

CUSD Board of Education

Regular Meeting Agenda

Chico City Council Chambers
October 15, 2008

CLOSED SESSION – 6:15 P.M.
REGULAR BOARD MEETING – 7:00 P.M.



Board Members

Jann Reed, President
Rick Anderson, Vice President
Dr. Andrea Lerner Thompson, Clerk
Dr. Kathy Kaiser, Member
Rick Rees, Member

Kelly Staley, Superintendent

This Agenda is Available at:
Chico Unified School District
1163 E. 7th Street
Chico, CA 95928
(530) 891-3000
Or Online at:
www.chicousd.org

Posted: 10/10/08

The Chico Unified School District Board of Education welcomes you to this meeting and invites you to participate in matters before the Board.

**INFORMATION, PROCEDURES AND CONDUCT
OF CUSD BOARD OF EDUCATION MEETINGS**

No disturbance or willful interruption of any Board meeting shall be permitted. Persistence by an individual or group shall be grounds for the Chair to terminate the privilege of addressing the meeting. The Board may remove disruptive individuals and order the room cleared, if necessary. In this case, further Board proceedings shall concern only matters appearing on the agenda.

CONSENT CALENDAR

The items listed on the Consent Calendar may be approved by the Board in one action. However, in accordance with law, the public has a right to comment on any consent item. At the request of a member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Board Bylaw 9322.

STUDENT PARTICIPATION

At the discretion of the Board President, student speakers may be given priority to address items to the Board.

PUBLIC PARTICIPATON FOR ITEMS ON THE AGENDA

The Board shall give members of the public an opportunity to address the Board either before or during the Board's consideration of each item of business to be discussed at regular or special meetings.

- Speakers will identify themselves and will direct their comments to the Board.
- Each speaker will be allowed five (5) minutes to address the Board.
- In case of numerous requests to address the same item, the Board may select representatives to speak on each side of the item.

PUBLIC PARTICIPATON FOR ITEMS NOT ON THE AGENDA

The Board shall not take action or enter into discussion or dialog on any matter that is not on the meeting agenda, except as allowed by law. (Government Code 54954.2) Items brought forth at this part of the meeting may be referred to the Superintendent or designee or the Board may take the item under advisement. The matter may be placed on the agenda of a subsequent meeting for discussion or action by the Board.

- Public comments for items not on the agenda will be limited to one hour in duration.
- Initially, each general topic will be limited to 3 speakers.
- Speakers will identify themselves and will direct their comments to the Chair.
- Each speaker will be given five (5) minutes to address the Board.
- Once 2 speakers have shared a similar viewpoint, the Chair will ask for a differing viewpoint. If no other viewpoint is represented then a 3rd speaker may present.
- Speakers will not be allowed to yield their time to other speakers.
- After all topics have been heard, the remainder of the hour may be used by additional speakers to address a previously raised issue.

WRITTEN MATERIAL:

The Board is unable to read written materials presented during the meeting. If any person intends to appear before the Board with written materials, they should be delivered to the Superintendent's Office or delivered via e-mail to the Board and Superintendent 10 days prior to the meeting date.

COPIES OF AGENDAS AND RELATED MATERIALS:

- Available at the meeting
- Available on the website: www.chicousd.org
- Available for inspection in the Superintendent's Office prior to the meeting
- Copies may be obtained after payment of applicable copy fees

AMERICANS WITH DISABILITIES ACT

Please contact the Superintendent's Office at 891-3000 ex. 149 should you require a disability-related modification or accommodation in order to participate in the meeting. This request should be received at least 48 hours prior to the meeting in order to accommodate your request.

Pursuant to Government Code 54957.5, If documents are distributed to board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the Chico Unified School District, Superintendent's Office located at 1163 East Seventh Street, Chico, CA 95928.

CHICO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting – October 15, 2008

Closed Session – 6:15 p.m.

Regular Session - 7:00 p.m.

Chico City Council Chambers
421 Main Street, Chico, CA 95928

AGENDA

1. **CALL TO ORDER**

2. **CLOSED SESSION** (May reconvene immediately following the regular meeting, if necessary)

2.1 **UPDATE ON LABOR NEGOTIATIONS**

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

3. **RECONVENE TO REGULAR SESSION**

3.1 CALL TO ORDER

3.2 REPORT ACTION TAKEN IN CLOSED SESSION (If any)

3.3 FLAG SALUTE

4. **STUDENT REPORTS**

5. **SUPERINTENDENT'S REPORT**

6. **CONSENT CALENDAR**

6.1 GENERAL

1. Consider approval of minutes of special session on October 1, 2008, and regular session on September 17, 2008
2. Consider approval of Items donated to Chico Unified School District

6.2 EDUCATIONAL SERVICES

1. Consider expulsion of students with the following IDs: 29298, 34716, 35328, 36733, 36910, 39203, 41332, 42602, 56150, 59028, 60754, and 64094
2. Consider approval of the Field Trip Request for the CHS ACT Senior Class to take an Advanced Film Trip to the Los Angeles area from 01/14/09-01/17/09
3. Consider approval of the Field Trip Request for CHS WEST Seniors to go to Lassen National Park from 10/19/08-10/20/08
4. Consider approval of the Field Trip Request for McManus Elementary 5th Grade Classes to go to Monterey, California for Environmental Education from 05/12/09-05/15/09
5. Consider approval of the Field Trip Request for Neal Dow 6th Grade to go to Yosemite National Park from 05/27/09-05/29/09
6. Consider approval of the Fund Raising Request for Shasta PTO to participate in Cookie Dough and Gift Items sales from 10/20/08-12/05/08
7. Consider approval of the Consultant Agreement with Avail Physical Therapy, Inc. to Provide Athletic Training to CHS Athletics
8. Obsolete Textbooks

6.3 HUMAN RESOURCES

1. Consider approval of Certificated Human Resources Actions
2. Consider approval of Classified Human Resources Actions

6.4 BUSINESS SERVICES

1. Consider approval of the Bond Funds Annual Report – Revised (Jan Combes)
2. Consider approval of the Monthly Enrollment Report - 2nd School Month (Jan Combes)

7. **DISCUSSION/ACTION CALENDAR**

7.1 EDUCATIONAL SERVICES

1. Discussion/Action: Consider approval of Resolution No. 1048-08, 2008 Red Ribbon Week Proclamation (Ann Brodsky)
2. Information: Application for Alternative School of Choice Status for Hooker Oak Elementary School (Sue Hegedus)
3. Information: Revised Alternative School of Choice Self-Evaluation of Hooker Oak Elementary School (Sue Hegedus)

7.2 BUSINESS SERVICES

1. Discussion/Action: Storm Water Management Plan – Consider approval of the Notice of Intent to Comply with the Terms of the General Permit (Mary Leary)
2. Discussion/Action: Sustainability and the Design and Construction of High Performance Schools (CHPS) (Michael Weissenborn)

7.3 HUMAN RESOURCES

1. Information: CSEA Chico Chapter 110-Binding Arbitration (Bob Feaster and Beverly Patrick)
2. Discussion/Action: Consider Approval of Resolution No. 1049-08, Education Code §44263 - To Allow a Credentialed Teacher to Teach any Single Subject Class Based on Appropriate Coursework (Bob Feaster)

7.4 GENERAL

1. Information: 1st Reading of Revised/Updated/New Board Policies (Kelly Staley)

| | | |
|----|---------|--|
| BP | 0100 | Philosophy |
| BP | 0510 | School Accountability Report Card |
| BP | 1170 | Preparation of District Board Comment to Grand Jury Final Report |
| BP | 1230 | School-Connected Organizations |
| BP | 1240 | Volunteer Assistance |
| BP | 1321 | Solicitation Of Funds From And By Students |
| BP | 1325 | Advertising And Promotion |
| BP | 1700 | Relations Between Private Industry and the Schools |
| BP | 3513.1 | Cellular Phone Reimbursement |
| BP | 3513.3 | Tobacco-Free Schools |
| BP | 3515 | Campus Security |
| BP | 3515.2 | Disruptions |
| BP | 3516 | Emergencies And Disaster Preparedness Plan |
| BP | 3516.5 | Emergency Schedules |
| BP | 3530 | Risk Management/Insurance |
| BP | 3550 | Food Service/Child Nutrition Program |
| BP | 3551 | Food Service Operations/Cafeteria Fund |
| BP | 3553 | Free And Reduced Price Meals |
| BP | 3554 | Other Food Sales |
| BP | 4112.8 | Employment of Relatives |
| BP | 5112.3 | Student Leave of Absence |
| BP | 5112.5 | Open/Closed Campus |
| BP | 5113.2 | Work Permits |
| BP | 5126 | Awards For Achievement |
| BP | 5131 | Conduct |
| BP | 5131.61 | Drug Testing |
| BP | 5137 | Positive School Climate |

| | | |
|----|---------|--------------------------------------|
| BP | 5141.27 | Food Allergies/Special Dietary Needs |
| BP | 5141.52 | Suicide Prevention |
| BP | 5141.7 | Sun Safety |
| BP | 5143 | Insurance |
| BP | 5147 | Dropout Prevention |
| BP | 5148 | Child Care And Development |
| BP | 6142.7 | Physical Education |

8. **ITEMS FROM THE FLOOR**

9. **ANNOUNCEMENTS**

10. **ADJOURNMENT**

MINUTES

1. CALL TO ORDER

At 6:00 p.m. Board President Reed called the meeting to order and announced a change in the order of the agenda items. Item 3.A.1. would be moved to the beginning of the meeting.

