer Assistance)*

*(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

5. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

6. For any district facility where 10 percent of employees have a language other than English as their spoken language, translate the policy into every language spoken by at least 10 percent of the workforce

### **Complaint Procedure**

Any complaint alleging unlawful discrimination or harassment shall be addressed in accordance with the following procedures:

1. **Notice and Receipt of Complaint:** A complainant may inform his/her direct supervisor, another supervisor, the coordinator, the Superintendent or, if available, a complaint hotline or an ombudsman.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 4032 - Reasonable Accommodation)*

2. **Investigation Process:** The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the alleged discriminatory or harassing behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the investigation of the allegations will be fair, timely, and thorough and will be conducted in a manner that provides all parties due process and reaches reasonable conclusions based on the evidence collected. He/she shall also inform the parties that the investigation will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

*(cf. 3580 - District Records)*

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

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

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

The coordinator shall track and document the progress of the investigation to ensure reasonable progress and shall inform the parties as necessary.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents are prevented. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Remedial/Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the parties and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, provide appropriate options for remedial actions and resolutions for the complainant, and ensure that retaliation or further discrimination or harassment is prevented.

The report shall be presented to the complainant, the person accused, and the Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.



## **NONDISCRIMINATION IN EMPLOYMENT** (continued)

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 9321 - Closed Session Purposes and Agendas)*

### **Other Remedies**

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

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# Board Policy

**All Personnel**

BP 4119.11(a)

4219.11

**SEXUAL HARASSMENT**

4319.11

The Governing Board prohibits sexual harassment of district employees. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process established pursuant to this policy and accompanying administrative regulation. This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

*(cf. 4030 - Nondiscrimination in Employment)*

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff

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

3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any district employee who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her supervisor, the principal, district administrator, or Superintendent.

A supervisor, principal, or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

**SEXUAL HARASSMENT** (continued)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

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

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

*Legal Reference: (see next page)*

## **SEXUAL HARASSMENT (continued)**

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 *Prohibition of discrimination on the basis of sex*

#### GOVERNMENT CODE

12900-12996 *Fair Employment and Housing Act, especially:*

12940 *Prohibited discrimination*

12950.1 *Sexual harassment training*

#### LABOR CODE

1101 *Political activities of employees*

1102.1 *Discrimination: sexual orientation*

#### CODE OF REGULATIONS, TITLE 2

11009 *Employment discrimination*

11021 *Retaliation*

11023 *Harassment and discrimination prevention and correction*

11024 *Sexual harassment training and education*

11034 *Terms, conditions, and privileges of employment*

#### CODE OF REGULATIONS, TITLE 5

4900-4965 *Nondiscrimination in elementary and secondary education programs receiving state financial assistance*

#### UNITED STATES CODE, TITLE 42

2000d-2000d-7 *Title VI, Civil Rights Act of 1964*

2000e-2000e-17 *Title VII, Civil Rights Act of 1964, as amended*

2000h-2-2000h-6 *Title IX, 1972 Education Act Amendments*

#### CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 *Dissemination of policy*

#### COURT DECISIONS

*Department of Health Services v. Superior Court of California*, (2003) 31 Cal.4th 1026

*Faragher v. City of Boca Raton*, (1998) 118 S.Ct. 2275

*Burlington Industries v. Ellreth*, (1998) 118 S.Ct. 2257

*Gebser v. Lago Vista Independent School District*, (1998) 118 S.Ct. 1989

*Oncale v. Sundowner Offshore Serv. Inc.*, (1998) 118 S.Ct. 998

*Meritor Savings Bank, FSB v. Vinson et al.*, (1986) 447 U.S. 57

### *Management Resources:*

#### OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

*Protecting Students from Harassment and Hate Crime*, January 1999

#### WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

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### **Policy Reference UPDATE Service**

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# Administrative Regulation

All Personnel

AR 4119.11(a)

4219.11

**SEXUAL HARASSMENT**

4319.11

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

## Definitions

*Prohibited sexual harassment* includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.
3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

*Prohibited sexual harassment* also includes conduct which, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

## **SEXUAL HARASSMENT** (continued)

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

### **Training**

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee.

*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 4030 - Nondiscrimination in Employment)*  
*(cf. 5145.7 - Sexual Harassment)*

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

*A supervisory employee* is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

*(cf. 4300 - Administrative and Supervisory Personnel)*

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

**SEXUAL HARASSMENT** (continued)

2. The types of conduct that constitute sexual harassment and practical examples which illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources
3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment
4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint
5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

**Notifications**

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

**SEXUAL HARASSMENT** (continued)

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

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

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# Board Policy

## Students

BP 5030(a)

### STUDENT WELLNESS

The Governing Board recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students. The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

*(cf. 1020 - Youth Services)*  
*(cf. 3513.3 - Tobacco-Free Schools)*  
*(cf. 3514 - Environmental Safety)*  
*(cf. 5131.6 - Alcohol and Other Drugs)*  
*(cf. 5131.61 - Drug Testing)*  
*(cf. 5131.62 - Tobacco)*  
*(cf. 5131.63 - Steroids)*  
*(cf. 5141 - Health Care and Emergencies)*  
*(cf. 5141.22 - Infectious Diseases)*  
*(cf. 5141.3 - Health Examinations)*  
*(cf. 5141.31 - Immunizations)*  
*(cf. 5141.32 - Health Screening for School Entry)*  
*(cf. 5141.6 - School Health Services)*  
*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Education)*  
*(cf. 6164.2 - Guidance/Counseling Services)*

### School Wellness Council

The Superintendent or designee shall encourage parents/guardians, students, food service employees, physical education teachers, school health professionals, Board members, school administrators, and members of the public to participate in the development, implementation, and periodic review and update of the district's student wellness policy. (42 USC 1758b; 7 CFR 210.30)

To fulfill this requirement, the Superintendent or designee may appoint a school wellness council or other district committee and a wellness council coordinator. The council may include representatives of the groups listed above, as well as health educators, curriculum directors, counselors, before- and after-school program staff, health practitioners, and/or others interested in school health issues.

*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 9140 - Board Representatives)*

**STUDENT WELLNESS (continued)**

The Superintendent or designee may make available to the public and school community a list of the names, position titles, and contact information of the wellness council members.

The wellness council shall advise the district on health-related issues, activities, policies, and programs. At the discretion of the Superintendent or designee, the duties of the council may also include the planning, implementation, and evaluation of activities to promote health within the school or community.

**Goals for Nutrition, Physical Activity, and Other Wellness Activities**

The Board shall adopt specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. In developing such goals, the Board shall review and consider evidence-based strategies and techniques. (42 USC 1758b; 7 CFR 210.30)

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

The district's nutrition education and physical education programs shall be based on research, shall be consistent with the expectations established in the state's curriculum frameworks and content standards, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

*(cf. 6011 - Academic Standards)*

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

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6143 - Courses of Study)*

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, before- and after-school programs, summer learning programs, and school garden programs.

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6177 - Summer Learning Programs)*

All students shall be provided opportunities to be physically active on a regular basis. Opportunities for moderate to vigorous physical activity shall be provided through physical education and recess and may also be provided through school athletic programs, extracurricular programs, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, in-class physical activity breaks, and other structured and unstructured activities.

## **STUDENT WELLNESS (continued)**

*(cf. 5142.2 - Safe Routes to School Program)*  
*(cf. 6145 - Extracurricular and Cocurricular Activities)*  
*(cf. 6145.2 - Athletic Competition)*

The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

*(cf. 1330.1 - Joint Use Agreements)*

Professional development may be regularly offered to the nutrition program director, managers, and staff, as well as health education teachers, physical education teachers, coaches, activity supervisors, and other staff as appropriate to enhance their knowledge and skills related to student health and wellness.

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits bullying and harassment of all students, including bullying on the basis of weight or health condition.

*(cf. 5131.2 - Bullying)*  
*(cf. 5145.3 - Nondiscrimination/Harassment)*

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

### **Nutrition Guidelines for All Foods Available at School**

For all foods and beverages available on each campus during the school day, the district shall adopt nutrition guidelines which are consistent with 42 USC 1758, 1766, 1773, and 1779 and federal regulations and which support the objectives of promoting student health and reducing childhood obesity. (42 USC 1758b)

**STUDENT WELLNESS** (continued)

In order to maximize the district's ability to provide nutritious meals and snacks, all district schools shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs and after-school snack programs, to the extent possible. When approved by the California Department of Education, the district may sponsor a summer meal program.

*(cf. 3550 - Food Service/Child Nutrition Program)*  
*(cf. 3552 - Summer Meal Program)*  
*(cf. 3553 - Free and Reduced Price Meals)*  
*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*  
*(cf. 5148 - Child Care and Development)*  
*(cf. 5148.3 - Preschool/Early Childhood Education)*

The Superintendent or designee shall provide access to free, potable water in the food service area during meal times in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and by serving water in an appealing manner.

The Board believes that all foods and beverages sold to students at district schools, including those available outside the district's reimbursable food services program, should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for foods and beverages provided through student stores, vending machines, or other venues shall meet or exceed state and federal nutrition standards.

*(cf. 3312 - Contracts)*  
*(cf. 3554 - Other Food Sales)*

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes.

He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by considering nutritional quality when selecting any snacks which they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

To reinforce the district's nutrition education program, the Board prohibits the marketing and advertising of foods and beverages that do not meet nutrition standards for the sale of foods and beverages on campus during the school day. (7 CFR 210.30)

*(cf. 1325 - Advertising and Promotion)*

## **STUDENT WELLNESS (continued)**

### **Program Implementation and Evaluation**

The Superintendent designates the individual(s) identified below as the individual(s) responsible for ensuring that each school site complies with the district's wellness policy. (42 USC 1758b; 7 CFR 210.30)

Director of Student Services  
2100 J Street  
Eureka, CA 95501  
(707) 441-2422

*(cf. 0500 - Accountability)*

*(cf. 3555 - Nutrition Program Compliance)*

The Superintendent or designee shall assess the implementation and effectiveness of this policy at least once every three years. (42 USC 1758b; 7 CFR 210.30)

The assessment shall include the extent to which district schools are in compliance with this policy, the extent to which this policy compares to model wellness policies available from the U.S. Department of Agriculture, and a description of the progress made in attaining the goals of the wellness policy. (42 USC 1758b)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the wellness council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

The Board and the Superintendent or designee shall establish indicators that will be used to measure the implementation and effectiveness of the district activities related to student wellness. Such indicators may include, but are not limited to:

1. Descriptions of the district's nutrition education, physical education, and health education curricula and the extent to which they align with state academic content standards and legal requirements
2. An analysis of the nutritional content of school meals and snacks served in all district programs, based on a sample of menus and production records
3. Student participation rates in all school meal and/or snack programs, including the number of students enrolled in the free and reduced-price meals program compared to the number of students eligible for that program

**STUDENT WELLNESS** (continued)

4. Extent to which foods and beverages sold on campus outside the food services program, such as through vending machines, student stores, or fundraisers, comply with nutrition standards
5. Extent to which other foods and beverages that are available on campus during the school day, such as foods and beverages for classroom parties, school celebrations, and rewards/incentives, comply with nutrition standards
6. Results of the state's physical fitness test at applicable grade levels
7. Number of minutes of physical education offered at each grade span, and the estimated percentage of class time spent in moderate to vigorous physical activity
8. A description of district efforts to provide additional opportunities for physical activity outside of the physical education program
9. A description of other districtwide or school-based wellness activities offered, including the number of sites and/or students participating, as appropriate

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

In addition, the Superintendent or designee shall prepare and maintain the proper documentation and records needed for the administrative review of the district's wellness policy conducted by the California Department of Education (CDE) every three years.

The assessment results of both the district and state evaluations shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

**Notifications**

The Superintendent or designee shall inform the public about the content and implementation of the district's wellness policy and shall make the policy, and any updates to the policy, available the public on an annual basis. He/she shall also inform the public of the district's progress towards meeting the goals of the wellness policy, including the availability of the triennial district assessment. (Education Code 49432; 42 USC 1758b; 7 CFR 210.30)

*(cf. 5145.6 - Parental Notifications)*

## **STUDENT WELLNESS (continued)**

The Superintendent or designee shall distribute this information through the most effective methods of communication, including district or school newsletters, handouts, parent/guardian meetings, district and school web sites, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and wellness and academic performance.

*(cf. 1100 - Communication with the Public)*

*(cf. 1112 - Media Relations)*

*(cf. 1113 - District and School Web Sites)*

*(cf. 1114 - District-Sponsored Social Media)*

*(cf. 6020 - Parent Involvement)*

Each school may post a summary of nutrition and physical activity laws and regulations prepared by the CDE.

### **Records**

The Superintendent or designee shall retain records that document compliance with 7 CFR 210.30, including, but not limited to, the written student wellness policy, documentation of the triennial assessment of the wellness policy for each school site, and documentation demonstrating compliance with the community involvement requirements, including requirements to make the policy and assessment results available to the public. (7 CFR 210.30)

*Legal Reference: (see next page)*

## STUDENT WELLNESS (continued)

### *Legal Reference:*

#### EDUCATION CODE

33350-33354 CDE responsibilities re: physical education  
38086 Free fresh drinking water  
49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001  
49490-49494 School breakfast and lunch programs  
49500-49505 School meals  
49510-49520 Nutrition  
49530-49536 Child Nutrition Act  
49540-49546 Child care food program  
49547-49548.3 Comprehensive nutrition services  
49550-49562 Meals for needy students  
49565-49565.8 California Fresh Start pilot program  
49570 National School Lunch Act  
51210 Course of study, grades 1-6  
51210.1-51210.2 Physical education, grades 1-6  
51210.4 Nutrition education  
51220 Course of study, grades 7-12  
51222 Physical education  
51223 Physical education, elementary schools  
51795-51798 School instructional gardens  
51880-51921 Comprehensive health education

#### CODE OF REGULATIONS, TITLE 5

15500-15501 Food sales by student organizations  
15510 Mandatory meals for needy students  
15530-15535 Nutrition education  
15550-15565 School lunch and breakfast programs

#### UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program, especially:  
1758b Local wellness policy  
1771-1793 Child Nutrition Act, especially:  
1773 School Breakfast Program  
1779 Rules and regulations, Child Nutrition Act

#### CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.33 National School Lunch Program, especially:  
210.30 Wellness policy  
220.1-220.22 National School Breakfast Program

#### COURT DECISIONS

Frazer v. Dixon Unified School District, (1993) 18 Cal.App.4th 781

### *Management Resources:*

#### CSBA PUBLICATIONS

Integrating Physical Activity into the School Day, Governance Brief, April 2016  
Increasing Access to Drinking Water in Schools, Policy Brief, April 2013  
Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, rev. 2012  
Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. April 2012  
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2012  
Physical Activity and Physical Education in California Schools, Research Brief, April 2010  
Building Healthy Communities: A School Leader's Guide to Collaboration and Community Engagement, 2009

*Management Resources continued: (see next page)*



**STUDENT WELLNESS (continued)***Management Resources: (continued)*CSBA PUBLICATIONS (continued)Safe Routes to School: Program and Policy Strategies for School Districts, Policy Brief, 2009Physical Education and California Schools, Policy Brief, rev. October 2007School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSPhysical Education Framework for California Public Schools, Kindergarten Through Grade Twelve, 2009Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003CALIFORNIA PROJECT LEAN PUBLICATIONSPolicy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006CENTER FOR COLLABORATIVE SOLUTIONSChanging Lives, Saving Lives: A Step-by-Step Guide to Developing Exemplary Practices in Healthy Eating, Physical Activity and Food Security in Afterschool Programs, January 2015CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONSSchool Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide, rev. 2012FEDERAL REGISTERRules and Regulations, July 29, 2016, Vol. 81, Number 146, pages 50151-50170NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONSFit, Healthy and Ready to Learn, rev. 2012U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONSDietary Guidelines for Americans, 2016WEB SITESCSBA: <http://www.csba.org>Action for Healthy Kids: <http://www.actionforhealthykids.org>Alliance for a Healthier Generation: <http://www.healthiergeneration.org>California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>California Department of Public Health: <http://www.cdph.ca.gov>California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>California School Nutrition Association: <http://www.calsna.org>Center for Collaborative Solutions: <http://www.ccscenter.org>Centers for Disease Control and Prevention: <http://www.cdc.gov>Dairy Council of California: <http://www.dairycouncilofca.org>National Alliance for Nutrition and Activity: <http://www.cspinet.org/nutritionpolicy/nana.html>National Association of State Boards of Education: <http://www.nasbe.org>School Nutrition Association: <http://www.schoolnutrition.org>Society for Nutrition Education: <http://www.sne.org>