Present: Jann Reed, Rick Anderson, Dr. Andrea Lerner Thompson, Dr. Kathy Kaiser, and Rick Rees

Absent: None

3. DISCUSSION/ACTION CALENDAR**A. GENERAL****1. Information: Academy For Change Update**

At 6:06 p.m. Bernard Vigallon welcomed everyone to AFC, gave a history of AFC, introduced the AFC staff, introduced a Powerpoint presentation, and introduced the Student Leadership Team, who took Board members and members of the audience on a tour of the campus.

At 6:55 p.m. Board President Reed called the meeting back to order and thanked the staff and students for their hospitality and participation.

2. CONSENT CALENDAR**A. EDUCATIONAL SERVICES**

At 6:59 p.m. Board President Reed asked if anyone from the public or the Board wanted to pull any consent items for further discussion. A motion was made by Board Vice President Anderson to approve the consent items, seconded by Board Member Rees.

1. The Board approved the Consultant Agreement for Avail Physical Therapy to Provide Athletic Training Services for PVHS Athletics
2. The Board approved the Fund Raising Request for Neal Dow 6th Grade to participate in Cookie Dough Sales from 10/08-08 to 10/23/08.
3. The Board approved the Consultant Agreement with Butte County Office of Education for Technical Assistance.

(Consent Vote)

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

At 7:00 p.m. Board President Reed announced another change in the agenda. Item 3.C.1. was moved to the top of the remaining Discussion/Action Calendar.

3. DISCUSSION/ACTION CALENDAR**C. HUMAN RESOURCES****1. Discussion/Public Hearing/Action: Public Hearing and Acceptance of CSEA, Chapter 110 Appointee to the District's Personnel Commission**

At 7:01 p.m. Assistant Superintendent Feaster discussed the merit system and the Personnel Commission and introduced Ken Fisher, CSEA President. Mr. Fisher introduced Bill Patton who spoke about his background. Board Member Kaiser moved to appoint Mr. Patton to the District's Personnel Commission, seconded by Board Clerk Thompson.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

A. GENERAL**2. Information: CSBA Agenda Online**

At 7:06 p.m. Administrative Aide Marsha McLean presented information on the CSBA Agenda Online, an efficient and cost-effective way to keep school trustees and members of the public informed.

MINUTES

B. EDUCATIONAL SERVICES

1. Discussion/Public Hearing/Action: Consider Approval of Resolution 1046-08, Notice of Apportionment for the State Instructional Materials Fund, Grades K-12, Fiscal Year 2008-2009

At 7:25 p.m. Carolyn Adkisson presented information on Resolution 1046-08, Notice of Apportionment for the State Instructional Materials Fund. Board Member Rees moved to approve the Certification of Provision of Standards-Aligned Instructional Materials and adopt Resolution No. 1046-08, seconded by Board Member Kaiser.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

2. Information: Review of School Safety Plans to Ensure Compliance with Annual Notification to California Department of Education

At 7:50 p.m. Bernard Vigallon, Bob Feaster, Dave Scott and Leroy Christophersen presented information on the District Incident Response Team (DIRT) and Safe Schools Plans for each of the schools.

4. ADJOURNMENT

At 8:41 p.m. President Reed invited everyone to the PAC Groundbreaking Ceremony on Wednesday, October 8, at 3:30 p.m. At 8:43 p.m. the meeting was adjourned.

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APPROVED:

Board of Education

Administration

MINUTES

1. **CALL TO ORDER**

At 6:15 p.m. the Board convened and announced they would recess into closed session to discuss Item 2.1.
Present: Jann Reed, Dr. Andrea Lerner Thompson, Dr. Kathy Kaiser, Rick Rees

2. **CLOSED SESSION**

2.1 **Update on Labor Negotiations**

Employee Organizations:

CUTA

CSEA, Chapter #110

Representatives:

Kelly Staley, Superintendent

Bob Feaster, Assistant Superintendent

Jan Combes, Assistant Superintendent

3. **RECONVENE TO REGULAR SESSION**

Present: Jann Reed, Dr. Andrea L. Thompson, Dr. Kathy Kaiser, Rick Rees
Rick Anderson arrived at 7:21 p.m.

3.1 Board President Reed called the Regular Session Meeting to Order in the City Council Chambers at 7:01 p.m.

3.2 **Closed Session Announcements**

Board President Reed stated the Board had been in closed session since 6:15 p.m. and there was nothing to report.

3.3 At 7:02 p.m. Board President Reed led the salute to the flag.

4. **STUDENT REPORTS**

At 7:03 p.m. Oliver Wong, ASB Vice President reported on Chico High School events. Kena Vigil and Ishala Solomon reported on Fair View High School events. Katie O’Sullivan, Junior Class Representative and Preston Abouzeid, Junior Class Representative reported on Pleasant Valley High School events.

5. **SUPERINTENDENT’S REPORT**

At 7:10 p.m. Superintendent Staley introduced Rhys Severe, Principal of Marigold Elementary, who described the processes taken and the many people involved in becoming a California Distinguished School. Laura Willman, Parent Representative, described two upcoming events: 1) the “Love Chico” project which will involve possibly 3,000 people from several churches who will be volunteering their time and skills to benefit local schools; and 2) a ticket raffle for a new Prius donated by Chuck Patterson to benefit athletics at both CHS and PVHS. The drawing for the new car will take place at the Almond Bowl on October 17. Superintendent Staley invited people to attend the kick-off for the community-wide book-in-common project, *Three Cups of Tea* at the City Plaza tomorrow, September 18, at 6:30 p.m.

6. **CONSENT CALENDAR**

At 7:26 p.m. Board President Reed asked to clarify two items before asking if anyone from the Board or the public wanted to pull any consent items for further discussion: 1) some fund raising requests for food items were in conflict with CUSD’s Wellness Policy, but PTAs were going to be encouraged to review future fundraising activities; and 2) Item 6.2.26. a fundraising activity at PVHS took place in August, but noted that PVHS did get signatures in on time. Board President Reed asked if there were any other items to pull. Board Member Kaiser asked to pull Items 6.2.14, 6.2.27, 6.4.4 and 6.4.5. Board Clerk Thompson motioned to approve the remaining Consent Items; seconded by Board Member Kaiser.