U.S. Department of Agriculture, Food Nutrition Service, wellness policy:

<http://www.fns.usda.gov/tn/Healthy/wellnesspolicy.html>U.S. Department of Agriculture, Healthy Meals Resource System: <http://healthymeals.fns.usda.gov>

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**Policy Reference UPDATE Service**

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# Administrative Regulation

Students

AR 5111.1(a)

## DISTRICT RESIDENCY

### Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student is admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)

*(cf. 5117 - Interdistrict Attendance)*

*(cf. 5118 - Open Enrollment Act Transfers)*

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

*(cf. 6183 - Home and Hospital Instruction)*

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)

**DISTRICT RESIDENCY** (continued)

9. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within district boundaries. (Education Code 48204.3)

*(cf. 6173.2 - Education of Children of Military Families)*

**Residency Based on Parent/Guardian Employment (Allen Bill Transfers)**

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

**DISTRICT RESIDENCY** (continued)**Proof of Residency**

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following documents. A student shall be required to annually provide verification of continued residency on this basis. (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

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

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

A parent/guardian who is transferred or pending transfer into a military installation within district boundaries shall provide proof of residence within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)

Any homeless or foster youth or student who has had contact with the juvenile justice system shall be immediately enrolled in school even if he/she is unable to provide proof of residency. (Education Code 48645.5, 48852.7, 48853.5; 42 USC 11432)

**DISTRICT RESIDENCY** (continued)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

**Safe at Home/Confidential Address Program**

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

*(cf. 3580 - District Records)*

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# Board Policy

## Students

BP 5116.2(a)

### INVOLUNTARY STUDENT TRANSFERS

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

*(cf. 5113.1 - Chronic Absence and Truancy)*

*(cf. 5116.1 - Intradistrict Open Enrollment)*

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

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

*(cf. 6173.3 - Education for Juvenile Court School Students)*

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

### Students Convicted of Violent Felony or Misdemeanor

A student may be transferred to another district school if he/she is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled at the same school as the victim of the crime for which he/she was convicted. (Education Code 48929)

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6164.2 - Guidance and Counseling Services)*

Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

## **INVOLUNTARY STUDENT TRANSFERS** (continued)

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

*(cf. 9321 - Closed Session Purposes and Agendas)*

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

### **Other Involuntary Transfers**

Students may be involuntarily transferred under either of the following circumstances:

1. If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)

*(cf. 6184 - Continuation Education)*

2. If a student is expelled from school for any reason, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6185 - Community Day School)*

*Legal Reference: (see next page)*

## **INVOLUNTARY STUDENT TRANSFERS (continued)**

### *Legal Reference:*

#### EDUCATION CODE

35146 *Closed sessions; student matters*

48430-48438 *Continuation classes, especially:*

48432.5 *Involuntary transfer to continuation school*

48660-48666 *Community day schools, especially:*

48662 *Involuntary transfer to community day school*

48900 *Grounds for suspension and expulsion*

48929 *Transfer of student convicted of violent felony or misdemeanor*

48980 *Notice at beginning of term*

#### PENAL CODE

667.5 *Violent felony, definition*

29805 *Misdemeanors involving firearms*

#### WELFARE AND INSTITUTIONS CODE

300 *Minors subject to jurisdiction*

602 *Minors violating laws defining crime; ward of court*

### *Management Resources:*

#### WEB SITES

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

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



# Board Policy

## Students

BP 5141.21(a)

### ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

*(cf. 5113 - Absences and Excuses)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

*(cf. 5141.24 - Specialized Health Care Services)*

*(cf. 6159 - Individualized Education Program)*

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

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

*(cf. 1250 - Visitors/Outsiders)*

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

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

*(cf. 6116 - Classroom Interruptions)*

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

The Superintendent or designee may collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

### **Administration of Medication by School Personnel**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

*(cf. 3530 - Risk Management/Insurance)*

*(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)*

*(cf. 4119.43/4219.43/4319.43 - Universal Precautions)*

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*Legal Reference: (see next page)*

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

### *Legal Reference:*

#### EDUCATION CODE

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

49414.3 Emergency medical assistance; administration of medication for opioid overdose

49414.5 Providing school personnel with voluntary emergency training

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

#### BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

4119.2 Acquisition of epinephrine auto-injectors

4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

#### CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

#### COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

### *Management Resources:*

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

#### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

#### WEB SITES

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

American Diabetes Association: <http://www.diabetes.org>

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

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

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# Administrative Regulation

Students

AR 5141.21(a)

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

### Definitions

*Authorized health care provider* means an individual who is licensed by the State of California to prescribe or order medication, including, but not limited to, a physician or physician assistant. (Education Code 49423; 5 CCR 601)

*Other designated school personnel* means any individual employed by the district, including a nonmedical school employee, who has volunteered or consented to administer medication or otherwise assist the student and who may legally administer the medication to the student or assist the student in the administration of the medication. (5 CCR 601, 621)

*Medication* may include not only a substance dispensed in the United States by prescription, but also a substance that does not require a prescription, such as over-the-counter remedies, nutritional supplements, and herbal remedies. (5 CCR 601)

*Epinephrine auto-injector* means a disposable delivery device designed for the automatic injection of a premeasured dose of epinephrine into the human body to prevent or treat a life-threatening allergic reaction. (Education Code 49414)

*Anaphylaxis* means a potentially life-threatening hypersensitivity to a substance, which may result from an insect sting, food allergy, drug reaction, exercise, or other cause. Symptoms may include shortness of breath, wheezing, difficulty breathing, difficulty talking or swallowing, hives, itching, swelling, shock, or asthma. (Education Code 49414)

(cf. 5141.23 - Asthma Management)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

*Opioid antagonist* means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

### Notifications to Parents/Guardians

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 49480)

(cf. 5145.6 - Parental Notifications)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS** (continued)

In addition, the Superintendent or designee shall inform the parents/guardians of any student on a continuing medication regimen for a nonepisodic condition of the following requirements: (Education Code 49480)

1. The parent/guardian is required to inform the school nurse or other designated employee of the medication being taken, the current dosage, and the name of the supervising physician.
2. With the parent/guardian's consent, the school nurse or other designated employee may communicate with the student's physician regarding the medication and its effects and may counsel school personnel regarding the possible effects of the medication on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

When a student requires medication during the school day in order to participate in the educational program, the Superintendent or designee shall, as appropriate, inform the student's parents/guardians that the student may qualify for services or accommodations pursuant to the Individuals with Disabilities Education Act (20 USC 1400-1482) or Section 504 of the federal Rehabilitation Act of 1973 (29 USC 794).

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

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

### **Parent/Guardian Responsibilities**

The responsibilities of the parent/guardian of any student who may need medication during the school day shall include, but are not limited to:

1. Providing parent/guardian and authorized health care provider written statements each school year as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes. (Education Code 49414.5, 49423, 49423.1; 5 CCR 600, 626)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician and updating the information when needed. (Education Code 49480)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)

### **Parent/Guardian Statement**

When district employees are to administer medication to a student, the parent/guardian's written statement shall:

1. Identify the student
2. Grant permission for an authorized district representative to communicate directly with the student's authorized health care provider and pharmacist, as may be necessary, regarding the health care provider's written statement or any other questions that may arise with regard to the medication
3. Contain an acknowledgment that the parent/guardian understands how district employees will administer the medication or otherwise assist the student in its administration
4. Contain an acknowledgment that the parent/guardian understands his/her responsibilities to enable district employees to administer or otherwise assist the student in the administration of medication, including, but not limited to, the parent/guardian's responsibility to provide a written statement from the authorized health care provider, to ensure that the medication is delivered to the school in a proper container by an individual legally authorized to be in possession of the medication, and to provide all necessary supplies and equipment
5. Contain an acknowledgment that the parent/guardian understands that he/she may terminate the consent for the administration of the medication or for otherwise assisting the student in the administration of medication at any time

In addition to the requirements in items #1-5 above, if a parent/guardian has requested that his/her child be allowed to carry and self-administer prescription auto-injectable epinephrine or prescription inhaled asthma medication, the parent/guardian's written statement shall: (Education Code 49423, 49423.1)

1. Consent to the self-administration

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

2. Release the district and school personnel from civil liability if the student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to his/her child, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

### **Health Care Provider Statement**

When any district employee is to administer prescribed medication to a student, or when a student is to be allowed to carry and self-administer prescribed medication during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49423, 49423.1; 5 CCR 602)
2. The name of the medication (Education Code 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49423, 49423.1; 5 CCR 602)
4. If a parent/guardian has requested that his/her child be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49414.5, 49423, 49423.1; 5 CCR 602)
5. For medication that is to be administered by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel (Education Code 49423, 49423.1; 5 CCR 602)
6. For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation
7. Possible side effects of the medication

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**  
(continued)

8. Name, address, telephone number, and signature of the student's authorized health care provider

**District Responsibilities**

The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.

The school nurse or other designated school personnel shall:

1. Administer or assist in administering medication in accordance with the authorized health care provider's written statement
2. Accept delivery of medications from parents/guardians and count and record them upon receipt
3. Maintain a list of students needing medication during the school day, including those authorized to self-administer medication, and note on the list the type of medication and the times and dosage to be administered
4. Maintain for each student a medication log which may:
  - a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
  - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
5. Maintain for each student a medication record which may include the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
6. Ensure that student confidentiality is appropriately maintained

*(cf. 5125 - Student Records)*

7. Coordinate and, as appropriate, ensure the administration of medication during field trips and other school-related activities



## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6153 - School-Sponsored Trips)*

8. Report to a student's parent/guardian and the site administrator any refusal by the student to take his/her medication
9. Keep all medication to be administered by the district in a locked drawer or cabinet
10. As needed, communicate with a student's authorized health care provider and/or pharmacist regarding the medication and its effects
11. Counsel other designated school personnel regarding the possible effects of a medication on a student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose
12. Ensure that any unused, discontinued, or outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, dispose of it in accordance with state laws and local ordinances
13. In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance
14. Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement

### **Emergency Epinephrine Auto-Injectors**

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

## **ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

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

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414 and shall be based on the standards developed by the Superintendent of Public Instruction (SPI). Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in his/her personnel file. (Education Code 49414)

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

A school may accept gifts, grants, and donations from any source for the support of the school in carrying out the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

*(cf. 3290 - Gifts, Grants and Bequests)*

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

*(cf. 3580 - District Records)*

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# Board Policy

## Instruction

BP 6146.1(a)

### HIGH SCHOOL GRADUATION REQUIREMENTS

The Governing Board desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

*(cf. 5127 - Graduation Ceremonies and Activities)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6011 - Academic Standards)*

*(cf. 6143 - Courses of Study)*

*(cf. 6146.3 - Reciprocity of Academic Credit)*

### Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Four courses in English (Education Code 51225.3)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Two courses in mathematics (Education Code 51225.3)

At least one mathematics course, or a combination of the two mathematics courses, shall meet or exceed state academic content standards for Algebra I or Mathematics I. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

Students may be awarded up to one mathematics course credit for successful completion of an approved computer science course that is classified as a "category c" course based on the "a-g" course requirements for college admission. (Education Code 51225.3, 51225.35)

*(cf. 6142.92 - Mathematics Instruction)*

*(cf. 6152.1 - Placement in Mathematics Courses)*

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)

*(cf. 6142.93 - Science Instruction)*

## **HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education (CTE) (Education Code 51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education.

*(cf. 6142.2 - World/Foreign Language Instruction)*

*(cf. 6142.6 - Visual and Performing Arts Education)*

*(cf. 6178 - Career Technical Education)*

*(cf. 6178.2 - Regional Occupational Center/Program)*

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)

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

7. Freshman Seminar

Beginning in the 2015-2016 school year, Freshman Seminar is required for all 9th grade students as a yearlong course that also meets the HIV and sexual education requirements\*. As an alternative, 9th grade students enrolled in AVID 9 will also meet the yearlong Freshman Seminar and HIV sexual education requirement.

An exception consideration shall be made on a case-by-case basis based on a student meeting the following criteria:

- a. 8th grade GPA of 3.75 or higher
- b. Attendance in the "Excellent" or "Satisfactory" category in A2A
- c. Recommendation from two core subject teachers attesting to academic and organizational skills
- d. Contract signed by student and parent/guardian to complete HIV and sexual education requirement through College of the Redwoods or another accredited program prior to the end of Junior year at Eureka High School. Contract will state that failure to complete

## **HIGH SCHOOL GRADUATION REQUIREMENTS (continued)**

the HIV and sexual education requirement will preclude a student from receiving a diploma and participating in graduation ceremonies

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

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

*(cf. 6142.8 - Comprehensive Health Education)*

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

*(cf. 6146.11 - Alternative Credits Toward Graduation)*

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

*(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)*

### **Exemptions and Waivers**

A foster youth, homeless student, or former juvenile court school student who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it. (Education Code 51225.1)

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 5145.6 - Parental Notifications)*

*(cf. 6173 - Education for Homeless Children)*

*(cf. 6173.1 - Education for Foster Youth)*

*(cf. 6173.3 - Education for Juvenile Court School Students)*

In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district. (Education Code 49701)

*(cf. 6173.2 - Education for Children of Military Families)*

### **Retroactive Diplomas**

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

**HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. A deceased former student who satisfies these conditions may be granted a retroactive diploma to be received by his/her next of kin. (Education Code 51430)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

*Legal Reference:***EDUCATION CODE***47612 Enrollment in charter school**48200 Compulsory attendance**48412 Certificate of proficiency**48430 Continuation education schools and classes**48645.5 Acceptance of coursework**48980 Required notification at beginning of term**49701 Interstate Compact on Educational Opportunity for Military Children**51224 Skills and knowledge required for adult life**51224.5 Algebra instruction**51225.1 Exemption from district graduation requirements**51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course**51225.3 High school graduation**51225.35 Mathematics course requirements; computer science**51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation**51225.5 Honorary diplomas; foreign exchange students**51225.6 Compression-only cardiopulmonary resuscitation**51228 Graduation requirements**51240-51246 Exemptions from requirements**51250-51251 Assistance to military dependents**51410-51412 Diplomas**51420-51427 High school equivalency certificates**51430 Retroactive high school diplomas**51440 Retroactive high school diplomas**51450-51455 Golden State Seal Merit Diploma**51745 Independent study restrictions**56390-56392 Recognition for educational achievement, special education**60851.5 Suspension of high school exit examination**60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination**66204 Certification of high school courses as meeting university admissions criteria**67386 Student safety; affirmative consent standard***CODE OF REGULATIONS, TITLE 5***1600-1651 Graduation of students from grade 12 and credit toward graduation**4600-4687 Uniform complaint procedures***COURT DECISIONS***O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452*

## **HIGH SCHOOL GRADUATION REQUIREMENTS** (continued)

*Management Resources:*

**WEB SITES**

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

*California Department of Education, High School:* <http://www.cde.ca.gov/ci/gs/hs>

*University of California, List of Approved a-g Courses:*

<http://www.universityofcalifornia.edu/admissions/freshman/requirements>

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# Board Policy

## Instruction

BP 6154(a)

### HOMEWORK/MAKEUP WORK

The Governing Board recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.

The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.

Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.

*(cf. 6011 - Academic Standards)*

As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.

*(cf. 4131 - Staff Development)*

Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.

Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, and develop good personal study habits.

At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall be included in student and/or parent handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.