6.1. **GENERAL**

1. The minutes of the regular session August 20, 2008, were approved.
2. The Board accepted the items donated to Chico Unified School District.

| Donor | Item | Recipient |
|---|----------|------------------------------|
| Soroptimist International /Bidwell Rancho | \$811.66 | Chico Jr. High |
| Soroptimist International of Chico | \$595.00 | Chico Jr. High |
| N. Michelle Borg, DDS | \$50.00 | Chico Jr. High/Garden |
| Little Red Hen | \$500.00 | Marsh Jr. High/Taryn Blizman |

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| PG&E/Donald Chambers | \$125.64 | Marsh Jr. High |
| PG&E/Donald Chambers | \$123.00 | Marsh Jr. High |
| Marsh Jr. High PTSO | \$1,280.73 | Marsh Jr. High Computers |
| DPR Construction Inc./Wm. Hill | \$2,500.00 | CHS/Football |
| Janice and Brian Doran | \$40.00 | PVHS/Girls Soccer |
| Diane Gill | \$500.00 | PVHS/Girls Soccer |
| Brenda Kemp | \$100.00 | PVHS/Girls Soccer |
| Sisco Enterprises | \$200.00 | PVHS/Girls Soccer |
| Debra Peck | \$50.00 | PVHS/Girls Soccer |
| Luis and Ana Lopez | \$30.00 | PVHS/Girls Soccer |
| Abdolvahab & Jin Soofi | \$40.00 | PVHS/Girls Soccer |
| Diane & D. Scott Guymon | \$88.00 | PVHS/Girls Soccer |
| John and Carol Summers | \$40.00 | PVHS/Girls Soccer |
| Harvey and Patricia Hiler | \$50.00 | PVHS/Girls Soccer |
| Brandon Quackenbush | Books @ \$387.00 | PVHS/Library |
| Ellen Copeland | Books @ \$694.00 | PVHS/Library |
| David Habib, Jr. | \$50.00 | PVHS/Academic Decathlon |
| Home Depot/Jennifer Pearson | \$17.50 | PVHS |
| The Dog House/Chuck Averill | Labor, Staff and Product @ \$2,000.00 | PVHS/FCA |

6.2 EDUCATIONAL SERVICES

1. The Board approved clearing the expulsion of students with the following IDs: 27558, 40975, 59254, 59523, and 63010
2. The Board approved the expulsion of students with the following IDs: 42119, 50105, and 51968
3. The Board approved the Field Trip Request for Parkview School 6th grade students to study volcanoes at Mt. Lassen from 9/18/08-9/19/08
4. The Board approved the Field Trip Request for BJHS 6th grade students to study volcanoes at Mt. Lassen from 9/18/08-9/19/08
5. The Board approved the Field Trip Request for BJHS students to attend the Leadership Conference in Richardson Springs from 10/9/08-10/11/08
6. The Board approved the Field Trip Request for CJHS students to attend the Leadership Conference in Richardson Springs from 10/9/08-10/11/08
7. The Board approved the Field Trip Request for CHS students to attend the Leadership Conference in Richardson Springs from 10/9/08-10/11/08
8. The Board approved the Field Trip Request for PVHS students to attend the Leadership Conference in Richardson Springs from 10/9/08-10/11/08
9. The Board approved the Field Trip Request for FVHS students to attend the Leadership Conference in Richardson Springs from 10/9/08-10/11/08
10. The Board approved the Fund Raising Request for Emma Wilson Elementary to participate in the Innisbrook Wrapping Paper Fundraiser from 09/26/08-10/13/08
11. The Board approved the Fund Raising Request for Emma Wilson Elementary to hold a Carnival and Anniversary Picnic on 10/02/08
12. The Board approved the Fund Raising Request for Emma Wilson Elementary to participate in the Jog-a-thon from 04/17/09-05/06/09
13. The Board approved the Fund Raising Request for Little Chico Creek to hold a Cookie Dough sale from 09/18/08-10/02/08
14. This item was pulled for further discussion
15. The Board approved the Fund Raising Request for McManus to hold a Jog-a-thon from 05/01/09-05/15/09
16. The Board approved the Fund Raising Request for Neal Dow to hold a school carnival on 10/03/08
17. The Board approved the Fund Raising Request for Sierra View to hold a silent auction on 10/03/08

MINUTES

18. The Board approved the Fund Raising Request for Sierra View PTA to hold a Fall Festival on 10/03/08
19. The Board approved the Fund Raising Request for Sierra View PTA to hold a Cookie Dough Sale for fall and spring from 09/25/08-10/24/08 and 03/09-04/09
20. The Board approved the Fund Raising Request for Sierra View PTA to hold a Book Fair from 05/04/09-05/08/09
21. The Board approved the Fund Raising Request for CJHS to sell ASB yearbooks from 09/18/08-06/15/09
22. The Board approved the Fund Raising Request for BJHS students to participate in the annual Magazine Drive fundraiser from 10/03/08-10/17/08
23. The Board approved the Fund Raising Request for CJHS students to participate in the annual Magazine Drive fundraiser from 10/01/08-06/30/09
24. The Board approved the Fund Raising Request for MJHS students to participate in the annual Magazine Drive fundraiser from 10/01/08-06/30/09
25. The Board approved the Fund Raising Request for CHS FFA to sell tickets to a Twirps Dance from 11/03/08-11/08/08
26. The Board approved the Fund Raising Request for PVHS to sell Gold Cards from 08/11/08-08/31/08
27. This item was pulled for further discussion
28. The Board approved the Fund Raising Request for PVHS to sell dance tickets from 07/01/08-06/30/09
29. The Board approved the Consultant Agreement with Club Z In-Home Tutoring Service to provide tutoring to students per NCLB requirements
30. The Board approved the Consultant Agreement with Professional Tutors of America to provide tutoring to students per NCLB requirements
31. The Board approved the Consultant Agreement with Creative Spirit LLC to provide “Keeping the Joy in Learning” training to site staff required for Early Mental Health Initiative grants
32. The Board approved the Consultant Agreement with Northern California Officials Association to provide athletic officials for football and wrestling at CHS
33. The Board approved the Special Education Non-Public School Placements

6.3 HUMAN RESOURCES

1. The Board approved the Certificated Human Resources Actions.

| Name/Employee # | Assignment | Effective | Comment |
|---|------------------|--|---|
| <u>Administrative Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Morris, Michael | Director | 2008/09 (Effective 9/1/08) | 1.0 FTE Appointment |
| Peacock, Michaelle | Psychologist | 2008/09 | 1.0 FTE Appointment |
| Quinto, Terry J. | Psychologist | 2008/09 | 0.2750 FTE Appointment |
| <u>Probationary Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Hollie, Karin | Secondary | 2008/09 | 0.20 FTE Probationary Appointment (in addition to current .80 FTE assignment) |
| Knight-Richards, Carolyn | Speech Therapist | 2008/09 (Effective 8/14/08) | 0.90 FTE Probationary Appointment |
| Netterville, Karen | Secondary | 2008/09 | 1.0 FTE Probationary Appointment |
| <u>Temporary Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Black, Ashley | Secondary | 1 st Semester 08/09 (Effective 8/26/08) | 0.40 FTE Temporary Appointment |
| Brunemeyer, Angie | Elementary | 1 st Semester 08/09 (Effective 8/18/08) | 0.30 FTE Temporary Appointment (in addition to current .70 FTE assignment) |

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|-----------------------------|------------|--|--|
| Carter, Tammara | Secondary | 1 st Semester 08/09 (Effective 8/26/08) | 0.20 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| delaTorre-Escobedo, Marysol | Secondary | 1 st Semester 08/09 (Effective 9/4/08) | 0.40 FTE Temporary Appointment (in addition to current .20 FTE assignment) |
| Eller, Alisha | Secondary | 1 st Semester 2008/09 (Effective 9/9/08) | 0.60 FTE Temporary Appointment |
| Ford, Greg | Secondary | 1st Semester 2008/09 (Effective 9/4/08) | 0.20 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| Mayr, Martha | Secondary | 1st Semester 2008/09 (Effective 9/4/08) | 0.40 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| Mintzer, Katie | Secondary | 1st Semester 2008/09 (Effective 8/18/08) | 0.20 FTE Temporary Appointment (in addition to current .60 FTE assignment) |
| Thayer, Kathyleen | Secondary | 1st Semester 2008/09 (Effective 8/26/08) | 0.20 FTE Temporary Appointment (in addition to current .80 FTE assignment) |
| Whittaker, Shelley | Elementary | 1st Semester 2008/09 (Effective 8/28/07) | 1.0 FTE Temporary Appointment |

Full-Time Leave Request(s) 2008/09

| | | | |
|-----------------|------------|---------------------------------------|---------------|
| Bunch, Michelle | Elementary | 2008/09 (Effective 9/22/08 – 1/30/09) | 1.0 FTE Leave |
| Galler, David | Elementary | 2008/09 (Effective 8/18/08- 6/4/09) | 1.0 FTE Leave |

Rescission/Change Leave Request(s) for 2008/09

| | | | |
|----------------|-----------|----------------------------|---|
| Hanson, Robert | Secondary | 2008/09 (Effective 9/5/08) | Change to 0.20 FTE Leave (Policy #4475 STRS Reduced Workload) |
|----------------|-----------|----------------------------|---|

Retirement(s)/Resignation(s)

| | | | |
|----------------|--|---------|-------------|
| Peacock, Miles | | 8/19/08 | Resignation |
|----------------|--|---------|-------------|