**HOMEWORK/MAKEUP WORK** (continued)

Although it is the student's responsibility to undertake assignments independently, parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When a student repeatedly fails to complete his/her homework, the teacher shall notify the student's parents/guardians as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.

*(cf. 5020 - Parent Rights and Responsibilities)*

*(cf. 6020 - Parent Involvement)*

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines, provide access to school library media centers and technological resources, and/or provide before-school and after-school programs where students can receive homework assistance from teachers, volunteers, and/or student tutors. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

*(cf. 1240 - Volunteer Assistance)*

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

*(cf. 3541 - Transportation Routes and Services)*

*(cf. 5148 - Child Care and Development)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 6112 - School Day)*

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

*(cf. 6163.1 - Library Media Centers)*

Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.

**Makeup Work**

With the exception of students who are deliberately truant from a class or school day, students who miss school work due to any absence (including suspension) shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. For each day of absence, students shall be provided at least an additional school day to complete makeup work. Students shall receive full credit for work satisfactorily completed within this time period.

*(cf. 5113 - Absences and Excuses)*

The Superintendent or designee shall notify parents/guardians that no student may have his/her grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)

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

*(cf. 5145.6 - Parental Notifications)*

## **HOMEWORK/MAKEUP WORK** (continued)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)

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

### *Legal Reference:*

#### EDUCATION CODE

8420-8428 21st Century High School After School Safety and Enrichment for Teens

8482-8484.65 After School Education and Safety Program

8484.7-8484.9 21st Century Community Learning Centers

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

#### UNITED STATES CODE, TITLE 20

7171-7176 21st Century Community Learning Centers

### *Management Resources:*

#### CSBA PUBLICATIONS

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief,

July 2016

#### WEB SITES

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

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

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# Board Policy

## Instruction

BP 6164.6(a)

### IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Governing Board believes that all children, including children with disabilities, should have the opportunity to learn in a safe and nurturing environment. The Superintendent or designee shall work to identify children with disabilities who reside within the jurisdiction of the district in order to ensure that they receive educational and related services required by law.

The Superintendent or designee shall provide qualified students with disabilities with a free appropriate public education (FAPE), as defined under Section 504 of the federal Rehabilitation Act of 1973. Such students shall receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of students without disabilities are met. (34 CFR 104.33)

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

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.24 - Specialized Health Care Services)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

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

*(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)*

In addition, qualified students with disabilities shall be provided an equal opportunity to participate in programs and activities that are integral components of the district's basic education program, including, but not limited to, extracurricular athletics, interscholastic sports, and/or other nonacademic activities. (34 CFR 104.37)

*(cf. 6145 - Extracurricular and Cocurricular Activities)*

*(cf. 6145.2 - Athletic Competition)*

*(cf. 6145.5 - Student Organizations and Equal Access)*

The district's local control and accountability plan shall include goals and specific actions to improve student achievement and other outcomes of students with disabilities. At least annually, the Superintendent or designee shall assess the district's progress in attaining the goals established for students with disabilities and shall report these results to the Board. (Education Code 52052, 52060)

*(cf. 0460 - Local Control and Accountability Plan)*

In providing services to students with disabilities under Section 504, the Superintendent or designee shall ensure district compliance with law, including providing the students and their

**IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

parents/guardians with applicable procedural safeguards and required notifications. Any dispute as to the identification, evaluation, or placement of any student with a disability shall be resolved in accordance with the processes specified in the "Procedural Safeguards" section of the accompanying administrative regulation.

The Superintendent or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with the district in any other capacity except as hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

*Legal Reference: (see next page)*

## IDENTIFICATION AND EDUCATION UNDER SECTION 504 (continued)

### Legal Reference:

#### EDUCATION CODE

49423.5 Specialized physical health care services

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

56043 Special education, timelines

56321 Assessment; development of IEP; parental notifications, consent

#### CODE OF REGULATIONS, TITLE 5

3051.12 Health and Nursing Services

#### UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1482 Individuals with Disabilities Education Act

#### UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 Rehabilitation Act of 1973, Section 504

#### UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

#### CODE OF REGULATIONS, TITLE 28

35.101-35.190 Nondiscrimination on the basis of disability in state and local government services

#### CODE OF FEDERAL REGULATIONS, TITLE 34

104.1-104.61 Nondiscrimination on the basis of handicap, especially:

104.1 Purpose to effectuate Section 504 of the Rehabilitation Act of 1973

104.3 Definitions

104.32 Location and notification

104.33 Free appropriate public education

104.34 Educational setting

104.35 Evaluation and placement

104.36 Procedural safeguards

104.37 Nonacademic services

104.7 Responsible employee; grievance procedures

#### COURT DECISIONS

Christopher S. v. Stanislaus County Office of Education, (2004) 384 F.3d 1205

### Management Resources:

#### CSBA PUBLICATIONS

Rights of Students with Diabetes Under IDEA and Section 504, Policy Brief, December 2007

#### CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

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

Dear Colleague Letter and Resource Guide on Students with ADHD, July 2016

Protecting Students with Disabilities: Frequently Asked Questions About Section 504 and the

Education of Children with Disabilities, October 2015

Dear Colleague Letter, January 2013

Dear Colleague Letter and Questions and Answers on ADA Amendments Act of 2008 for Students with

Disabilities Attending Public Elementary and Secondary Schools, January 2012

Free Appropriate Public Education for Students with Disabilities: Requirements under Section 504 of the Rehabilitation Act of 1973, September 2007

Management Resources continued: (see next page)

**IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

*Management Resources: (continued)*

**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://www2.ed.gov/about/offices/list/ocr>*

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# Administrative Regulation

## Instruction

AR 6164.6(a)

### IDENTIFICATION AND EDUCATION UNDER SECTION 504

The Superintendent designates the following position as the district's 504 Coordinator to implement the requirements of Section 504 of the federal Rehabilitation Act of 1973: (34 CFR 104.7)

Assistant Superintendent of Educational Services  
2100 J Street  
Eureka, CA 95501  
(707) 441-2400

## Definitions

For the purpose of implementing Section 504, the following terms and phrases shall have only the meanings specified below:

*Free appropriate public education* (FAPE) means the provision of regular or special education and related aids and services designed to meet the individual educational needs of a student with disabilities as adequately as the needs of students without disabilities are met, at no cost to the student or his/her parent/guardian except when a fee is specifically authorized by law for all students. (34 CFR 104.33)

(cf. 3260 - Fees and Charges)

*Student with a disability* means a student who has a physical or mental impairment which substantially limits one or more major life activities. (28 CFR 35.108)

*Physical impairment* means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, immune, hemic, lymphatic, skin, and endocrine. (28 CFR 35.108)

*Mental impairment* means any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disability. (28 CFR 35.108)

*Substantially limits major life activities* means limiting a person's ability to perform functions, as compared to most people in the general population, such as caring for



**IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

himself/herself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, writing, communicating, and working. *Major life activities* also includes major bodily functions such as functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions, as well as the operation of an individual organ within a body system. The determination of whether an impairment *substantially limits* a student's major life activities shall be made without regard to the ameliorative effects of mitigating measures other than ordinary eyeglasses or contact lenses. *Mitigating measures* are measures that an individual may use to eliminate or reduce the effects of an impairment, including, but not limited to, medications, medical supplies or equipment, prosthetic devices, assistive devices, reasonable modifications or auxiliary aids or services, learned behavioral or adaptive neurological modifications, psychotherapy, behavioral therapy, or physical therapy. (42 USC 12102; 28 CFR 35.108)

**Referral, Identification, and Evaluation**

Any action or decision to be taken by the district involving the referral, identification, or evaluation of a student with disabilities shall be in accordance with the following procedures:

1. A parent/guardian, teacher, other school employee, student success team, or community agency may refer a student to the principal or 504 Coordinator for identification as a student with a disability under Section 504.

(cf. 6164.5 - Student Success Teams)

2. Upon receipt of any such referral, the principal, 504 Coordinator, or other qualified individual with expertise in the area of the student's suspected disability shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including those in academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.

If it is determined that an evaluation is unnecessary, the principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards available, as described in the "Procedural Safeguards" section below.

3. If the student needs or is believed to need special education or related services under Section 504, the district shall conduct an evaluation of the student prior to his/her initial placement. (34 CFR 104.35)

## **IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

Prior to conducting an initial evaluation of a student for eligibility under Section 504, the district shall obtain written parent/guardian consent.

The district's evaluation procedures shall ensure that the tests and other evaluation materials: (34 CFR 104.35)

- a. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
- b. Are tailored to assess specific areas of educational need and are not merely designed to provide a single general intelligence quotient
- c. Reflect the student's aptitude or achievement or whatever else the tests purport to measure rather than his/her impaired sensory, manual, or speaking skills, except where those skills are the factors that the tests purport to measure

### **Section 504 Services Plan and Placement**

Services and placement decisions for students with disabilities shall be determined as follows:

1. A multidisciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.

The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. (34 CFR 104.35)

In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with 34 CFR 104.34. (34 CFR 104.35)

2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives FAPE.

The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.

**IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

*(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

*(cf. 5141.24 - Specialized Health Care Services)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.27 - Food Allergies/Special Dietary Needs)*

3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a person with a disability under Section 504 and shall state the basis for the determination that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless the district can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs. (34 CFR 104.34)
5. The district shall complete the identification, evaluation, and placement process within a reasonable time frame. The district shall adhere to this time frame regardless of any extended school breaks or times that school is otherwise not in session.
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school within the district, the principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5125 - Student Records)*

**Review and Reevaluation**

The 504 team shall monitor the progress of the student and, at least annually, shall review the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of students without disabilities are met. In addition, each student with a disability under Section 504 shall be reevaluated at least once every three years.

## **IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement. (34 CFR 104.35)

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

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

### **Procedural Safeguards**

The Superintendent or designee shall notify the parents/guardians of students with disabilities of all actions and decisions by the district regarding the identification, evaluation, or educational placement of their children. He/she also shall notify the parents/guardians of all the procedural safeguards available to them if they disagree with the district's action or decision, including an opportunity to examine all relevant records and an impartial hearing in which they shall have the right to participate. (34 CFR 104.36)

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

If a parent/guardian disagrees with any district action or decision regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing within 30 days of that action or decision.

Prior to requesting a Section 504 due process hearing, the parent/guardian may, at his/her discretion, but within 30 days of the district's action or decision, request an administrative review of the action or decision. The Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue and the administrative review shall be held within 14 days of receiving the parent/guardian's request. If the parent/guardian is not satisfied with the resolution of the issue, or if the parent/guardian did not request an administrative review, he/she may request a Section 504 due process hearing.

A Section 504 due process hearing shall be conducted in accordance with the following procedures:

1. The parent/guardian shall submit a written request to the Coordinator within 30 days of receiving the district's decision or, if an administrative review is held, within 14 days of the completion of the review. The request for the due process hearing shall include:
  - a. The specific nature of the decision with which he/she disagrees
  - b. The specific relief he/she seeks
  - c. Any other information he/she believes is pertinent to resolving the disagreement

**IDENTIFICATION AND EDUCATION UNDER SECTION 504** (continued)

2. Within 30 days of receiving the parent/guardian's request, the Superintendent or designee and 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.
3. Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.
4. The parties to the hearing shall be afforded the right to:
  - a. Be accompanied and advised by legal counsel and by individuals with special knowledge or training related to the problems of students with disabilities under Section 504
  - b. Present written and oral evidence
  - c. Question and cross-examine witnesses
  - d. Receive written findings by the hearing officer stating the decision and explaining the reasons for the decision

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

**Notifications**

The Superintendent or designee shall ensure that the district has taken appropriate steps to notify students and parents/guardians of the district's duty under Section 504. (34 CFR 104.32)

*(cf. 5145.6 - Parental Notifications)*

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# Board Bylaw

## Board Bylaws

BB 9240(a)

### BOARD TRAINING

The Governing Board believes that the Board's ability to effectively and responsibly govern the district is essential to promoting student achievement, building positive community relations, and protecting the public interest in district schools. Board members shall be provided sufficient opportunities for professional development that helps them understand their responsibilities, stay abreast of new developments in education, and develop boardsmanship skills.

*(cf. 9000 - Role of the Board)*

*(cf. 9005 - Governance Standards)*

The Board and/or the Superintendent or designee shall provide an orientation to newly elected or appointed Board members which includes comprehensive information regarding Board roles, policies, and procedures and the district's vision and goals, operations, and current challenges. Throughout their first term, Board members shall continue to participate in additional educational opportunities designed to assist them in understanding the principles of effective governance, including, but not limited to, information on school finance and budgets, student achievement and assessment, labor relations, community relations, program evaluation, open meeting laws (the Brown Act), conflict of interest laws, and other topics necessary to govern effectively and in compliance with law.

*(cf. 9230 - Orientation)*

All Board members are encouraged to continuously participate in advanced training offered by the California School Boards Association in order to reinforce boardsmanship skills and build knowledge related to key education issues. Such activities may include online courses, webinars, webcasts, and in-person attendance at workshops and conferences. In addition, workshops and consultations may be held within the district on issues that involve the entire governance team.

Funds for board training shall be budgeted annually for the Board and each Board member. In selecting appropriate activities, the Board and/or individual Board members shall consider activities that are aligned with the district's vision and goals and the needs of the Board or individual member to obtain specific knowledge and skills. The Board shall annually develop a board training calendar in order to schedule and track board training activities and to schedule opportunities for Board members to report on the activities in which they participated.

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 3100 - Budget)*

*(cf. 9250 - Remuneration, Reimbursement, and Other Benefits)*

## **BOARD TRAINING (continued)**

Board members may attend a conference or similar public gathering with other Board members and/or with the Superintendent or designee in order to develop common knowledge and understanding of an issue or engage in team-building exercises. In such cases, a majority of the Board members shall not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the district's jurisdiction, so as not to violate the Brown Act open meeting laws pursuant to Government Code 54952.2.

*(cf. 9320 - Meetings and Notices)*

Board members may report to the Board, orally or in writing, on the board training activities they attend, for the purpose of sharing the acquired knowledge or skills with the full Board and enlarging the benefit of the activity to the Board and district.

### *Legal Reference:*

#### **GOVERNMENT CODE**

54950-54963 *The Ralph M. Brown Act, especially:*

54952.2 *Meeting*

### *Management Resources:*

#### **CSBA PUBLICATIONS**

*Professional Governance Standards for School Boards*

#### **WEB SITES**

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

California County Boards of Education: <http://www.theccbe.org>

National School Boards Association: <http://www.nsba.org>

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# **Board Bylaw**

## **Board Bylaws**

BB 9323(a)

### **MEETING CONDUCT**

#### **Meeting Procedures**

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

*(cf. 9322 - Agenda/Meeting Materials)*

The Board president shall conduct Board meetings in accordance with Board bylaws and procedures that enable the Board to efficiently consider issues and carry out the will of the majority.

*(cf. 9121 - President)*

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board meetings shall be adjourned at 10:00 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and subsequently may be adjourned to a later date.

*(cf. 9320 - Meetings and Notices)*

#### **Quorum and Abstentions**

The Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

*(cf. 9323.2 - Actions by the Board)*

The Board believes that when no conflict of interest requires abstention, its members have a duty to vote on issues before them. When a member abstains, his/her abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

*(cf. 9270 - Conflict of Interest)*



**MEETING CONDUCT** (continued)**Public Participation**

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, persons attending Board meetings shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting.

In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. The Board shall give members of the public an opportunity to address the Board on any item of interest to the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3)
2. At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5; Government Code 54954.2)
3. Without taking action, Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board or staff member may ask a question for clarification, make a brief announcement, or make a brief report on his/her own activities. (Government Code 54954.2)

Furthermore, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

4. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item.