2. The Board approved the Classified Human Resources Actions.

| <u>ACTION</u> | <u>NAME</u> | <u>CLASS/LOCATION/ ASSIGNED HOURS</u> | <u>EFFECTIV E</u> | <u>COMMENTS/PRF #/ FUND/RESOURCE</u> |
|----------------------|----------------------|--|------------------------------|---|
| APPOINTMENT | CUEVAS, AFTEN | CAFETERIA ASST/ CHS/2.0 | 8/21/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| APPOINTMENT | DORGHALLI, RANIA | CAFETERIA ASST/ EMMA WILSON/2.0 | 8/21/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| APPOINTMENT | HERNANDEZ, LUCITA | CAFETERIA ASST/ MJHS/2.0 | 8/21/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| APPOINTMENT | OLSON, KATHRYN | IPS-HEALTHCARE/ SIERRA VIEW/2.0 | 9/8/2008 | NEW POSITION/13/ SPECIAL ED/6501 |
| APPOINTMENT | VENDER, AMY | CAFETERIA ASST/ NEAL DOW/2.0 | 8/21/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| APPOINTMENT | WHEELER, HELEN | OFFICE ASST/ PVHS/4.0 | 9/2/2008 | VACATED POSITION/1/ GENERAL/0000 |
| INCREASE IN HOURS | BINGHAM, DEBERA | CAFETERIA SATELLITE MGR/LCC/7.0 | 8/12/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | BRADLEY, LISA | CAFETERIA ASST/ BJHS/6.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | CARSON, KERRY | CAFETERIA ASST/ CJHS/3.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | COATS, JACQUELINE | CAFETERIA ASST/ PVHS/6.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN | EVANS, KIM | CAFETERIA | 8/12/2008 | NEW POSITION PER MOU/ |

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|--------------------|-------------------------|--|-----------|--|
| HOURS | | SATELLITE MGR/MARIGOLD/7.0 | | NUTRITION/0000 |
| INCREASE IN HOURS | FISKE, TOM | IPS-HEALTHCARE/ CHS/7.0 | 8/18/2008 | VACATED POSITION/32/ SPECIAL ED/6501 |
| INCREASE IN HOURS | GREMINGER, LUCRETIA | IA-SPECIAL ED/ MARIGOLD/5.0 | 8/25/2008 | VACATED POSITION/266/ SPECIAL ED/6500 |
| INCREASE IN HOURS | HALL, KATHY | CAFETERIA ASST/ MJHS/3.6 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | HASELTON, KAREN | CAFETERIA SATELLITE MGR/CITRUS/7.5 | 8/12/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | JONES, POLLY | CAFETERIA ASST/ CHAPMAN/3.3 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | LUALLEN, TERRIE | CAFETERIA SATELLITE MGR/EMMA WILSON/6.5 | 8/12/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | MILLER, CHARLOTTE | SCHOOL BUS DRIVER1 TRANSPORTATION/7.9 | 8/13/2008 | EXISTING POSITION |
| INCREASE IN HOURS | SHAFFER, DEENA | CAFETERIA ASST/ CHS/6.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | SOMMER, CAROL | IPS-CLASSROOM/ LOMA VISTA/4.0 | 9/8/2008 | VACATED POSITION/6/ SPECIAL ED/6501 |
| INCREASE IN HOURS | THOMAS, KRISTY | SCHOOL BUS DRIVER1 TRANSPORTATION/7.8 | 8/13/2008 | EXISTING POSITION |
| INCREASE IN HOURS | ULSH, SHARON | SCHOOL BUS DRIVER1 TRANSPORTATION/3.9 | 8/13/2008 | EXISTING POSITION |
| INCREASE IN HOURS | YATES, ELSIE | CAFETERIA ASST/ BJHS/3.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| PROMOTION | DONNELSON, CONSTANCE | IPS-HEARING IMPAIRED- DEAF/BJHS/6.0 | 9/8/2008 | NEW POSITION/12/ SPECIAL ED/6501 |
| RE-EMPLOYMENT | GRAY, ELAINE | LIBRARY MEDIA ASST/CITRUS/2.5 | 8/14/2008 | VACATED POSITION |
| RE-EMPLOYMENT | GUYMON, DIANE | PARENT CLERICAL AIDE-RESTR/HOOKER OAK/2.2 | 8/28/2008 | NEW POSITION/48/ CATEGORICAL/7250 |
| RE-EMPLOYMENT | LOPEZ, DANIELLE | IPS-CLASSROOM/ SHASTA/3.0 | 9/8/2008 | NEW POSITION/45/ SPECIAL ED/6501 |
| RE-EMPLOYMENT | WHITE, SHANNON | IPS-HEALTHCARE/ LOMA VISTA/6.0 | 9/8/2008 | NEW POSITION/8/ SPECIAL ED/6501 |
| VOLUNTARY DEMOTION | BELCHER, BRENDA | CUSTODIAN/ CJHS/8.0 | 9/8/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY DEMOTION | BOUTTOTE, STEVEN | CUSTODIAN/ LCC-CHAPMAN/8.0 | 9/8/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY DEMOTION | COOKE, JODIE | CAFETERIA ASST/ PVHS/3.1 | 8/15/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY DEMOTION | GILBERT, JAMES | CUSTODIAN/ HOOKER OAK/8.0 | 9/8/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY DEMOTION | JONES, BRETT | IA-SPECIAL ED/ BJHS/6.8 | 9/8/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY DEMOTION | LOPEZ, MICHAEL | CUSTODIAN/ FVHS/8.0 | 9/8/2008 | IN LIEU OF LAYOFF |

MINUTES

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|------------------------------|-----------------------|---|--------------------------|---|
| VOLUNTARY DEMOTION | PETERS, SUZANNE | HEALTH ASST/ EMMA WILSON/6.0 | 9/8/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY DEMOTION | STONER, WENDEE | IPS-CLASSROOM/ CHAPMAN/6.0 | 9/8/2008 | IN LIEU OF LAYOFF |
| VOLUNTARY REDUCTION IN HOURS | BROWN, DEBORAH | CAFETERIA ASST/ PVHS/2.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | DONNELLY, JUDITH | CAFETERIA ASST/ SHASTA/1.5 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | FEULNER, CARLA | IPS-CLASSROOM/ LOMA VISTA/1.0 | 8/13/2008 | EXISTING POSITION/ SPECIAL ED/6501 |
| VOLUNTARY REDUCTION IN HOURS | GEDNEY, FRANCES | CAFETERIA ASST/ CJHS/3.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | HALL, KATHY | CAFETERIA ASST/ MJHS/3.3 | 8/13/2008- 9/9/2008 | EXISTING POSITION |
| VOLUNTARY REDUCTION IN HOURS | HARDY, DENISE | PARENT LIAISON AIDE-RESTR/ ROSEDALE/4 | 8/17/2008 | EXISTING POSITION/ CATEGORICAL/3010 |
| VOLUNTARY REDUCTION IN HOURS | JONES, POLLY | CAFETERIA ASST/ CHAPMAN/2.0 | 8/13/2008- 9/9/2008 | EXISTING POSITION |
| VOLUNTARY REDUCTION IN HOURS | JUSTINE-MITCHELL, MIA | IPS-CLASSROOM/ LOMA VISTA/4.0 | 9/8/2008 | VACATED POSITION/7/ SPECIAL ED/6501 |
| VOLUNTARY REDUCTION IN HOURS | SWIFKA, COSIMA | CAFETERIA SAELLITE MGR/SIERRA VIEW/5.0 | 8/12/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | SWORD, DIANE | CAFETERIA ASST/ HOOKER OAK/2.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| LEAVE OF ABSENCE | COPPAGE, DENISE | LIBRARY MEDIA ASST/SHASTA/2.6 | 8/13/2008- 2/12/2009 | PER CBA 5.12 |
| LEAVE OF ABSENCE | COPPAGE, DENISE | INSTRUCTIONAL ASST/MCMANUS/3.5 | 8/13/2008- 2/12/2009 | PER CBA 5.12 |
| LEAVE OF ABSENCE | DEAN, SANDRA | CUSTODIAN/MJHS/8.0 | 8/15/2008- 10/6/2008 | PER CBA 5.1 |
| LEAVE OF ABSENCE | HOFMANN, JANICE | SR LIBRARY MEDIA ASST/CJHS/6.0 | 8/18/2008- 1/20/2009 | AMEND LOA START DATE |
| LEAVE OF ABSENCE | HYDE, ALICIA | IPS-HEALTHCARE/ CHAPMAN/6.0 | 8/13/2008- 12/12/2008 | PER CBA 5.12 |
| LEAVE OF ABSENCE | KOHEN, JESSE | IPS-CLASSROOM/ LOMA VISTA/3.0 | 8/13/2008- 12/18/2008 | PER CBA 5.12 |
| LEAVE OF ABSENCE | KRAUSE, MICHELLE | PARENT CLASSROOM AIDE-RESTR/SIERRA VIEW/2.5 | 8/15/2008 | EARLY RETURN FROM P/T LOA |
| LEAVE OF ABSENCE | LOTZE, E. LYNN | CAFETERIA SATELLITE MGR/MCMANUS/7.5 | 9/2/2008- 10/3/2008 | PER CBA 5.2.9 |
| LEAVE OF ABSENCE | MCKINZIE, MONICA | IA-SPECIAL ED/ CITRUS/1.5 | 8/25/2008- 12/19/2008 | P/T PER CBA 5.12 |