**MEETING CONDUCT** (continued)

However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54954.3)

*(cf. 9130 - Board Committees)*

5. A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits.

Individual speakers shall be allowed three minutes to address the Board on each agenda or nonagenda item. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

6. The Board president may rule on the appropriateness of a topic, subject to the following conditions:
  - a. If a topic would be suitably addressed at a later time, the Board president may indicate the time and place when it should be presented.
  - b. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts, or omissions. (Government Code 54954.3)
  - c. The Board shall not prohibit public criticism of district employees. However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president shall inform the complainant of the appropriate complaint procedure.

*(cf. 1312.1 - Complaints Concerning District Employees)*  
*(cf. 9321 - Closed Session Purposes and Agendas)*

7. The Board president shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the president to terminate the privilege of addressing the Board.

## **MEETING CONDUCT** (continued)

The Board may remove disruptive individuals and order the room cleared if necessary. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

When such disruptive conduct occurs, the Superintendent or designee shall contact local law enforcement as necessary.

### **Recording by the Public**

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

*(cf. 9324 - Board Minutes and Recordings)*

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

*Legal Reference: (see next page)*

## MEETING CONDUCT (continued)

### Legal Reference:

#### EDUCATION CODE

5095 Powers of remaining board members and new appointees

32210 Willful disturbance of public school or meeting a misdemeanor

35010 Prescription and enforcement of rules

35145.5 Agenda; public participation; regulations

35163 Official actions, minutes and journal

35164 Vote requirements

35165 Effect of vacancies upon majority and unanimous votes by seven member board

#### CODE OF CIVIL PROCEDURE

527.8 Workplace Violence Safety Act

#### GOVERNMENT CODE

54953.3 Prohibition against conditions for attending a board meeting

54953.5 Audio or video recording of proceedings

54953.6 Broadcasting of proceedings

54954.2 Agenda; posting; action on other matters

54954.3 Opportunity for public to address legislative body; regulations

54957 Closed sessions

54957.9 Disorderly conduct of general public during meeting; clearing of room

#### PENAL CODE

403 Disruption of assembly or meeting

#### COURT DECISIONS

*City of San Jose v. Garbett*, (2010) 190 Cal.App.4th 526

*Norse v. City of Santa Cruz*, (9th Cir. 2010) 629 F.3d 966

*McMahon v. Albany Unified School District*, (2002) 104 Cal.App.4th 1275

*Rubin v. City of Burbank*, (2002) 101 Cal.App.4th 1194

*Baca v. Moreno Valley Unified School District*, (1996) 936 F.Supp. 719

#### ATTORNEY GENERAL OPINIONS

90 *Ops. Cal. Atty. Gen.* 47 (2007)

76 *Ops. Cal. Atty. Gen.* 281 (1993)

66 *Ops. Cal. Atty. Gen.* 336 (1983)

63 *Ops. Cal. Atty. Gen.* 215 (1980)

61 *Ops. Cal. Atty. Gen.* 243, 253 (1978)

59 *Ops. Cal. Atty. Gen.* 532 (1976)

55 *Ops. Cal. Atty. Gen.* 26 (1972)

### Management Resources:

#### CSBA PUBLICATIONS

*Call to Order: A Blueprint for Great Board Meetings*, 2015

*The Brown Act: School Boards and Open Meeting Laws*, rev. 2014

#### ATTORNEY GENERAL PUBLICATIONS

*The Brown Act: Open Meetings for Local Legislative Bodies*, 2003

#### WEB SITES

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

California Attorney General's Office: <https://oag.ca.gov>

(10/97 11/06) 12/16

### Policy Reference UPDATE Service

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*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Public Comment School Climate

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The governing board is asked to receive public comment on school climate.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Public comment on school climate provides an opportunity for community members to provide input in assessing achievement towards advancing positive school climate in Eureka City Schools.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 5: DISTRICT AND SCHOOL CLIMATE (INCLUDING MENTAL AND SOCIO-EMOTIONAL HEALTH)

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

On January 29, 2015, the District entered into a Settlement Agreement. On June 4, 2015, the Board received the School-wide Positive and Restorative Discipline (SWPRD) Final Assessment and Intervention Project Assessment Results and Programmatic Recommendations presented by Dr. Jeff Sprague. The governing board adopted the Implementation Plan on August 20, 2015.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is no revenue or expense associated with this agenda item.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Laurie Alexander, Director of Student Services, District Office

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: World History TCI Textbook Adoption for Middle School

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to approve the middle school adoption of the TCI (Teacher Curriculum Institute) textbook/curriculum for 6th, 7th and 8th grade social studies at Zane and Winship.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This action is important because implementing the TCI textbook and curriculum for middle school social science will benefit students in their learning and mastery of the content and common core state standards. The currently used textbook is 11 years old and does not have a digital component (online resources and enhancements).

The current text is also not aligned to the common core state standards. There have been many new developments in the social sciences that the new TCI curriculum addresses.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 8: HISTORY-SOCIAL SCIENCE PROGRAM

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Social Studies teachers at Zane and Winship have piloted the new TCI curriculum alongside the new Pearsons curriculum, and they have found TCI to be the most effective for our students. The District's Curriculum Committee affirmed the teachers' recommendation during their meeting on May 18, 2017. The recommendation now comes to the board for consideration and action.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

The cost for grades 6,7 and 8 is approximately \$167,000

**WHO** *(list the name of the contact person(s), job title, and site location)*

Zach Lehner, Social Studies Teacher, Zane Middle School

Aaron Freeman, Social Studies and ELA Teacher, Winship Middle School

**ATTACHMENTS:**

Description

- ▣ TCI Evaluation Forms
- ▣ Pearson Evaluation Forms
- ▣ TCI Quote

INSTRUCTIONAL MATERIALS EVALUATION FORM  
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)				Course Title	8 <sup>th</sup> Grade Soc Sci
Author				Course Grade Level	8
Publisher				Reviewer's Name:	Brooks
Copyright Date		Price	\$	Review Date:	May 8-17

TEXT and/or Materials are to be used as:

☐

Core Text/Material

☐

Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

→ Westward Expansion  
Manifest Destiny

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )	3.5					X 4	=	14
How well is this text or material aligned with the <i>State Standards</i> ?	4					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	4					X 4	=	16
TOTAL Content Ranking Score							=	46

COMMENTS:

The text is organized differently than other textbooks. I like the photographs and multitude of maps. The book emphasizes the contributions, or victimization, of many ~~minor~~ minority groups in a much more comprehensive way than most other texts. The chapter summaries are great "wrap-ups." They rely heavily on well thought out graphic organizers/images that encapsulate chapter contents. Much more "wow" factor than Pearson. I also like the "essential questions."

Continued on reverse





## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	4					X 2	=	8
Assess the quality of evaluation & test guides.	3.5					X 2	=	7
Assess the opportunities for <i>cross-curricular</i> integration.		3				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.	4					X 2		8
Assess the applications in <i>technology</i> .	4					X 2		8
Assess whether the format is appealing and "user friendly" considering the targeted grade level.		3				X 2	=	6
TOTAL Support Systems Score							=	43

### COMMENTS:

The Support Systems are what set TCI apart from the pack. The site is well organized for both teachers and students. There are great extension activities for students who want to dig deeper. The "differentiating instruction" options are quite useful. It works a little like Google Classroom which is great. There are lots of review options. Much more of a "wow" factor.

It's a progressive book, for what I would hope is a progressive school.

Please note any possible **controversial** elements within the text or materials being reviewed.




**Eureka City Schools**  
**INSTRUCTIONAL MATERIALS EVALUATION FORM**  
*Core & Supplemental Textbook/Materials Adoption*

<b>Title</b> (text or materials)	The Rise of the Warrior Class in Japan			<b>Course Title</b>	World History
<b>Author</b>	Teachers Curriculum Institute (TCI)			<b>Course Grade Level</b>	7
<b>Publisher</b>	TCI			<b>Reviewer's Name:</b>	Aaron Freeman
<b>Copyright Date</b>	2017	<b>Price</b>	\$	<b>Review Date:</b>	3/1/2017

TEXT and/or Materials are to be used as: ☒ Core Text/Material ☐ Supplementary Text/Material

**YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score**

**1. CONTENT**

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )	X					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
<b>TOTAL Content Ranking Score</b>							=	48

**COMMENTS:**

TCI (Teaching curriculum institute) clocks this lesson in at 150 minutes, but it took me a full four class periods to complete due to student's lack of familiarity with the format of its presentation. On the first day of instruction, the topic was introduced and the opening slides of the TCI presentation were shown, beginning with the topic and essential question.
The lesson provides many great opportunities for students to read sections independently (or in partners, or with the class) and then pair share out answers to questions. As students read, they were to fill in their interactive student handbooks and discuss.
The final two days of the lesson, students had to gather knowledge from the text and prepare a short presentation on their area of samurai expertise. This presentation encouraged students to create props and assume the roles of samurai.
The text provided more information and encouraged students to interact with it beyond merely reading, checking for an answer and moving on.
Students were engaged and interested in the topic and content.

## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	X					X 2	=	8
Assess the quality of evaluation & test guides.					X	X 2	=	0
Assess the opportunities for <i>cross-curricular</i> integration.	X					X 2		8
Assess the opportunities for <i>critical thinking</i> skill development.	X					X 2		8
Assess the applications in <i>technology</i> .	X					X 2		8
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.	X					X 2	=	8
<b>TOTAL Support Systems Score</b>							=	40

### COMMENTS:

TCI Provides some great resources for enrichment, in fact it may be the biggest strength of their texts. In this particular lesson, students assume the roles of Samurai and are to teach one another about the history, culture and tactics of the samurai. The lesson is engaging and allows for opportunities to flip the classroom.
This lesson could easily be integrated into an English classes curriculum, as the students could read and analyze selections from Japanese texts such as the Sutras (Zen Buddhism) Hagakure or the Book of Five Rings to provide additional degrees of exposure.
If students could access technology with this text, it provides a wealth of resources for all students, including checking for understanding.
and tools for ELLs and students who are reading below grade level. These including highlighting key parts of passages, providing audio and flashcard style checking for understanding. Finally a gradebook is built into the browser, so assignments can be streamlined to one platform.
The only weakness of this text was assessments, which are not offered with a free trial and thus could not be reviewed.

Please note any possible **controversial** elements within the text or materials being reviewed.

TCI does a wonderful job of highlighting the key differences in the culture and introduce them without being derivative or culturally insensitive. Instead, the key activity of this lesson has students assume the roles of samurai who teach one another about zen buddhism, bushido and aspects of Japanese culture that are lost in a typical lesson. By providing degrees of exposure to the culture of study, students acquire a wider breadth of understanding and empathy than in a typical text.

**Eureka City Schools**  
**INSTRUCTIONAL MATERIALS EVALUATION FORM**  
*Core & Supplemental Textbook/Materials Adoption*

<b>Title</b> (text or materials)	The Rise of the Warrior Class in Japan			<b>Course Title</b>	Medieval World History
<b>Author</b>	TCI			<b>Course Grade Level</b>	7
<b>Publisher</b>	TCI			<b>Reviewer's Name:</b>	Darren Allen
<b>Copyright Date</b>		<b>Price</b>	\$	<b>Review Date:</b>	5/9/2017

TEXT and/or Materials are to be used as:

☒

Core Text/Material

☐

Supplementary Text/Material

***YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score***

**1. CONTENT**

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )	x					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?	x					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	x					X 4	=	16
<b>TOTAL Content Ranking Score</b>							=	48

**COMMENTS:**

Students were able to comprehend the reading and tested well on subsequent quizzes and assessments. Student engagement was high during their completion of the reading material. Many students were later able to participate accurately in a discussion about the reading concepts when cold called.

## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .	x					X 2	=	8
Assess the quality of evaluation & test guides.	x					X 2	=	8
Assess the opportunities for <i>cross-curricular</i> integration.		x				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.	x					X 2		8
Assess the applications in <i>technology</i> .			x			X 2		4
Assess whether the format is appealing and " <i>user friendly</i> " considering the targeted grade level.	x					X 2	=	8
<b>TOTAL Support Systems Score</b>							=	42

### COMMENTS:

Students and I appreciated the direct and logical format of clearly marked reading sections corresponding to clearly and consistently marked answer sections in the packet that accompanied the reading. Students knew exactly where to find the relevant reading material in the reading packet to answer the specific question they were on in the answer packet. The illustrations and venn diagrams were also useful to organize student answers and support critical thinking.


Please note any possible **controversial** elements within the text or materials being reviewed.

Very little to none observed in reading.

**Eureka City Schools**

**INSTRUCTIONAL MATERIALS EVALUATION FORM**  
*Core & Supplemental Textbook/Materials Adoption*

<b>Title</b> (text or materials)	History Alive? The Medieval World and Beyond		<b>Course Title</b>	Medieval World History
<b>Author</b>	Teacher Curriculum Institute (TCI)		<b>Course Grade Level</b>	7 <sup>th</sup>
<b>Publisher</b>	Teacher Curriculum Institute (TCI)		<b>Reviewer's Name:</b>	Zach Lehner
<b>Copyright Date</b>	2017	<b>Price</b>	\$	<b>Review Date:</b> 5/17

TEXT and/or Materials are to be used as:

☒

Core Text/Material

☐

Supplementary Text/Material

**YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score**

**1. CONTENT**

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )	X					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
<b>TOTAL Content Ranking Score</b>							=	48

**COMMENTS:**

The reading is sequenced well giving a good breakdown of the historical content in way the students can grasp. The reading level is appropriate and the text does a good job of giving more historical background, data, and examples than our current text or the Pearson text.

This text aligns excellently with both the social studies content standards as well as the newer common core standards. There are plenty of opportunities for critical thinking wrapped into every lesson, greater depth of knowledge/ higher order thinking questions and writing prompts, opportunities for group work and collaboration, as well as primary source analysis and making judgments about historical content supported by evidence.

TCI has a little video for each lesson that explains what the students will be doing to answer the essential question. They have very good instructions for teachers to set up sometimes complicated historical simulations or act-it outs and a very organized website of resources that are easy to access. It takes more time to set up these activities, but student engagement is way higher then just answering questions and there is a presentation included with each lesson that goes through a step by step instruction of how to facilitate the activities and how to set up the classroom.



## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment</i> activities.	X					X 2	=	
Assess the quality of evaluation & test guides.		X				X 2	=	
Assess the opportunities for <i>cross-curricular</i> integration.		X				X 2		
Assess the opportunities for <i>critical thinking</i> skill development.	X					X 2		
Assess the applications in <i>technology</i> .	X					X 2		
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.	X					X 2	=	
<b>TOTAL Support Systems Score</b>							=	

### COMMENTS:

Enrichment activities are excellent in TCI! There are opportunities for excelling students to read further in almost every lesson. These ‘read further’ sections of the text sometimes focus on historical figures that are left out of other texts, and do a better job of representing the cultures that are being studied. There are historical simulations built into every lesson, that are optional if a teacher has less time to cover a particular unit. The simulation put students into the time period and they have to make creative choices to create act-out history or participate on a village council, or figure out what type of government would be best for their country.

Test guides are limited in the trial version, but there are tests provided for each lesson and opportunities to edit them. I particularly like that there are check for understanding games at the end of each reading section and a jeopardy type reading challenge at the end of each unit. These are engaging for students.

The technology is well thought out on their website and engaging for students as noted above. There is much more for students to interact with than just typing into blank spaces beneath questions. It is user friendly and easy to navigate.

Please note any possible **controversial** elements within the text or materials being reviewed.

Noe I can think of.

**Eureka City Schools**  
**INSTRUCTIONAL MATERIALS EVALUATION FORM**  
*Core & Supplemental Textbook/Materials Adoption*

<b>Title</b> (text or materials)	TCI		<b>Course Title</b>	US History
<b>Author</b>			<b>Course Grade Level</b>	8th Grade
<b>Publisher</b>			<b>Reviewer's Name:</b>	Katelyn Graeser
<b>Copyright Date</b>		<b>Price</b>	\$	<b>Review Date:</b>

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

***YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score***

**1. CONTENT**

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <b>readability</b> )	X					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
<b>TOTAL Content Ranking Score</b>							=	48

**COMMENTS:**

TCI text was used alongside other supplementary materials during a project discussing topics in "Manifest Destiny." Students did not struggle with accessing the content, and enjoyed how easily they were able to pull out key information. Did not use any of the Interactive Notebook during this project, but I personally enjoyed the variety of tasks that students had to perform (graphic organizers, read and respond, writing letters).

Please note any possible **controversial** elements within the text or materials being reviewed.

Directions provided to teacher are very clear.

Accessibility of content online is very promising.

Open ended questions and creative activities provide many opportunities for skill development as well as critical thinking.

Some of the text had opportunities for students to write essays, this could apply to Language Arts. Did not see much related to other subject areas.

Evaluation and test materials seemed to cover all content. Could be easily altered to fit each teacher's style of assessment.

Enrichment activities (fact outs, rotation stations, etc) were of interest and could benefit core curriculum.

## COMMENTS:

TOTAL Support Systems Score									
AREAS TO REVIEW:	Assess the quality of enrichment activities.	X							
	Assess the quality of evaluation & test guides.		X						
	Assess the opportunities for cross-curricular integration.		X						
	Assess the opportunities for critical thinking skill development.	X							
	Assess the applications in technology.	X							
	Assess whether the format is appealing and "user friendly" considering the targeted grade level.	X							
RANKING SCORE									
	Ranking Value (Multiplier)								
	No t Ap pli cab le								
	Po or 1 pt								
	Fai r 2 pts								
	Go od 3 pts								
	Ex cell ent 4 pts								
	Your Rating Score								
= 44									

## 2. SUPPORT SYSTEMS

Continued on reverse

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM  
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	American History Beginnings through Recon.		Course Title	8 <sup>th</sup> grade Soc. Sci.
Author			Course Grade Level	8
Publisher	Pearson		Reviewer's Name:	Burks
Copyright Date	2016	Price	\$	Review Date: May 8 - 17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

Westward expansion/  
Manifest Destiny

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier )		RANKING SCORE
	Excell ent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Ap pli cab le			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )		3				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?		3				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .		3				X 4	=	12
TOTAL Content Ranking Score							=	36

COMMENTS:

I used Pearson materials over the last few weeks while we were studying Westward expansion/manifest destiny. The material is solid. The book is more compact than our current text and has better visuals. It is laid out nicely, reads smoothly and is an improvement over our current text.

It's good, not great. There isn't a "wow" factor.

Continued on reverse



## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		3				X 2	=	6
Assess the quality of evaluation & test guides.		3				X 2	=	6
Assess the opportunities for <i>cross-curricular</i> integration.		3				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.		3				X 2		6
Assess the applications in <i>technology</i> .		3				X 2		6
Assess whether the format is appealing and "user friendly" considering the targeted grade level.		3				X 2	=	6
TOTAL Support Systems Score							=	36

### COMMENTS:

The on-line supplementals are fine. I liked the videos and the would help students review. Much like the text, it was all fine, but it ~~wasn't~~ didn't really impress.

Much better than what we have, but not amazing.

Please note any possible **controversial** elements within the text or materials being reviewed.




**Eureka City Schools**  
**INSTRUCTIONAL MATERIALS EVALUATION FORM**  
*Core & Supplemental Textbook/Materials Adoption*

<b>Title</b> (text or materials)	Rise of the Samurai		<b>Course Title</b>	World History
<b>Author</b>	Pearsons		<b>Course Grade Level</b>	7
<b>Publisher</b>	Pearsons		<b>Reviewer's Name:</b>	Aaron Freeman
<b>Copyright Date</b>	2017	<b>Price</b>	\$	<b>Review Date:</b> 2/28/2017

TEXT and/or Materials are to be used as:

☒

Core Text/Material

☐

Supplementary Text/Material

**YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score**

## 1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )		X				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?		X				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .			X			X 4	=	8
<b>TOTAL Content Ranking Score</b>							=	32

## COMMENTS:

This lesson followed an introduction to Japanese history, geography and a three day lesson on Heian Japan, transitioning from the Golden age of Heian to the Feudal Era of the Samurai. This lesson was clocked as a two day lesson and it fit nicely into my classroom.
Students were familiar with the presentation of the information as the format is very similar to their current texts. The graphics are bright and colorful and the inclusion of primary sources is good. Students read the chapter as a class, stopping every ten minutes to discuss talking points provided in the teacher's notes and culminated with a check for understanding at the end of the chapter.
Students seemed comfortable with the text, but not excited. It was effective for the purpose of providing an introduction and survey of Feudal Japan.



## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .				X		X 2	=	2
Assess the quality of evaluation & test guides.			X			X 2	=	4
Assess the opportunities for <i>cross-curricular</i> integration.			X			X 2		4
Assess the opportunities for <i>critical thinking</i> skill development.				X		X 2		2
Assess the applications in <i>technology</i> .		X				X 2		6
Assess whether the format is appealing and “ <i>user friendly</i> ” considering the targeted grade level.			X			X 2	=	4
<b>TOTAL Support Systems Score</b>							=	22

### COMMENTS:

Pearsons did provide assessments, which asked basic retention questions as well as provided a one page prompt asking students to delve deeper on the topic. This was familiar to the texts available now and students likely would be comfortable with this material and presentation. It also has a wonderful technology component, wherein students can complete the lesson online, monitored by the teacher and provided with resources and tools that are absent in our current text.
This book would certainly be an improvement over current texts.

Please note any possible **controversial** elements within the text or materials being reviewed.

None, the text fell well within culturally sensitive and socially acceptable boundaries.

Eureka City Schools  
INSTRUCTIONAL MATERIALS EVALUATION FORM  
*Core & Supplemental Textbook/Materials Adoption*

Title (text or materials)	My World History		Course Title	Ancient and Medieval World History	
Author	Pearson		Course Grade Level	6 <sup>th</sup> – 7th	
Publisher	Pearson Education Inc.		Reviewer's Name:	Zach Lehner	
Copyright Date	2017	Price	\$	Review Date:	5/12/17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

*YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score*

## 1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )		X				X 4	=	12
How well is this text or material aligned with the <i>State Standards</i> ?		X				X 4	=	12
Assess the adequacy of all <i>Teacher Guide Materials</i> .		X				X 4	=	12
<b>TOTAL Content Ranking Score</b>							=	36

## COMMENTS:

The text is written at an appropriate reading level, and the interest level is good, especially with a fair amount of extra additions to the core text, such as stories about a historical figure or tidbits about castles or samurai weapons. The core text, however, didn't arrange the historical narrative as fluidly or captivantly as the other piloted text (TCI). The introduction of topics and transitions between topics and events, for example, did not hold students attention as well as the TCI texts. The sequencing of the information isn't as smooth.

The material is perfectly aligned with the California Content standards for social studies, but not as well aligned with the new Common Core standards, which is why I ranked it 'good.' There are far less opportunities in this curriculum for critical thinking, group work, or writing arguments/making judgements based on historical evidence then the TCI text.

The teacher guided materials, as far as I could discover online, consist of a teacher version of the textbook with all of the answers provided. This is good if teachers only want to have students read the text and answer the mostly lower depth of knowledge questions, but there weren't any other lesson plans for group activities, act-it-outs, or ways to have students engage with the content beyond the text and questions.

## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .			X			X 2	=	4
Assess the quality of evaluation & test guides.		X				X 2	=	6
Assess the opportunities for <i>cross-curricular</i> integration.		X				X 2		6
Assess the opportunities for <i>critical thinking</i> skill development.			X			X 2		4
Assess the applications in <i>technology</i> .			X			X 2		4
Assess whether the format is appealing and " <i>user friendly</i> " considering the targeted grade level.	X					X 2	=	8
<b>TOTAL Support Systems Score</b>							=	32

### COMMENTS:

I did not find much for enrichment activities in this textbook. There is a decent amount of primary source examples to read and discuss, but the accompanying questions contained limited opportunities for critical thinking, there were some cases of making inferences and judgments, but answering the questions in writing is all that students are doing in these activities. I'm concerned about student engagement with this format.

Many tests are provided and there is an option to create your own test questions. Writing prompts on the tests provided less student choice than TCI and less meaningful grasp of the essential questions

There were opportunities for cross curricular integration with language arts via historical stories and fictional accounts (based on history) about historic figures and time periods.

The online components consisted basically of an online version of the textbook. There was little online here for students to do other than read and answer questions by typing responses.

The layout of the book is nice. The pictures and visuals are very well placed and thought out and are appealing and user friendly for students and teachers. It has a nice look and the format is consistent, but probably not as engaging for students ultimately.

Please note any possible **controversial** elements within the text or materials being reviewed.

None that I can think of at this time.

**Eureka City Schools**  
**INSTRUCTIONAL MATERIALS EVALUATION FORM**  
*Core & Supplemental Textbook/Materials Adoption*

<b>Title</b> (text or materials)	Pearson's		<b>Course Title</b>	US History
<b>Author</b>			<b>Course Grade Level</b>	8th Grade
<b>Publisher</b>			<b>Reviewer's Name:</b>	Katelyn Graeser
<b>Copyright Date</b>		<b>Price</b>	\$	<b>Review Date:</b>

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☐ Supplementary Text/Material

**YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score**

**1. CONTENT**

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )	X					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?	X					X 4	=	16
Assess the adequacy of all <i>Teacher Guide Materials</i> .	X					X 4	=	16
<b>TOTAL Content Ranking Score</b>							=	48

**COMMENTS:**

Text was used alongside other supplementary materials during a project discussing topics in "Manifest Destiny." Students did not struggle with accessing the content, and enjoyed how easily they were able to pull out key information. This text was also paired with very useful graphics (maps, graphs of data, and images) that the students were able to use to complete their project.

Enrichment activities on the computer seemed beneficial, but they were not used during the project.	
Evaluation and test materials seemed to cover all content. Could be easily altered to fit each teacher's style of assessment.. Evaluative materials were not higher order thinking	
Some of the text had opportunities for students to write essays, this could apply to Language Arts. Did not see much related to other subject areas.	
Book provided some questions for critical thinking, but most of the questions at the end of each chapter were "read and respond."	
Accessibility of content online is very promising, but it looks like there is not much variety in online work.	
Directions provided to teacher are very clear.	

[illegible]

\_\_\_\_\_



**Eureka City  
Schools**

Melissa Hodgson <hodgsonm@eurekacityschools.org>

## TCI - Quote

1 message

info@teachtci.com <info@teachtci.com>

Wed, May 31, 2017 at 11:01 AM

Reply-To: messages.1312783.1308742.daa1efca24@messages.na1.netsuite.com

To: hodgsonm@eurekacityschools.org

# TCI Store

**TCI**



Yippee! Ruth Mitchell sent you a message from TCI.

Here is a quote for the social studies materials for all three grade levels based on the numbers provided for the math quote.

We can't wait to make learning fun and memorable. Once you are ready to buy, please visit <http://shop.teachtci.com> to place your order.

**Quote Date:** 5/31/2017

Item Name	Program Name	Item #	Qty	Unit Price
Student Edition	History Alive! The U.S. Through Industrialism (c) 2017	271-9	204	\$15300.00
Student Bundle	History Alive! The U.S. Through Industrialism (c) 2017 Student Bundle	TB-2696-6	385	\$33880.00
Placards	270-2	270-2	7	\$525.00
Teacher Subscription	History Alive! The U.S. Through Industrialism (c) 2017 Teacher Subscription	2689-06	7	\$5075.00
Student Edition	History Alive! The Medieval World and Beyond (c) 2017	234-4	204	\$15300.00
Student Bundle	History Alive! The Medieval World and Beyond (c) 2017 Student Bundle	TB-2320-6	405	\$35640.00
Placards	233-7	233-7	7	\$525.00
Teacher Subscription	History Alive! The Medieval World and Beyond (c) 2017 Teacher Subscription	2313-06	7	\$5075.00
Student Bundle	TB-2153-6	TB-2153-6	310	\$27280.00
Student Edition	History Alive! The Ancient World (c) 2017	217-7	204	\$15300.00
Placards	216-0	216-0	7	\$525.00
Teacher Subscription	History Alive! The Ancient World (c) 2017 Teacher Subscription	2146-06	7	\$5075.00
				Subtotal \$159500.00
				Shipping <sup>1</sup> \$7213.75
				Sales Tax <sup>2</sup> TBD
				Total \$166713.75

And now for the fine print.

**Shipping<sup>1</sup>:** TCI ships all in-stock items for regular domestic orders at the current rate of 5% of the order subtotal or \$5.00 minimum. Packages shipped to Alaska or Hawaii will be sent via 2-day air service at the current rate of 8% of the order subtotal or \$10.00 minimum. Orders can be shipped to any domestic location by 2-day air service at the rate of 8% of order subtotal or \$10.00 minimum. TCI requires 1-3 business days to process all orders, in addition to the time in transit. Delivery dates are not guaranteed. TCI cannot ship to P.O. Box addresses, including APO and FPO addresses. Call Customer Support for international shipping options. All orders ship FOB shipping point.

**Sales Tax<sup>2</sup>:** Sales tax will be applied as appropriate to CA, FL, IL, IN, KY, MI, MO, NJ, TX, VA, and WA orders. Our payment terms are net 30 days from invoice date. **Tax Exempt Status:** Have a tax exempt certificate on file with us? You don't need to do a thing. We'll review your order and automatically remove any sales tax. If you haven't ordered with us before and are tax-exempt, please email us at [info@teachtci.com](mailto:info@teachtci.com) with your school/district tax exempt certificate. Per the State Board of Equalization, TCI is unable to extend a district's exemption status to an individual paying by personal credit card or personal check, even if the purchase is for the benefit of the school.

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**Web:** [www.teachtci.com](http://www.teachtci.com)

**Ph:** 800-497-6138

**Fax:** 800-343-6828

**Mail:** TCI, P.O. Box 1327, Rancho Cordova, CA 95741

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This email was sent to  
[hodgsonm@eurekacityschools.org](mailto:hodgsonm@eurekacityschools.org)

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Introduction to Kinesiology Textbook Adoption

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to discuss the adoption of the textbook, Foundations of Kinesiology for use in the Introduction of Kinesiology course at Eureka High School.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This text will provide curricular support of this new course developed by Jason White.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 10: PHYSICAL EDUCATION PROGRAM

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

N/A

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

The approximate cost is \$2,793.50.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Jason White, PE Instructor

Ruth Mitchell, Library Services Media Teacher

**ATTACHMENTS:**

Description

- ▣ Intro to Kinesiology Textbook pricing
- ▣ Foundations Evaluation Form\_Houseworth
- ▣ Foundation Evaluation Form\_White





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Customer Name EUREKA CITY SCHOOLS  
Purchase Order # PRICEQUOTE  
Order Date 05/17/2017  
Shipping Method FEDEX GROUND  
Terms NET 30 DAYS  
F.O.B. Shipping Point

<b>Bill to:</b> 911105 EUREKA CITY SCHOOLS 2100 J STREET EUREKA CA 95501	<b>Ship to:</b> 911105 EUREKA HIGH SCHOOL ATTN: CORIN BALKOVEK 1915 J STREET EUREKA CA 95501
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Item ID	ISBN	Title	Price	Qty Ordered	Disc. %	Ext. Price
03485-1	9781284034851	NVA: FOUNDATIONS OF KINESIOLOGY W/ ADVANTAGE ACCESS	99.95	34	25.00	2548.72

REMIT TO:	Shippable Product Total: 2548.72
JONES & BARTLETT LEARNING, LLC	Fgt/Hndl/Ins: + 60.00
P.O. BOX 417289	Misc Charges: 0.00
BOSTON, MA 02241-7289	Tax Amount (7.25%) : + 184.78
Telephone : 978-443-5000 X8197	Cash With Order: 0.00
Federal Id # : 26-1472540	<b>Order Amount: \$2793.50</b>

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TEL: 978-443-5000

FAX: 978-443-8000

Eureka City Schools

INSTRUCTIONAL MATERIALS EVALUATION FORM  
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Foundations of Kinesiology			Course Title	Introduction to Kinesiology
Author	Carol Oglesby, et al.			Course Grade Level	10-12
Publisher	Jones & Bartlett			Reviewer's Name:	Ed Houseworth
Copyright Date	2018	Price	\$	Review Date:	5-13-17

TEXT and/or Materials are to be used as:

☒ Core Text/Material

☒ Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of reading and interest level for the targeted grade level. (readability)	4					X 4	=	16
How well is this text or material aligned with the State Standards?						X 4	=	
Assess the adequacy of all Teacher Guide Materials.		3				X 4	=	12
<b>TOTAL Content Ranking Score</b>							=	<b>28</b>

COMMENTS:

Appropriateness of reading and interest level is excellent.  
Teacher guide materials were all very good, but I thought the power point slides could have been a little better. Projects, quizzes, etc. were all very good.