MINUTES

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|--------------------------------|---------------------------|--|-------------------------|---------------|
| LEAVE OF ABSENCE | SWORD, DIANE | CAFETERIA ASST/ HOOKER OAK/2.0 | 8/13/2008- 9/11/2008 | PER CBA 5.12 |
| LAYOFF TO RE- EMPLOYMENT | BARNETT, PATRICIA | IPS-CLASSROOM/ LOMA VISTA/4.0 & 2.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | BATTI, JENNA | INSTRUCTIONAL ASST/NEAL DOW/4.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | BRUSHWOOD, AUDREY | CAFETERIA ASST/ PARKVIEW/2.0 | 8/15/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | DONNELSON, CONSTANCE | IPS-HEALTHCARE/ LOMA VISTA/4.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | DUGGINS, DEBORAH | CAFETERIA ASST/ PVHS/2.0 | 8/15/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | EISENMAN, CELESTE | LIBRARY MEDIA ASST/ SHASTA/1.6 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | HALL, KATHY | CAFETERIA SATELLITE MGR/HOOKER OAK/4.7 | 9/10/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | JESSEE, KATHRYN | INSTRUCTIONAL ASST/ PARKVIEW/3.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | JONES, POLLY | CAFETERIA SATELLITE MGR/CHAPMAN/6.0 | 9/10/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | LAMBERT, DEBRA MARIE | IPS-CLASSROOM/ PVHS/6.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | LITTLEFIELD, CHRISTINE | IPS-CLASSROOM/ LCC/3.5 | 7/15/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | LOPEZ, DANIELLE | IPS-CLASSROOM/ SHASTA/3.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | MCCUNE, TERRY | IA-COMPUTERS/ NEAL DOW/3.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | MURPHY, SARAH | INSTRUCTIONAL ASST/ PARKVIEW/1.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | NAVA, ANA | BICULTURAL LIAISON/ PARKVIEW/5.4 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | RODGERS, ROBIN | IPS-CLASSROOM/ ROSEDALE/5.5 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | SANCHEZ, SHAUNDEL | INSTRUCTIONAL ASST/ NEAL DOW/4.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE- EMPLOYMENT | SMITH, AARON | CUSTODIAN/ FVHS/8.0 | 10/6/2008 | LACK OF FUNDS |

MINUTES

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| LAYOFF TO RE-EMPLOYMENT | STORY, WANDA | INSTRUCTIONAL ASST/ CHAPMAN/1.3 | 7/15/2008 | LACK OF FUNDS |
| LAYOFF TO RE-EMPLOYMENT | WHITE, SHANNON | IPS-HEALTHCARE/ LOMA VISTA/6.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE-EMPLOYMENT | WILMOTH, DANIEL | CUSTODIAN/ MARIGOLD/8.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE-EMPLOYMENT | WYCOFF, LARISSA | IPS-CLASSROOM/ LOMA VISTA/4.0 | 9/8/2008 | LACK OF FUNDS |
| LAYOFF TO RE-EMPLOYMENT | YATES, ELSIE | CAFETERIA CASHIER/ MJHS/2.5 | 8/15/2008 | LACK OF FUNDS |
| RESIGNED ONLY POSITION LISTED | ANDERSON, LINDSEY | IPS-CLASSROOM/ LOMA VISTA/2.0 | 8/12/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | BATTI, JENNA | IPS-CLASSROOM/ MARIGOLD/3.5 | 8/5/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | BINGHAM, DEBERA | CAFETERIA SATELLITE MGR/MCMANUS/6.5 | 8/11/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | BRADLEY, LISA | CAFETERIA ASST/ MJHS/3.6 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | BROWN, DEBORAH | CAFETERIA ASST/ MARIGOLD/4.9 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | CARSON, KERRY | CAFETERIA ASST/ MJHS/2.0 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | COATS, JACQUELINE | CAFETERIA ASST/ PVHS/5.2 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | DONNELLY, JUDITH | CAFETERIA ASST/ SHASTA/2.3 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | EVANS, KIM | CAFETERIA SATELLITE MGR/MARIGOLD/4.9 | 8/11/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | FISKE, TOM | IPS-HEALTHCARE/ CHS/3.0 | 8/17/2008 | INCREASE IN HOURS |
| RESIGNED ONLY | FISKE, TOM | IPS-CLASSROOM/ CHS/3.0 | 8/17/2008 | INCREASE IN HOURS |

MINUTES

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|-------------------------------|-----------------------|---|-----------|------------------------------|
| POSITION LISTED | | | | |
| RESIGNED ONLY POSITION LISTED | GEDNEY, FRANCES | CAFETERIA ASST/ CHS/3.5 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | GREMINGER, LUCRETIA | IA-SPECIAL ED/ MARIGOLD/2.5 | 8/24/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | GREMINGER, LUCRETIA | INSTRUCTIONAL ASST/ MCMANUS/3.0 | 8/24/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | HALL, KATHY | CAFETERIA ASST/ HOOKER OAK/2.0 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | HARDY, DENISE | PARENT LIAISON AIDE- RESTR/ROSEDALE/.4 | 9/1/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | HASELTON, KAREN | CAFETERIA SATELLITE MGR/CITRUS/6.5 | 8/11/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | JONES, POLLY | CAFETERIA ASST/ CHAPMAN/2.0 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | JUSTINE-MITCHELL, MIA | IPS-CLASSROOM/ ROSEDALE/5.0 | 9/7/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | KOHEN, JESSE | IPS-CLASSROOM/ LOMA VISTA/4.0 | 8/6/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | LUALLEN, TERRIE | CAFETERIA SATELLITE MGR/ROSEDALE/6.0 | 8/11/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | RASH, JUDITH | CAMPUS SUPERVISOR/ CJHS/2.0 | 7/15/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | SHAFFER, DEENA | CAFETERIA ASST/ MCMANUS/2.0 | 8/12/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | SOMMER, CAROL | IPS-CLASSROOM/ SIERRA VIEW/3.5 | 9/7/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | SWIFKA, COSIMA | CAFETERIA SATELLITE MGR/SIERRA VIEW/5.5 | 8/11/2008 | VOLUNTARY REDUCTION IN HOURS |