Continued on reverse

## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		3				X 2	=	6
Assess the quality of evaluation & test guides.	4					X 2	=	8
Assess the opportunities for <i>cross-curricular</i> integration.	4					X 2		8
Assess the opportunities for <i>critical thinking</i> skill development.	4					X 2		8
Assess the applications in <i>technology</i> .		3				X 2		6
Assess whether the format is appealing and "user friendly" considering the targeted grade level.	4					X 2	=	8
TOTAL Support Systems Score								44

### COMMENTS:

Discussion questions at the end of each chapter are good but would need to have supplemental activities or guest speakers, etc. I liked how the book discusses a variety of careers. Support materials overall were relevant and useful.

Please note any possible **controversial** elements within the text or materials being reviewed.

None

Eureka City Schools  
INSTRUCTIONAL MATERIALS EVALUATION FORM  
Core & Supplemental Textbook/Materials Adoption

Title (text or materials)	Foundations of Kinesiology		Course Title	Introduction to Kinesiology
Author	Carole Oylesby, etc		Course Grade Level	10-12
Publisher	Jones and Bartlett		Reviewer's Name:	Jason White
Copyright Date	2018	Price	\$	Review Date: 5/9/17

TEXT and/or Materials are to be used as:



Core Text/Material



Supplementary Text/Material

YOUR Rating Score multiplied by the pre-assigned Ranking Value equals the Ranking Score

### 1. CONTENT

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Judge the appropriateness of <i>reading and interest level</i> for the targeted grade level. ( <i>readability</i> )	4					X 4	=	16
How well is this text or material aligned with the <i>State Standards</i> ?					—	X 4	=	
Assess the adequacy of all <i>Teacher Guide Materials</i> .		3				X 4	=	12
<b>TOTAL Content Ranking Score</b>							=	28

### COMMENTS:

Power point slides see in a bit incomplete. Br quizzes, projects, and other materials are all done well.

Continued on reverse

## 2. SUPPORT SYSTEMS

AREAS TO REVIEW:	Your Rating Score					Ranking Value (Multiplier)		RANKING SCORE
	Excellent 4 pts	Good 3 pts	Fair 2 pts	Poor 1 pt	Not Applicable			
Assess the quality of <i>enrichment activities</i> .		3				X 2	=	<del>6</del> 6
Assess the quality of evaluation & test guides.	4					X 2	=	8
Assess the opportunities for <i>cross-curricular</i> integration.	4					X 2		8
Assess the opportunities for <i>critical thinking</i> skill development.	4					X 2		8
Assess the applications in <i>technology</i> .		2	2			X 2		4
Assess whether the format is appealing and "user friendly" considering the targeted grade level.	4					X 2	=	8
<b>TOTAL Support Systems Score</b>							=	42

### COMMENTS:

Enrichment activities are limited in scope. The book does a good job of introducing the variety of careers in kinesiology and basic fundamentals of the discipline. The support materials are much better than either of the other texts being considered. Applications in technology are only research based from the activities given with the text.

Please note any possible **controversial** elements within the text or materials being reviewed.

None

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Annual Report on Career and Technical Education and Dual Enrollment

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive an update on the Career and Technical Education Plan for secondary schools offered in the District.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This presentation is part of a series of presentations about the District's programs. The intent is to keep members of the School Board well informed of programs, including changes that are happening in the Career and Technical Education programs at all of the Eureka City Schools secondary school sites.

**STRATEGIC PLAN/PRIORITY AREA:**

Priority Area 6: CAREER AND TECHNICAL EDUCATIONAL PROGRAMS

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

ECS continues to offer an excellent selection of CTE courses. This update will inform the Board on the current offerings.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Jennifer Johnson, Principal Eureka High School

**ATTACHMENTS:**

Description

- ▣ CTE.Dual Enrollment Presentation

# Overview Presentation: CTE Offerings – Secondary Sites Dual Enrollment

June 8, 2017

# Setting a New Standard for CTE



## **Reflect, Transform, Lead: A New Vision for Career Technical Education**

---

- CTE is critical to ensuring that the United States leads in global competitiveness.
- CTE actively partners with employers to design and provide high-quality, dynamic programs.

## Reflect, Transform, Lead: A New Vision for Career Technical Education

---

- CTE prepares students to succeed in further education and careers.
- CTE is a results-driven system that demonstrates a positive return on investment.

## Why do we need to align the CCSS and CTE?

- 
- CTE is critical to ensuring that the United States leads in global competitiveness.
  - CTE actively partners with employers to design and provide high-quality, dynamic programs.

## Why do we need to align the CCSS and CTE?

---

- **CTE prepares students to succeed in further education and careers.**
  - College readiness and career readiness for ALL
- **CTE is a results-driven system that demonstrates a positive return on investment.**
  - CTE student performance on academic measures under Perkins is very strong

# Career Readiness

## Three key components:

- Academic skills
- Employability skills
- Technical skills



## CTE Funding

---

- Grant funding through CTE Incentive Grant
- ECS awarded \$242,962 for 2017-2019
- Most funds will be used to support existing programs

# Program Offerings: EHS

## 2016-17

- 15 sections of Agriculture- ranging from Floral Design to Welding
  - 9 sections approved for UC/CSU a-g requirements
  - 4 sections Ag Biology CP dual enrolled with CR
  - Welding I/II dual enrolled with College of the Redwoods (CR)
- 3 sections of Culinary
  - 2 sections Culinary I articulated with CR
  - 1 full section Culinary II dual enrolled with CR



## Rising Stars Industrial Arts Fair

Best of Show and overall wood senior division, along with multiple other awards



# Program Offerings: EHS

## 2016-17 continued

- 2 sections of Auto Shop
  - basic auto class is full
- 5 sections of Business/Computer Science
  - Accounting is dual enrolled with CR and UC/CSU a-g elective
  - Computer programming is articulated with CR
  - Engineering offered for 1st year- UC/CSU a-g elective
- 5 sections of Woodshop/Architectural Design
  - Wood II/III/adv is dual enrolled with CR



Innovate Business Challenge- EHS had 3 of the 5 finalists!!!!

# Dual Enrollment

## 2016-17

- 17 sections total
- 7 academic sections 4 different classes
- 10 CTE sections 5 different classes

## 2017-18

- Current status with CR is in flux
- Open vs closed campus MOU



# Program Offerings: ZB

## 2014-15

- Our Culinary staff is working with CR to create an articulation plan. We are also expanding to include an Advanced Culinary III class

## 2015-16

- Our Culinary program continues two periods a day.
- Mid-year staffing change.
- Difficulty replacing with a permanent person.
- Continue class next year.
- New kitchen is scheduled to be complete

# Program Offerings: Winship

## 2016-2017

- 8th grade science students have the option of taking Agriculture Science
- All Science classes will be taught in accordance with NGSS and emphasis on Agriculture and Natural Resources
- Elective opportunities will include: Essential Skills (AVID), Intervention, Digital Media, Spanish, Leadership, Technology, Drama and Art
- If interest and sections allocations allow, an agriculture exploratory elective will be added at the 6th and 7th grade levels

# Program Offerings: Zane

- Two sections of 7th grade Engineering are offered as part of our STEAM program. Most 7th grade students take this as their elective.
- All 6th grade students will receive a unit of Engineering as part of their STEAM Wheel

Any  
Questions  
or  
Comments?

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Annual Report on District Instructional Norms

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive and discuss a report on the 2016-2017 District Instructional Site Visits and the planned format for visits in 2017-2018.

The goals of the District Instructional Site Visits are:

1. Focus on improving student learning through the utilization of instructional norms
2. Ensure we are using research-based strategies for effective instruction
3. Build PLCs as opposed to collection of silos
4. Identify focus for professional development
5. Means for site leaders to engage with teachers about instructional practices that positively impact student outcomes (through feedback on the District Instructional Norms, DINs, with reflective questions)

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

Each Site Principal has been working with his/her respective staff members to respond to the reflective questions posed during the initial District Instructional Site Visit. The report will outline the actions taken at each school site. The District Instructional Norms are a means of helping teachers and other school staff support the District's LCAP Goals.

**STRATEGIC PLAN/PRIORITY AREA:**

Includes all Strategic Plan/Priority Areas

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

The last report on the District Instructional Norms/Site Visits was given on March 30, 2017.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.



**WHO***(list the name of the contact person(s), job title, and site location)*

**ATTACHMENTS:**

Description

- ▣ Site Instructional Visits

# District Instructional Site Visits — Report for 2016-2017 Looking Ahead to 2017-2018

# Purpose

- ● Observe and Report on “Evidence of Practice”
- Specific observable actions by teachers and students related directly to reflective questions

# Ahead of The Visit

- Principal and staff have developed —strategies addressing reflective questions (Point, Path, Product)
- Strategies documented as “Actions and Evidence.”

The Grant Staff will intentionally scaffold higher level questions and purposefully analyze and apply student responses by

- ① • providing opportunities for students to explain their thinking.
- ② • USING sentence frames to support students answering in complete sentences.
- ③ • remembering to use strategies that hold all students accountable (wait time, pop sticks, coming back to students who weren't ready).
- ④ • teaching students to analyze their own response by teaching them questioning strategies and how to analyze their answers. (see Jasper)
- ⑤ • Emphasizing DOK language found in curricula
- ⑥ • Collaborating to develop higher level language

Resulting in mastery of grade level standards.

The Grant Staff will use specific, timely and researched based feedback to continue building positive relationships by

- ① • Circles
- ② • applying PBIS language to academic content (like we do with social skills)
- ③ • Use of specific feedback (for academic product) (thru peer edit, whole group share)
- ④ • providing rubrics for students to give them specific set ~~ex~~ criteria
- ⑤ • observing/shadowing each other's classrooms (peer feedback)
- ⑥ • using exit tickets
- ⑦ • using objective vs. subjective
- ⑧ • exploring how feedback can affect student learning / behavior
- ⑨ • exploring what is specific research based feedback?

Resulting in deepened student mastery of content.



K-2

What might be  
seen and heard in  
our classrooms?  
(Evidence)

- Sentence frames
- students using complete sentences
- students explain thinking
- classroom circles

This is what we've  
done.  
(Actions)

- DOK Frames
- RCPLI
- Open Response (Math)
- Think, Pair, Share
- "Equity Sticks"
- Acting Right
- Tuning Protocol

This is what we  
still want to do.  
(Plan)

- Art Grant
- Restorative Circles Training
- Peer Observations

3-5

What might be  
seen and heard  
in our classrooms?

- Use of sentence frames.
- Direct feedback about journal writing.
- Following expectations at learning centers.
- Using specific feedback language.

(3rd - 5th grades)

This is what we  
have done.  
(Actions)

- Circles
- NCTIP
- Teacher Academy
- NCAIP
- Instructional Site Visit
- RCPLI
- STEAM

This is what we  
still want to do.  
(Plan)

- Creating Meaning
- AVID training
- NGSS
- Acting Right
- Peer Observations

# Format

- 6-8 individuals who were part of Fall visit
- 10 minutes in each classroom
- Focus on what students are doing and saying
- Note evidences during 3-4 minutes in-between classes

# Feedback Team Debrief

- 30 minute debrief on what was observed in \_\_\_ regards to Evidence of Practice
- Reporting Document completed based on collective observations
- Document shared with Principal and Feedback team
- No new reflective question created



**DISTRICT INSTRUCTIONAL SITE VISITS  
FEEDBACK FORM - EVIDENCE OF PRACTICE**

EVIDENCE	EXTENT OF IMPLEMENTATION				ADDITIONAL IDEAS
	ALL	MOST	SOME	N/O	

# Proposals for 2017–2018

- 2 different types of Visit: District Site Visit  
— & Feedback Team Collaboration
- Two-year cycle for Feedback Team
- Afternoon visit to allow staff to observe  
debrief (fishbowl)

# QUESTIONS?

*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: Local Control Accountability Plan Update

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board is being asked to receive an update on the development of the 2017-2018 Local Control Accountability Plan (LCAP).

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

This presentation is part of a series of presentations about the LCAP. The intent is to keep members of the School Board well-informed on the progress and development of the plan. At this presentation the Board will have the opportunity to review and discuss a summary of the draft LCAP for 2017-2018.

**STRATEGIC PLAN/PRIORITY AREA:**

Applies to all strategic plan priority areas

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

With the changes in the funding for school districts under the Local Control Funding Formula (LCFF), all districts are now required to write an LCAP which will specify how the District will allocate resources to improve student outcomes. There are eight (8) state priority area that all districts must address in their LCAP.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

There is no cost associated with this item.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Michael Davies-Hughes, Assistant Superintendent, Educational Services

**ATTACHMENTS:**

Description

- ▣ 2017-18 LCAP Summary Draft

- ▢ LCAP Summary - Presentation
- ▢ Strategic Planning

# **2017-2018 Local Control and Accountability Plan Summary**

## **Eureka City Schools**

**DRAFT**  
**Eureka City Schools**  
**2017-2018 LCAP Summary (DRAFT)**

**2017-2018 Strategic Focus**

**Our vision is** to inspire academic **Excellence**, **Creativity**, and the confidence to **Succeed**.

**This aspiration is important because** all students need to have a high predictability of success in college and career.

**We will accomplish this by** ensuring rigorous and innovative programs; providing a safe and supportive learning environment; offering relevant learning opportunities to help guarantee a sustainable future; and developing responsible, productive, and ethical citizens for our communities and the world.

**Goals**

**Goals that we aspire to achieve are**

- Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.
- Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.

**Snapshot (As Displayed in CA Dashboard)**  
**Equity Report**



# Eureka City Schools - Humboldt County

Enrollment: 3,734

Socioeconomically Disadvantaged: 65%

English Learners: 16%

Foster Youth: N/A

Grade Span: K-Adult

Reporting  
Year:

Spring 2017

Charter School: No






Equity Report






Status and Change Report

Detailed Reports

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		10	6
English Learner Progress (K-12)		1	0
<u>Graduation Rate (9-12)</u>		6	1
<u>College / Career</u> <u>Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A
<u>English Language Arts (3-8)</u>		10	3
<u>Mathematics (3-8)</u>		10	3

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)




An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

## Academic Performance

### Academic Performance

### School Conditions and Climate

### Academic Engagement

State Indicators	All Students Performance	Status	Change
English Learner Progress (K-12)		Medium 72.8%	Increased +8%
<u>English Language Arts (3-8)</u>		Low 40.2 points below level 3	Increased +9.2 points
<u>Mathematics (3-8)</u>		Low 55.8 points below level 3	Maintained +4.8 points
Other State Measures	Number of Students	Status	Change
English Language Arts (Grade 11)	223	24.2 points above level 3	-4.8 points
Mathematics (Grade 11)	223	57.2 points below level 3	+1.9 points






The College/Career Indicator (CCI) contains both college and career measures which recognizes that students pursue various options to prepare for postsecondary and allows for fair comparisons across all LEAs and schools.

Total Number of 2013-14 Cohort Students	College/Career Level	Number of Cohort Students at Each Level	Percent of Cohort Students at Each Level
224	Prepared	55	24.6%
	Approaching Prepared	53	23.7%
	Not Prepared	116	51.8%

More detailed information regarding the criteria for the three CCI performance levels can be obtained at the California Department of Education Web page at <http://www.cde.ca.gov/ta/ac/cm/cci.asp>.

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<u>Basics (Teachers, Instructional Materials, Facilities)</u>	N/A
<u>Implementation of Academic Standards</u>	N/A


Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

## School Climate

Academic Performance






School Conditions and Climate

Academic Engagement

State Indicators	All Students Performance	Status	Change
<a href="#">Suspension Rate (K-12)</a>		High 6.9%	Declined -1%

## Student Group Report

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>			N/A	N/A						*				
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Graduation Rate (9-12)</a>			N/A	N/A			*		*	*		*	*	
<a href="#">English Language Arts (3-8)</a>			N/A	N/A						*				
<a href="#">Mathematics (3-8)</a>			N/A	N/A						*				

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

## **California Dashboard - District Successes**

### **Academic Performance:**

- Improving English Learner progress
- Improving student performance in English language arts
- High graduation rate

### **School Climate:**

- Decreased suspension rate

## **California Dashboard - District Areas of Concern**

### **Academic Performance:**

- Overall performance in English language Arts and Math (CAASPP)
- Disproportionate student performance for students with disabilities, American Indian students, and African American students

### **School Climate:**

- High Suspension rate
- Disproportionate suspension rate for students with disabilities, American Indian students, and African American students

## **Stakeholder Engagement**

### **The Numbers:**

- Eight (8) stakeholder meetings. Writing team met with school site councils at all elementary schools and both middle schools, high school faculty, and conducted two District-wide community stakeholder meetings.
- Three (3) online surveys (certificated staff, classified staff and parents/guardians)
- Paper surveys for students at elementary (1 school), middle (1 school) and high (1 school)
- 6 consultation meetings (2 with ETA, 2 with CSEA, and 2 with DELAC)
- Stakeholder involvement from 290 + individuals (more than double the number from 2015-2016)

### **Significant Trends:**

- Keep class sizes low
- Provide fine arts opportunities for all students
- CTE opportunities for middle and high
- AVID K-12
- Improve services for EL students

### **What is done with Input?:**

- Reviewed by writing team (8+ hrs)
  - How does the input relate to the goals?
  - What is in the current plan that aligns to the input?
  - What are “high impact” actions and services that support the goals
  - What are the fiscal parameters?

- Input provided “unfiltered” to the Board

### **Goals and Focus Goals**

- **Goal 1: All students will demonstrate high academic achievement and college and career readiness in clean and modernized schools.**

#### **Focus Goals:**

1.1: Ensure all students have access to CCSS aligned instructional materials and student supplies.	1.2: Increase the delivery of high quality instruction through ongoing professional development.	1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff.	1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology.	1.5: Increase the number of students who graduate college and career ready.	1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates.	1.7: Increase student participation in a broad course of study including enrichment opportunities and advanced coursework, with an emphasis on underrepresented students.
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## **Outcomes**

### **Goal 1:**

1.1 All students have access to ELA/Math Common Core Aligned materials to include purchasing EL-specific supplementary materials and intervention support materials for targeted subgroups

1.2 All teachers will participate in professional development activities that support the successful implementation of the Common Core State Standards

1.2 All teachers responsible for science instruction will participate in Next Generation Science Standards training

1.3 Increase positions filled and retention of staff (not including retirements) by ensuring that salaries are competitive with other selected districts

1.3 Maintain 100% teachers appropriately credentialed, certified, or assigned

1.4 20% increase to industry standard ratio of 2:1 students to computers

1.4 Maintain each school facility with an overall FIT rating of "Good" and create a plan for repair when rating is less than "Good"

1.5 Increase the number of all students meeting or exceeding the standards in Math and ELA (Math from 24% in 2015-2016 to 26% in 2016-2017 and ELA from 33% in 2015-2016 to 36% in 2016-2017) according to SBAC reporting

1.5 Maintain 90% or higher of freshman students having a 4+ year high school and post-graduate plan

1.5 Increase EAP scores in ELA and Math: College Ready from 23% to 35% in ELA and from 10% to 25% in Math; Conditional from 34% to 50% in ELA and from 15% to 35% in Math

1.5 Increase from 62% to 67% the number of students who pass the AP Exam with a score of 3 or higher

1.5 Maintain the enrollment of students in AP classes (787 in 2015) and the % of students who take at least 1 AP Exam (21.6% in 2015)

1.5 Maintain graduation rate from above 90%

## **Outcomes**

### **Goal 1 (continued):**



- 1.6 Increase the number of students who are English Learners and/or Socio-economic Disadvantaged to meet or exceed the standards in Math and ELA by 15%
- 1.6 Increase the Reclassification Rate by 5% (in 2014 and 2015 reclassification rate was 10%)
- 1.6 Gap between foster youth and general student population will decrease 10% on ELA and Math on SBAC
- 1.6 Gap between homeless and general student population will decrease 10% on ELA and Math on SBAC
- 1.6 Establish baseline data in ELPAC for English Learners
- 18-19 Increase the number of EL students who make progress on the ELPAC
- 1.6 55% of elementary intervention students will show progress by increasing their reading level by more than 1 year or its equivalent based on period of time participating in Tier II Interventions in ELA
  
- 1.7 Increase the number of students who receive the Seal of Bi-Literacy by 5% from 38 to 40
- 1.7 Secondary students participation in the Visual and Performing Arts will increase by 5%
- 1.7 Develop a scope and sequence for student and teacher VAPA experiences TK-12
- 1.7 all students entering the district after third grade will be provided the opportunity for assessment to determine if they are GATE eligible
  
- 1.7 Increase percentage of CTE pathway completers from 10% (2015)
- 1.7 Increase percentage of students enrolled in CTE classes at the secondary level
- 1.7 Increase number of students participating in academic events within the community by 5%
- 1.7 Increase percentage of 4 year cohorts that completed A-G requirements from 30% to 32%

## **Actions and Services**

### **Goal 1:**

#### **1.1**

- a. Select, acquire and implement curriculum: CCSS aligned, ELD, class sets for use at school, and replacement materials
- b. Ensure targeted subgroups have access to school supplies that they might not otherwise be able to bring to school. Supplies will be made available for intervention and ELD classes, as well.
- c. Provide a district librarian
- d. Provide library tech hours for all sites based on enrollment
- e. Provide students with independent reading materials and assessments (Accelerated Reader and STAR 360 for TK-8; Accelerated Math for 6-8)

#### **1.2**

- a. Provide collaboration time for teachers.
- b. Create a leadership team to facilitate teacher proficiency for NGSS implementation.
- c. Instructional Coach will facilitate a training for all secondary science teachers in NGSS.
- d. Instructional Coaches will facilitate a grade level span training for all elementary teachers and a content area training for all secondary teachers.
- e. Instructional Coaches will facilitate Elementary, Secondary Teacher and SPED Teacher Academies
- f. All teachers will participate in one additional District day of professional development (over 2015-2016) for the purpose of CCSS implementation training

#### **1.3**

Ensure all staff have competitive salaries and benefits comparable to districts with similar demographics. The hiring and retaining of highly qualified staff is particularly important to ensure that the needs of our targeted "high risk" student population are met. To do so, while simultaneously increasing teachers' CCSS instructional

preparation, provide an additional Professional Development day within the school calendar for all certificated staff.

## **Actions and Services**

### **Goal 1 (continued):**

#### 1.4

- a. Refresh, replace and purchase student computers, staff computers, and other supportive technology and equipment to implement academic performance and content standards, including CAASPP.
- b. Provide staff support for technology use for student learning.
- c. Revive the technology committee to develop a plan for technology purchases, professional use by staff, and appropriate student use to promote learning.
- d. Maintain facilities and grounds in good repair and replace equipment as needed in order to meet district standards.

#### 1.5

- a. Maintain average Grade Span Adjustment levels for TK-3 and average below contracted class size numbers for grades 4-12.
- b. Ensure single grade classes at each elementary site.
- c. Provide summer school instruction for high school students at risk.
- d. Select assessments and implement consistent classroom based formative and summative assessments at each grade level and train all staff.
- e. Provide release time and/or paid outside of contract time for staff collaboration.
- f. Provide instructional coaches to support all teachers in their ELA and Math instruction for all students.
- g. Provide opportunities for English Language Arts and Math integration through professional development and collaboration.

## **Actions and Services**

### **Goal 1 (continued):**

- h. Support student literacy and math skills and competencies across the curriculum and content areas including Science, History Social Science, Physical Education, Visual and Performing Arts, Modern and World Languages.
- i. Provide a data tracking system for credentialed staff to monitor student performance, include training for its use.
- j. Increase post-secondary education planning through high school and middle school counseling services, especially at the middle school level prior to 9th grade balloting in January.
- k. Provide Yurok Language course.
- l. Provide access to college prep courses, AP courses, and college courses (Concurrent and Dual enrollment).
- m. Increase in sections including zero periods. n. Provide instruction and materials in academic research and other college and career skills per CCSS

### **1.6**

- a. Provide ELA intervention teachers/instructional coach at elementary sites.
- b. Provide EL teachers (elementary) and sections (middle and high schools) to ensure progress of English Learners
- c. Provide Literacy, Math, and EL technicians.
- d. Staff intervention at Secondary at the following minimal levels, based on student need - 0.4FTE Zane, 0.2FTE Winship, and Eureka High School- 0.6FTE
- e. Provide professional development to all credentialed staff and classified techs in strategies that target EL and SED growth.
- f. Provide an EL coordinator for each school site

- g. Provide professional development in working with Foster Youth and trauma informed practices to all credentialed staff and classified techs

## **Actions and Services**

### **Goal 1 (continued):**

- h. Provide professional development in working with homeless students to all credentialed staff and classified techs.
- i. Provide instructional coach for Special Education Teachers, 0.8FTE
- j. Provide instruction, including accommodations and modifications, to students with exceptional needs.
- k. Provide students with disabilities with opportunities equal to their non-disabled peers by providing appropriate accommodations, modifications, and services, as recommended in the SWPRD report.

### **1.7**

- a. Expand student access to advanced study through support for AVID at Zane and Grant and advance AVID strategies schoolwide at Winship and EHS through District support.
- b. Provide student access to elementary music programs.
- c. Provide additional funding to all secondary school sites for instrument replacement and repair
- d. Increase available visual arts supplies and materials for students and replace damaged or worn visual arts supplies and materials.
- e. Form Visual and Performing Arts (VAPA) task force to explore increasing opportunities for all students.
- f. Elementary and middle school teachers will have the opportunity to participate in professional development to enhance the integration of visual and performing arts with CCSS lessons and instruction.
- g. Develop and communicate a protocol for identifying potential GATE students, especially targeting students new to the district after 3rd grade.
- h. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, and VAPA to support CCSS.

- i. Maintain and/or Increase quantity and quality of Career Technical Education offerings and enrollment at the secondary level, including middle schools to include students who do not traditionally enter these fields.
- j. Sustain pathways to achieve Bi-Literacy

- **Goal 2: All students will learn in a safe, supportive, and culturally responsive environment where students, families, and community are valued, connected, and engaged.**

**Focus Goals:**

2.1: Increase student attendance with an emphasis on improving attendance for targeted groups.	2.2: Increase promotion and graduation rates for all students.	2.3: Decrease suspension and expulsion rates for all students.	2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports.	2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools.	2.6: Increase partnerships with community agencies, businesses, and institutions of higher education (IHE)
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## **Outcomes**

### **Goal 2:**

2.1 Increase student attendance at a minimum of 95% at each site and district-wide

2.2 The graduation rates for all cohort students will maintain and significant subgroups will reach 90% or better

2.2 Decrease the high school dropout rates (non-completion/ no records picked-up)

2.2 Reduce the Middle School Dropout Rate from 0.6% to 0.3%

2.3 Decrease to, then maintain district-wide suspension rates below 5% for all students and subgroups

2.3 Maintain the 1% or less disproportionality gap in suspension rates between all subgroups (EL, SWD, FY, SED, Homeless)

2.3 Decrease expulsion rate by 25%

2.4 5% increase in positive CHKS responses for safety and connectedness

2.4 Maintain 95% in elementary and raise secondary to 90% for connectedness

2.4 Maintain 80% on Tiered Fidelity Inventory (TFI) Tier 2 at all elementary and middle school sites

2.4 5% increase in PFT passing rate of at least five components in grades 5, 7, and 9

2.5 Decrease number of inter-district transfer agreements out from 717 (in '16-'17) to 667 (in '17-'18)

2.5 All written and oral communications will be translated/interpreted in a language other than English for schools that meet the CDE required thresholds

- 2.5 Increase by 5% the number of stakeholders attending LCAP input meetings or returning LCAP feedback surveys from 290 to 305
- 2.6 Increase percentage of students participating in school to community events by 5%

## **Actions and Services**

### **Goal 2:**

- 2.1
- a. Maintain transportation for students living outside established non-transportation zones
  - b. Monitor Powerschool for attendance and A2A for non-attendance tracking and reporting
  - c. Incentivizing salary increase for bargaining group(s) tied to increase in enrollment/decrease in interdistrict transfers
  - d. District Committee on Interdistrict Reduction will develop action plans for increasing initial enrollment and maintaining District student count
- 2.2
- a. Provide a transition specialist to assist with transitions from Pre to K, 5th to 6th, 8th to 9th, and 12th to college and career 0.5 FTE
  - b. Provide Freshman seminar or AVID 9 to all 9th graders
  - c. Record keeping of risk ratio for all 9th grade students
- 2.3
- a. Follow the School Climate Implementation Plan
  - b. Develop Alternatives to Suspension Matrix/ Ed Code



- c. Increase positive school climate and engagement through Positive Behavior Interventions & Supports and Restorative Practice implementation
- d. Conduct “Universal Screening” for all students in grades 1-5
- e. Alignment of data systems

## **Actions and Services**

### **Goal 2 (continued):**

#### **2.4**

- a. Continue Implementation of PBIS and Restorative Practices
- b. Provide Professional Development in Restorative Practices
- c. Provide coaching by PBIS TOSAs
- d. Provide PBIS Tier 2 Check in Check Out
- e. Ensure all teachers are maintaining Physical Education required minutes
- f. Support extra-curricular activities which promote physical well-being (e.g. Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)
- g. Provide Health Aides
- h. Provide Gang Related Intervention Program coordinator for secondary students
- i. Provide Board Certified Behavior Analyst (BCBA), .8 FTE, and a Behavior coach at 1.0 FTE
- j. Provide Behavior Coach to work with staff on classroom management including specific supports for Tier 2 and 3 behaviors
- k. Provide CPI Training/De-escalation techniques and training for staff
- l. Provide Student Services Coordinators for each elementary site

## 2.5

- a. Outreach communications to families of English Learners, families of Foster and Homeless Youth, and families of socio-economically disadvantaged students which highlight opportunities to participate in school events and decision making forums
- b. Build family engagement and participation by utilizing PTA and HCOE resources and create a plan for and facilitate restorative conferences with students, staff, and families; train families in behavior expectations and policy per the SWPRD Report recommendations and encourage sites to include arts presentations/activities to families.

### **Actions and Services**

#### **Goal 2 (continued):**

- c. Provide opportunities for input to all families, including targeted students and students with disabilities, through School Site Council meetings, open stakeholder meetings, board meetings, and on-line and paper surveys.

## 2.6

- a. Outreach to community organizations and resources to support enrichment and project based learning in History/Social Science, Science, VAPA
- b. Partner with community resources/agencies to promote student physical well-being (e.g. HSU Kinesiology, Bike/Running Clubs, Safe Routes to School, Pedestrian Education, etc)

# Appendix

# Data used for Dashboard



[Home](#) / [Testing & Accountability](#) / [Accountability](#) / [California Accountability Model & School Dashboard](#)

Data Used for the 2017 Dashboards. An at-a glance summary of the data and data years used for the spring 2017 and fall 2017 Dashboards

The tables below list the indicators uploaded by the California Department of Education to the Dashboard and the year(s) of data used to calculate Status and Change for the Spring and Fall 2017 release of the Dashboard. Note that the State Board of Education will review these indicators at their September 2017 meeting, and therefore, the information in the table is subject to change.