MINUTES

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|-------------------------------|----------------------|--|-----------|------------------------------|
| LISTED | | | | |
| RESIGNED ONLY POSITION LISTED | SWORD, DIANE | CAFETERIA ASST/ NEAL DOW/2.5 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | YATES, ELSIE | CAFETERIA ASST/ MARIGOLD/2.0 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNATION/TERMINATION | ARMSTRONG, CHRISTINA | IA-SPECIAL ED/ ROSEDALE/2.5 | 8/19/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | DORGHALLI, RANA | PARENT CLASSROOM AIDE-RESTR/SIERRA VIEW/1.0 & 1.0 & .5 | 8/13/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | FUNE, LISA | IA-SR ELEMENTARY GUIDANCE/NEAL DOW/3.0 | 9/8/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | GENTRY, HEIDI | IPS-HEALTHCARE/ BJHS/6.0 | 8/13/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | JACKSON, JOEL | CAMPUS SUPERVISOR/ CHS/3.0 & 2.0 | 8/21/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | JACKSON, JOEL | CAMPUS SUPERVISOR/ CJHS/1.0 & .5 & 1.5 | 8/12/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | KANDA, LOUISE | IA-ELEMENTARY GUIDANCE/ FOREST RANCH/1.2 | 6/30/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | KANDA, LOUISE | IA-ELEMENTARY GUIDANCE/ SIERRA VIEW/2.0 | 6/30/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | LOPEZ, TAMARA | CAMPUS SUPERVISOR/ MJHS/1.0 | 8/4/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | PAYNE, LARRY | SR CUSTODIAN/ NEAL DOW/8.0 | 10/1/2008 | PERS RETIREMENT |
| RESIGNATION/TERMINATION | PHILIPPI, EDWARD | IA-SPECIAL ED/ CCDS/2.0 | 8/12/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | QUINTO, RAYMOND | INFORMATION SERVICES SUPR/INFO TECH/8.0 | 9/25/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | TATOM, JUDY | IPS-CLASSROOM/ LOMA VISTA/4.0 & 2.0 | 8/29/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | TEFS, SUZANNE | INSTRUCTIONAL ASST/ MCMANUS/3.0 | 8/21/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/TERMINATION | THOMAS, KRISTEN | PARENT LIAISON AIDE-RESTR/SIERRA VIEW/1.0 | 6/5/2008 | VOLUNTARY RESIGNATION |

6.4 BUSINESS SERVICES

1. The Board approved the Notice of Completion for the Repair of Fire Damage at Emma Wilson Elementary School
2. The Board approved the Division of State Architect Certified Inspector for the Performing Arts Center at Pleasant Valley High School

MINUTES

3. The Board approved the Division of State Architect Testing Lab Services for the Performing Arts Center at Pleasant Valley High School
4. This item was pulled for further discussion
5. This item was pulled for further discussion

(Consent Vote)

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

7. DISCUSSION/ACTION CALENDAR

ITEMS REMOVED FROM CONSENT FOR FURTHER DISCUSSION:

Item 6.2.14 – Board Member Kaiser noted there was an error on page 2 of 2 of the fundraiser for Sees Candy in the estimated gross of \$24,000, with a net \$10,000; also, they are selling certificates, not candy. Board Member Kaiser made a motion to approve; seconded by Board Member Rees.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

Item 6.2.27 – Board Member Kaiser noted the form indicated on page 2 of 3 that the gross was \$6,000 with no net estimated; the correction should show an estimated \$6,000 net. (Note: This was Item 6.2.26.) The issue with Item 6.2.27 was that timing was problematic in getting the ASB cards to students. Board Member Kaiser made a motion to approve; seconded by Board Clerk Thompson.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

Item 6.4.4 – Board Member Kaiser asked for a statement from Jan Combes regarding declining enrollment. Jan Combes gave an overview of CUSD enrollment. Board Member Kaiser made a motion to approve the Monthly Enrollment Report; seconded by Board Member Rees.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

Item 6.4.5 – Board Member Kaiser wanted to note the positive report. Board President Reed questioned if the work done at John McManus and Parkview was the end of the work being completed at elementary schools with the first series of Measure A bond money. Mike Weissenborn noted that these funds had been approved for use before the dollars were approved for high school projects and further explained differences in Measure A and B funds. Board President Reed questioned a fee from the county, plus there were additional questions from Board Clerk Thompson. Board President Reed suggested this item be pulled and additional information be brought back to the next meeting.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

7.1 EDUCATIONAL SERVICES

1. Information: Update on State Accountability Progress Report

At 7:42 p.m. Director Michael Morris and Mary Tribbey, Data Assessment Coordinator with the Butte County Office of Education presented information on the state accountability system Academic Performance Index (API) and the federal Adequate Yearly Progress (AYP) report, in addition to annual Program Improvement status updates and an overview of CUSD results.

7.2 BUSINESS SERVICES

1. Discussion/Action: Lease-Leaseback Agreement-Broward Brothers, Inc. – Performing Arts Center at Pleasant Valley High School

At 8:20 p.m. Michael Weissenborn presented an update on the lease-leaseback agreement with Broward Brothers and noted the importance of moving quickly before the rains begin. Board Member Kaiser moved to authorize the Superintendent or her designee to enter into the lease-leaseback agreement with Broward Brothers, Inc. once the Guaranteed Maximum Price is agreed upon, seconded by Board Vice

MINUTES

President Anderson.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

2. Information: Staffing Adjustments/Staffing Update

At 8:55 p.m. Assistant Superintendents Combes and Feaster presented a timeline showing the budget and staffing decisions made from June 2007 to September 2008. Sheila Vickers, Fiscal Advisor, also presented information.

At 10:00 p.m. Board President Reed suggested a five minute break.

3. Discussion/Action: Adopt Gann Appropriations Limit – Resolution 1045-08

At 10:11 p.m. Assistant Superintendent Combes presented information on the GANN initiative. Board Vice President Anderson made a motion to approve Resolution 1045-08, the adoption of the GANN Appropriations Limit, seconded by Board Member Kaiser.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

4. Discussion/Action: Budget Update – 2007-08 Year End Financial Report

At 10:18 p.m. Assistant Superintendent Combes presented information on the 2007-08 Year End Financial Report to be submitted to the Butte County Office of Education. Board Vice President Anderson made a motion to approve the 2007-08 Year End Financial Report, seconded by Board Member Kaiser.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

7.3 HUMAN RESOURCES

1. Discussion/Action: Approval of a Subsequent Variable Term Waiver Request for an Early Childhood Special Education Certificate for Certificated Special Education Employee Jeana Morrison

At 10:37 p.m. Assistant Superintendent Feaster presented information on the request for approval of a subsequent variable term waiver request for an Early Childhood Special Education Certificate to cover the assignment of a Certificated employee, Jeana Morrison. Board Vice President Anderson moved to approve the subsequent variable term waiver, seconded by Board Member Kaiser.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

2. Discussion/Action: Approval of Resolution 1042-08, Education Code §44263, To Allow a Credentialed Teacher to Teach any Single Subject Class based on Appropriate Coursework

At 10:40 p.m., Assistant Superintendent Feaster presented information on Resolution 1042-08, to allow a credentialed teacher to teach any single subject class based on appropriate coursework and noted the following correction on page 3 of 10: Jason Alvistur should show CHS, not MJHS as the school. Board Member Kaiser made a motion to approve Resolution 1042-08, seconded by Board Clerk Thompson.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

3. Discussion/Action: Approval of Resolution 1043-08, Education Code §44256(b), to Allow Teachers with a Multiple Subject Credential to Teach a Specific Subject below Grade 9

At 10:47 p.m. Assistant Superintendent Feaster presented information on Resolution #1043-08, to Allow Teachers with a Multiple Subject Credential to Teach a Specific Subject below Grade 9 and also noted that Kathleen Naas had been removed from the list of teachers. Board Member Rees made a motion to approve Resolution #1043-08, seconded by Board Member Kaiser.

MINUTES

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

4. Discussion/Action: Approval of Resolution 1044-08, Education Code §44258.2, to Allow Junior High Teachers with a Single Subject Credential to Teach Outside Their Credential Area Based on Appropriate Coursework

At 10:49 p.m., Assistant Superintendent Feaster presented information on Resolution 1044-08, to Allow Junior High Teachers with a Single Subject Credential to Teach Outside Their Credential Area Based on Appropriate Coursework. Board Member Kaiser made a motion to approve Resolution 1044-08, seconded by Board Member Rees.

AYES: Reed, Anderson, Thompson, Kaiser, Rees

NOES: None

8. **ITEMS FROM THE FLOOR**

At 10:50 p.m. Board President Reed asked if there were items from the floor. Ken Fisher, President CSEA Representative, requested that the CSEA issue of Binding Arbitration of grievances be placed on the October 15 Board meeting.

9. **ANNOUNCEMENTS**

At 10:51 p.m. There were announcements.

10. **ADJOURNMENT**

At 10:52 p.m. Board President Reed adjourned the meeting.