## Spring 2017

Indicator	Data Used for Status	Data Used for Change
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<b>Academic Indicator</b>	2016 Average Distance from Level 3 (2016 Smarter Balanced Summative Assessments for ELA* and mathematics)	2016 Average Distance from Level 3 <i>minus</i> 2015 Average Distance from Level 3
<b>Graduation Rate Indicator</b>	2014–15 four-year cohort graduation rate (Class of 2015)	2014-15 four- year cohort graduation rate <i>minus</i> Three -year weighted average (i.e., 2013–14, 2012–13, and 2011–12)
<b>Suspension Rate Indicator</b>	2014–15 suspension rate	2014–15 suspension rate <i>minus</i> 2013–14 suspension rate
<b>English Learner Proficiency Indicator</b>	2015 and 2014 CELDT + 2014 reclassification data	2015 and 2014 CELDT + 2014 reclassification data <i>minus</i> 2014 and 2013 CELDT + 2013 reclassification data
<b>College/Career Indicator†</b>	Graduates in the 2013–14 four-year graduation cohort (class of 2014) who are "Prepared", "Approaching Prepared", and "Not Prepared" (no performance level or color)	Not Applicable

\* ELA: English language arts/literacy † Grade 11 Distance from Level 3 provides Status and Change; a performance color is not displayed.

## Fall 2017

<b>Indicator</b>	<b>Anticipated Data for Status</b>	<b>Anticipated Data for Change</b>
<b>Academic Indicator</b>	2017 Average Distance from Level 3 (2017 Smarter Balanced summative Assessments for ELA* and mathematics)	2017 Average Distance from Level 3 minus 2016 Average Distance from Level 3

<b>Graduation Rate Indicator</b>	2015–16 four-year cohort graduation rate (Class of 2016)	2015–2016 four -year cohort graduation rate minus Three -year weighted average (i.e., 2014–15, 2013–14, and 2012–13)
<b>Suspension Rate Indicator</b>	2016–17 suspension rate	2016–17 suspension rate minus 2015–16 suspension rate
<b>English Learner Proficiency Indicator</b>	2017 and 2016 CELDT + 2016 reclassification data	2017 and 2016 CELDT + 2016 reclassification data minus 2016 and 2015 CELDT + 2015 reclassification data
<b>College/Career Indicator†</b>	Graduates in the 2015–16 four -year graduation cohort (Class of 2016) Status only reported (No performance level or color)	Not Applicable

\* ELA: English language arts/literacy

† Grade 11 Smarter Balanced results are included in the College/Career Indicator. However for transparency purposes, the Distance from Level 3 will also be reported.



# 2017-2018 LCAP Summary

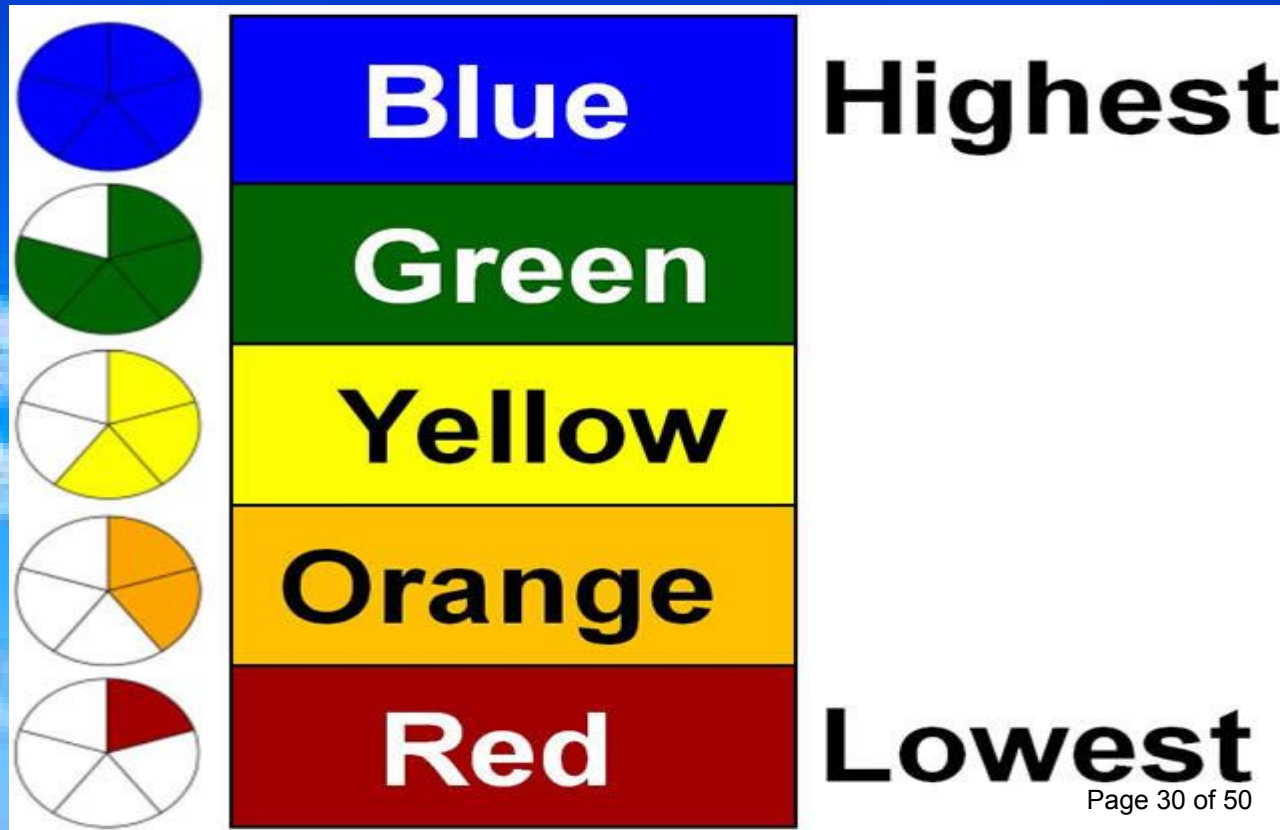
June 8, 2017

# The Dashboard!





# The CA Dashboard!



# District Successes

## **Academic Performance:**

- Improving English Learner progress
- Improving student performance in English language arts
- High graduation rate

## **School Climate:**

- Decreased suspension rate

# Areas of Concern

## **Academic Performance:**

- Overall performance in English language Arts and Math (CAASPP)
- Disproportionate student performance for students with disabilities, American Indian students, and African American students

# Areas of Concern

## School Climate:

- High Suspension rate
- Disproportionate suspension rate for students with disabilities, American Indian students, and African American students

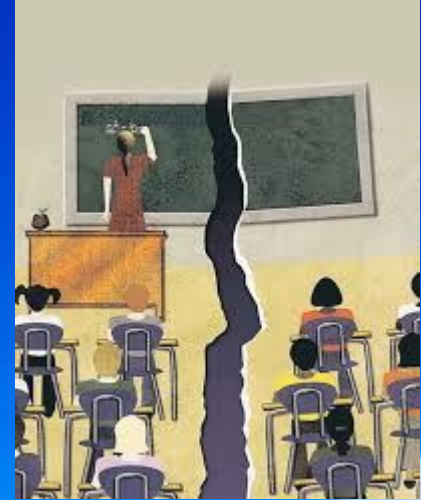
# Stakeholder Engagement

- Eight (8) stakeholder meetings
- Three (3) online surveys
- Paper surveys for students
- 6 consultation meetings
- Stakeholder involvement from 290 + individuals (>double 2015-2016)

# Significant Trends

## Significant Trends:

- Keep class sizes low
- Provide fine arts opportunities for all students
- CTE opportunities for middle and high
- AVID K-12
- Improve services for EL students



# 2017-2018 Goals



June 8, 2017

**Goal 1:** All students will demonstrate high academic achievement and “college and career readiness” in clean and modernized schools.

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# Focus Goals

**1.1: Ensure all students have access to CCSS aligned instructional materials**

**1.2: Increase the delivery of high quality instruction through ongoing professional development**



# Focus Goals

**1.3: Provide competitive salaries and benefits to recruit and maintain a high quality staff**

**1.4: Ensure all students have access to clean, safe, and well-maintained facilities, including appropriate technology**

**1.5: Increase the number of students who graduate college and career ready**

# Focus Goals

**1.6: Ensure all students have access to a multi-tiered system of supports with a focus on language arts, math, and ELD instruction leading to improved EL Reclassification Rates**

**1.7: Increase student participation in enrichment opportunities and advanced coursework, with an emphasis on underrepresented students**

# Goals



**Goal 2:** All students will learn in a safe, supportive, and culturally responsive environment where students, families and community are valued, connected, and engaged.

# Focus Goals

**2.1: Increase student attendance**

**2.2: Increase promotion and graduation rates  
for all students**

**2.3: Decrease suspension and expulsion rates  
for all students**

# Focus Goals

**2.4: Increase the level of student physical, mental, and social/emotional health through a multi-tiered system of supports**

**2.5: Increase the number and types of opportunities for families to meaningfully engage in our schools**

# Focus Goals

**2.6: Increase partnerships with community agencies, businesses, and institutions of higher education (IHE)**

# Actions and Services

## Keep in mind the



2016-2017 S & C Expenses

\$4,789,894

2017-2018 S & C Revenue

\$4,955,332

Difference = \$165,438

# Requirement:

How are we using the \$\$ to increase or improve services for unduplicated pupils?

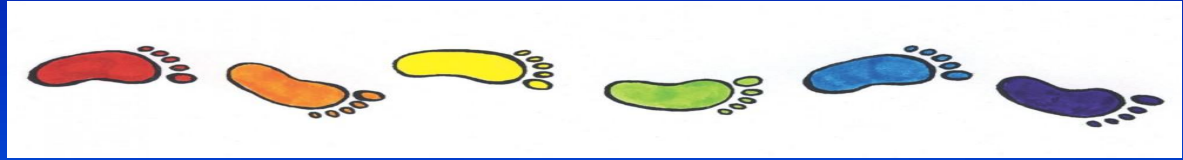


# Actions and Services:

## What's new/different in 2017-2018

- Improve services for English Learners at Elementary and Middle Schools (+2 sections at Zane and Winship, EL teachers (FTE based on need) at Elementary
- Teacher Academies for both elementary *and* secondary teachers
- Provide District Behavior Coach (using SCTG funds)

## Final Steps:



- LCAP Summary Reviewed by Cabinet (06/07/17)
- Review by HCOE
- Public Hearing (June 27)
- Board Approval
- HCOE Approval by October

## Eureka City Schools Strategic Plan and LCAP Process and Timeline 2017-2018

### Strategic Planning Process:

The District's Strategic Plan and LCAP shall be closely aligned. Each of the LCAP Goals shall reflect the priority areas of the Strategic Plan. Annually, the Strategic Plan will be approved by the Board in August for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP. For example, the 2017-2018 Strategic Plan shall be approved in August of 2017 and will guide the development of the 2018-2019 LCAP during the 2017-2018 school year.

### Eureka City Schools Strategic Plan and LCAP Timeline 2017-2018

	Strategic Plan	LCAP
<b>June 2017</b>		Board approves 2017-2018 LCAP
<b>August 2017</b>	Final Board report on 2016-2017 outcomes	
<b>August 2017</b>	Development and approval of 2017-2018 Strategic Plan that will guide 2018-2019 LCAP	
<b>November 2018-March 2018</b>		Development of 2018-2019 LCAP; monthly report to Board
<b>March 2018-June 2018</b>	Board Report on preliminary 2017-2018 Outcomes	Board Report on preliminary 2017-2018 Outcomes
<b>June 2018</b>		Board approves 2018-2019 LCAP
<b>August 2018</b>	Development and approval of 2018-2019 Strategic Plan that will guide 2019-2020 LCAP	

# Thank you!

## Questions?



## Eureka City Schools Strategic Plan and LCAP Process and Timeline 2017-2018

### Strategic Planning Process:

The District's Strategic Plan and LCAP shall be closely aligned. Each of the LCAP Goals shall reflect the priority areas of the Strategic Plan. Annually, the Strategic Plan will be approved by the Board in August for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP. For example, the 2017-2018 Strategic Plan shall be approved in August of 2017 and will guide the development of the 2018-2019 LCAP during the 2017-2018 school year.

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*Eureka City Schools Board of Education*

**AGENDA ITEM**

Agenda Title: 2017-18 Eureka City Schools Proposed Budget Update

Meeting Date: June 8, 2017

Item: Discussion

**WHAT** *(the board is asked to discuss, receive, approve, or adopt)*

The Governing Board will receive an update regarding the development of the 2017-18 budget.

**WHY** *(briefly explain why the action or discussion is important; and if applicable, how it is connected to site, district, or strategic plans)*

The District is required to adopt the fiscal year 2017-18 budget by June 30, 2017.

**STRATEGIC PLAN/PRIORITY AREA:**

Subject does not apply to a Strategic Plan Priority Area

**HISTORY** *(list previous staff or board action(s) with dates if possible)*

Budget development at Board meetings per the 2016-17 Budget Development Calendar. Public Hearing for the Adopted Budget is scheduled for the June 27th Special Board meeting.

**HOW MUCH** *(list the revenue amount \$ and/or the expense amount \$)*

An update regarding General Fund expenditures, transfers-out, and uses will be reported at the meeting.

**WHO** *(list the name of the contact person(s), job title, and site location)*

Paul Ziegler, Assistant Superintendent of Business Services

**ATTACHMENTS:**

Description

- ▣ LCFF Comparison



# ***2017/18 BUDGET ADOPTION***

## **LCFF Revenue Comparison**

***June 8, 2017***

***Presented by: Paul Ziegler***  
***Assistant Superintendent***

## LCFF REVENUE COMPARISON

	<b><u>2016/17</u></b> <b><u>2nd Interim</u></b>	<b><u>2017/18</u></b> <b><u>Budget</u></b> <b><u>Adoption</u></b>	<b><u>Difference</u></b>
<b>2016/17</b>			
<b>Base</b>	28,789,422	28,638,062	-151,360
<b>Sup &amp; Con</b>	4,231,023	4,210,807	-20,216
<b>Total</b>	<b>33,020,445</b>	<b>32,848,869</b>	<b>-171,576</b>
<b>2017/18</b>			
<b>Base</b>	29,000,155	28,761,041	-239,114
<b>Sup &amp; Con</b>	4,538,950	4,955,332	416,382
<b>Total</b>	<b>33,539,105</b>	<b>33,716,373</b>	<b>177,268</b>
<b>2018/19</b>			
<b>Base</b>	29,453,816	29,295,703	-158,113
<b>Sup &amp; Con</b>	4,873,992	5,046,206	172,214
<b>Total</b>	<b>34,327,808</b>	<b>34,341,909</b>	<b>14,101</b>
<b>THREE YEAR TOTAL:</b>			<b>19,793</b>



## LCFF REVENUE COMPARISON

### 2016/17 2nd Interim

	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>
Base	28,789,422	29,000,155	29,453,816	
Sup & Con	<u>4,231,023</u>	<u>4,538,950</u>	<u>4,873,992</u>	
Total	<u><b>33,020,445</b></u>	<u><b>33,539,105</b></u>	<u><b>34,327,808</b></u>	<u><b>0</b></u>
Year Over Year Increase		<u><b>518,660</b></u>	<u><b>788,703</b></u>	

### 2017/18 Budget Adoption

	<u>2016/17</u>	<u>2017/18</u>	<u>2018/19</u>	<u>2019/20</u>
Base	28,638,062	28,761,041	29,295,103	29,935,974
Sup & Con	<u>4,210,807</u>	<u>4,955,332</u>	<u>5,046,206</u>	<u>5,095,189</u>
Total	<u><b>32,848,869</b></u>	<u><b>33,716,373</b></u>	<u><b>34,341,309</b></u>	<u><b>35,031,163</b></u>
Year Over Year Increase		<u><b>867,504</b></u>	<u><b>624,936</b></u>	<u><b>689,854</b></u>