:mm

APPROVED:

Board of Education

Administration

DONATIONS/GIFTS

| Donor | Item | Recipient |
|--|---|-------------------------------|
| Sue Warwick | \$50.00 | Chapman |
| Joanne Puritz | \$25.00 | Chico Reads |
| Margaret Hollingsworth | \$15.00 | Chico Reads |
| Citrus PTA | \$200.00 | Chico Reads |
| Bidwell Presbyterian Church | Labor and Crusher Dust @ \$2,000.00 | Citrus |
| Bidwell Presbyterian Church | Fencing & Gate @ \$700.00 | Citrus |
| Andrea Ickes-Dunbar | \$100.00 | Emma Wilson |
| Emma Wilson PTA | Trash Bins @ \$164.36 | Emma Wilson |
| Glacier Pure/Bruce Morgan | Bottled Water & Dispenser @ \$70.00/mth | Emma Wilson |
| Becki Gilbert | 3 HP Ink Cartridges @ \$98.97 | Hooker Oak |
| Good Liffe Tree Care | Trim Trees @ \$500.00 | Hooker Oak |
| John Herbert | U.S. Flag @ \$23.00 | Neal Dow |
| Mr. & Mrs. Pinnell | \$30.00 | Neal Dow/4th Grade |
| Mr. & Mrs. Flint | \$30.00 | Neal Dow/4th Grade |
| Debora Burchardt | \$30.00 | Neal Dow/4th Grade |
| Mr. & Mrs. Guiliano | \$30.00 | Neal Dow/4th Grade |
| Dania Luna | \$30.00 | Neal Dow/4th Grade |
| Glenn Bloomquist & Lisa Gilbert | \$130.00 | Neal Dow/4th Grade |
| June and Greg McLaughlin | \$30.00 | Neal Dow/4th Grade |
| Angie Slover | \$50.00 | Neal Dow/4th Grade |
| Michelle and Sean Herbert | \$30.00 | Neal Dow/4th Grade |
| Teresa Sexton | \$30.00 | Neal Dow/4th Grade |
| Gary and Naomi Rogers | \$30.00 | Neal Dow/4th Grade |
| Lori Wood | \$30.00 | Neal Dow/4th Grade |
| Jace and Melissa Herbert | \$30.00 | Neal Dow/4th Grade |
| Lysa and Dack Owens | \$30.00 | Neal Dow/4th Grade |
| Emily Meigs | \$25.00 | Neal Dow/4th Grade |
| Kent Shackelford | \$30.00 | Neal Dow/4th Grade |
| Ronald & Linda Hill | \$30.00 | Neal Dow/4th Grade |
| Greg Roydt & Melonie Galagar | \$30.00 | Neal Dow/4th Grade |
| Michele Miller | \$30.00 | Neal Dow/4th Grade |
| Daniel Rodriguez | \$30.00 | Neal Dow/4th Grade |
| Adrian & Shari Jenkins | \$30.00 | Neal Dow/4th Grade |
| Jeffrey & Lisa Stiemsma | \$100.00 | Neal Dow/4th Grade |
| Dempsey | \$34.00 | Neal Dow |
| Target Corp. | \$212.65 | Parkview |
| Jamba Juice | 485 Smoothies @ \$485.00 | Parkview |
| Shasta PTO | Backup Power Supply @ \$193.04 | Shasta |
| Shasta PTO | \$1,000.00 | Shasta |
| Soroptomist International of Chico | 40 Tickets @ \$120.00 | Sierra View |
| James & Erin Smith | \$50.00 | Sierra View |
| City of Chico | 80 Chico Performance Tickets @ \$240.00 | Sierra View |
| Donna Farley | \$100.00 | Sierra View |
| Karol Fitzpatrick | HP 6100 Printer @ \$200.00 | Sierra View |
| Longs Drugs Stores #47 | 20 Gift Cards @ \$500.00 | Bidwell Junior |
| Gordon Duncan | Kimball Spinnet Piano @ \$200.00 | Chico Junior |
| PG&E / Donald Chambers | \$251.28 | Marsh Junior |
| Jessica Gallaway, Sean Thomas, Delaney | | |
| Smith and Mattea Belmonte | \$1,425.60 | CHS & PVHS Freshman Athletics |
| Nels Leen | \$1,500.00 | CHS |
| Art McGram | \$3,125.00 | CHS Library |
| John Richards | \$300.00 | CHS Library |

DONATIONS/GIFTS

Donor

T. H. & Lynne Plymesser
Nona Nahalea
Custom Sheet Metal/Darrell Duncan
Gloria Harris
Linda Elliott
Kayla Isler
Michael Macarthy
Soroptimist Intl of Bidwell Rancho
Sharon Johnson

Item

Golf Cart @ \$1,924.14
Gift Cards @ \$25.00
Sheet Steel @ \$480.00
Books @ \$73.00
Books @ \$108.00
Books @ \$120.00
Wheelchair @ \$175.00
\$6,000.00
Books @ \$45.00

Recipient

PVHS
PVHS
PVHS Welding Classes
PVHS Library
PVHS Library
PVHS Library
PVHS Health Office
PVHS/AVID Program
FVHS

TITLE: Proposed Agenda Item

Action: _____
Consent: X
Information: _____

Prepared by: Chris Persson, Chico High School

Background Information

For the past nine years, students in Chico High School's Academy of Communications and Technology have culminated their four-year course of study with a visit to the LA area for a behind-the-scenes look at the television and motion picture industry. We arrange to see a variety of different facilities, from a working studio to post-edit facilities to a live taping. Many of the places we visit don't usually offer tours to the public.

We are fortunate enough to have connected with working professionals willing to take time out of their day to share their expertise with our students. In fact, two of the places we visit—Media Studio Sound and Los Angeles Center Studios—do not offer field trips or visits to any other high school group in the country except ours. Pete Brosnan from LA Center Studios has told us that this is because of how serious and interested our students are. Each year we explore different educational venues. This year we hope to visit behind the scenes at Disney, ImagiNation, a contact made by Kathy Naas, Rosedale teacher.

Educational Implications

Expected Learning Outcomes and Standards Addressed:

This trip is an integral part of the ACT program in media communications: it's a chance for students to see how what they have learned so far in their ACT classes is applied in the real world. The students taking the trip are enrolled in a two-period block that includes an English class (Literature and Film, which carries UC a-g credit in English) and a technology class (Studio Production, which is approved for UC a-g credit in Visual and Performing Arts. Students also receive college credit as this is a 2+2 class associated with Butte College). The trip ties directly to academic standards in both areas. Specific learning outcomes are:

- Students will understand the variety of careers available in media communications (*Visual Performing Arts Standard 5.0*).
- Students will see real life applications for the skills they have learned through the ACT program.
- Students will learn how specific directors, writers and other film personnel used sound, editing, and narrative structure for a specific aesthetic purpose (*English/Language Arts Literary Response and Analysis 3.3*).
- Students will gain a deeper understanding of the studio and star systems in Hollywood (material covered in their course text *American Cinema, American Culture*).

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

6.2.2.
Page 2 of 3

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 9-8-08

FROM: Christine Persson

School/Dept.: ACT Senior Class
Chico High

SUBJECT: Field Trip Request

Request is for ACT 12 English (Lit. + Film) + Technology
(grade/class/group)

Destination: _____ Activity: Educational Field Film
trip (Attached)

from 11/4/09 9AM to 11/17/09 16PM
(dates) / (times) (dates) / (times)

Rationale for Trip: Please see attached

Number of Students Attending: 35 Teachers Attending: 3 Parents Attending: 1-2

Student/Adult Ratio: 8.75/1

Transportation: Private Cars 0 CUSD Bus _____ Charter Bus Name Mt. Lassen
Other: 0

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES: 2 teachers x 3 days
Fees \$ 1,400 Substitute Costs \$ 468 total Meals \$ 500.00
Lodging \$ 3980 Transportation \$ 5600 Other Costs \$ 0

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):
Name ACT Seniors Acct. #: 409 \$ 10,000
Name Partnership Acct. #: 0172201101000010 \$ 1323 (chaperone rooms)

Christine Persson 9-8-08
Requesting Party Date
[Signature] 9/30/08 Approve/Minor Do not Approve/Minor
Site Principal Date or
or
[Signature] 10/1/08 Recommend/Major Not Recommended/Major
Director of Transportation Date (If transporting by bus or Charter)

IF MAJOR FIELD TRIP
[Signature] 10-2-08 Recommend Not Recommended
Director of Educational Services Date
 Approved Not Approved
Board Action Date

Fiscal Implications

The trip will cost approximately \$10, 5800 as follows:

- \$5,600 Bus Transportation, Mt. Lassen Transit
Transportation to LA, and to the various sites we will be visiting. Contract confirmed.
- \$3980 Lodging at Sportsman's Lodge in Studio City
13 rooms for 3 nights @\$ 441 /room total (including tax). Students will sleep four to a room. Contract confirmed.
- \$1,400 Admission to Warner Brothers Studios
35 admissions @ \$40 each (estimate)
- \$720 Sub costs
3 teachers x 3 days x \$80/.

Partnership Academies funds will pay for room costs for the teachers who are going (double occupancy where possible). The rest of the trip will be paid for through donations and fundraising.

Additional Information

We will travel on a charter bus through Mt. Lassen Transit Company out of Red Bluff. At least four adult chaperones will be going on the trip along 35 students, making the supervision ratio at least 8.75:1. We will leave at 9:30 on Wednesday, January 14th and return around 9 p.m. on Saturday, January 17th.

TITLE: Proposed Agenda Item

Action: _____
Consent: X
Information: _____

Prepared by

Background Information

This marks the tenth consecutive year Chico High West seniors will attempt to summit Mt. Lassen together with their parents and teachers. An incredible 29-hour trip, the students, along with the staff has managed to ride this wave of commitment all the way to graduation day each and every year.

Educational Implications

The entire notion of just how a democracy works comes front and center in a trip such as this. Also, a “hands on” lesson in economics emerges as each group must plan, shop and carry out meals for the entire group. The morning after the hike, the students are challenged to look at their future and determine possibilities and roadblocks. The students write both reflectively and creatively as well.

Fiscal Implications

Funding is support by both the SLC grant and parent donations.

Additional Information

Each year we invite staff not directly associated with Chico High West to join this trip. This year, Krissy Hahn, one of our senior Government teachers will go on the trip by her request.

RECEIVED

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

6.2.3.
Page 2 of 2

OCT 8 2008

FIELD TRIP REQUEST

TO: SUPERINTENDENT'S OFFICE
CHICO UNIFIED SCHOOL DISTRICT
CUSD Board of Education

Date: 10/3/08

FROM: Kevin Dolan

School/Dept.: Chico High West

SUBJECT: Field Trip Request

Request is for West Seniors
(grade/class/group)

Destination: Lassen National Park Activity: Summit Mt. Lassen.

from Sun 10/19/08 10:30 am to Mon 10/20/08 2:30 pm
(dates) / (times) (dates) / (times)

Rationale for Trip: see attached.

Number of Students Attending: 34 Teachers Attending: 4 Parents Attending: 6

Student/Adult Ratio: 3/1

Transportation: Private Cars X CUSD Bus _____ Charter Bus Name _____
Other: _____

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees \$ _____ Substitute Costs \$ 3 x \$85.00 Meals \$ _____

Lodging \$ 15.00 Transportation \$ _____ Other Costs \$ _____

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name CH West Acct. #: 01-0024-0-1354 \$ 4900-010

Name _____ Acct. #: _____ \$ _____

[Signature]
Requesting Party
Date: 10/3/08

[Signature]
Site Principal
Date: 10/7/08

Approve/Minor
or
 Do not Approve/Minor
Recommend/Major Not Recommended/Major
(If transporting by bus or Charter)

Director of Transportation
Date _____

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services
Date: 10-8-08

Recommend
 Not Recommended

Approved
 Not Approved

Board Action
Date _____

TITLE: Proposed Agenda Item

Action: _____
Consent: X
Information: _____

Prepared by: Mr. Carlisle, and 5th Grade Teacher McManus Elem. and Mrs. Bird, Principal

Background Information

Mr. Carlisle's 5th grade at McManus and Mrs. Crum's class at Citrus. I have been on, or organized this trip for 9 years at Jay Partridge and McManus. For many years, Katy Early, Val White, Terri Crawford and Sharon Belkofer organized this trip for each of their schools.

Educational Implications

The field trip to Monterey is consistent with our educational goals and provides a unique hands-on experience for the curriculum taught in our classrooms. This is a culminating activity of our vertebrae and plant units as specified by the Chico Unified School District's science curriculum for the fifth grade.

Fiscal Implications

Students will fund the trip. The reasonable amount of \$70.00 for the four-day trip will also cover anticipated scholarships for students who cannot afford this amount. Through our fundraising, and donations the entire cost of the trip **has already** been met for every student going on the trip.

Additional Information

The Dates of the trip will be Tuesday, May 12 to Friday May 15, 09.

Parents and the teacher will provide the transportation. All drivers will have proper district paperwork on file. I anticipate 15 to 20 parents to attend the trip. This will be a ratio of less than 3 to 1 for every adult to child. There will be 50 students going on the trip. We will be visiting Monterey Bay Aquarium, Pt. Lobos Marine Preserve, Asilimar State Beach (tide pooling), The Tech Museum in San Jose and Discovery Kingdom.

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street
Chico, CA 95928-5999
(530) 891-3000

6.2.4.
Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Date: 9/30/08

FROM: TONY CARLISLE

School/Dept.: MCMANUS ELEMENTARY

SUBJECT: Field Trip Request

Request is for 5TH GRADE CLASSES CARLISLE-MCMANUS/CRUM-CITRUS
(grade/class/group)

Destination: MONTEREY, CALIFORNIA Activity: ENVIRONMENTAL EDUCATION

from May 12, 2009, 6:30 a.m. to MAY 15, 2009 9:00 p.m.
(dates) / (times) (dates) / (times)

Rationale for Trip: Environmental Education - See Cover Letter.

Number of Students Attending: 55 Teachers Attending: 4 Parents Attending: 20 - 25

Student/Adult Ratio: 2/1

Transportation: Private Cars XX CUSD Bus Charter Bus Name
Other:

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees \$ Substitute Costs \$ Meals \$ 900.00
Lodging \$ 110.00 Transportation \$ 1,000.00 Other Costs \$ 2,000.00*

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S): *Discovery Tech, Imax, Aquarium

Name TONY CARLISLE Acct. #: 01-0024-0-1300-4900-1\$0 2,005.00

Name JULIE CRUM Acct. #: 01-0024-0-1344-4900-13\$ 2,005.00

[Signature]
Requesting Party

9/18/08
Date

[Signature]
Site Principal

9/18/08
Date

Approve/Minor Do not Approve/Minor
or
 Recommend/Major Not Recommended/Major

[Signature]
Director of Transportation

10/2/08
Date

(If transporting by bus or Charter)

IF MAJOR FIELD TRIP

[Signature]
Director of Educational Services

10/7/08
Date

Recommend Not Recommended

Approved Not Approved

Board Action

Date

PROPOSED AGENDA ITEM: Approval of the Neal Dow 6th Grade Field trip to Yosemite

Prepared by: Amanda Gilliam and Greg Bishop

Consent
 Information Only
 Discussion/Action

Board Date: 10/15/08

Background Information

This is a trip for the Neal Dow 6th Graders. It is an extension to the science unit on Geology. It is a three day trip to Yosemite National Park.

Education Implications

This Field trip supports the four out of the six major content standards in 6th grade science. We travel to a campsite that is located just outside of the National Forest. The students will then travel into the park and observe formation and movement of the earth's crust and the ecology of Yosemite.

Fiscal Implications

The money to finance the field trip was proved by fundraising and donatins.

Additional Information

Plans have been made to take a district bus. It will leave at 7:30 am on May 27, 2009 and return on May 29, 2009. There will be approximately 64 students, 2 teachers, and 15 parents attending. Student to adult ration is 4:1.

CHICO UNIFIED SCHOOL DISTRICT

1163 East Seventh Street

Chico, CA 95928-5999

(530) 891-3000

6.2.5.

Page 2 of 2

FIELD TRIP REQUEST

TO: CUSD Board of Education

Greg Bishop/

Date: Sept. 29, 2008

FROM: Amanda Gilliam/Rees

School/Dept.: Neal Dow Elem.

SUBJECT: Field Trip Request

Request is for Neal Dow 6th. Grade
(grade/class/group)

Destination: Yosemite National Park Activity: Earth Science Field Trip

from May 27, 2009 7:30 A.M to May 29, 2009 5:00 P.M.
(dates) / (times) (dates) / (times)

Rationale for Trip: Geology and environmental curriculum as related to 6th. grade standards in science.

Number of Students Attending: 64 Teachers Attending: 2 Parents Attending: 15

Student/Adult Ratio: 4:1

Transportation: Private Cars _____ CUSD Bus X Charter Bus Name _____
Other: _____

All requests for bus or charter transportation must go through the transportation department - NO EXCEPTIONS.

ESTIMATED EXPENSES:

Fees \$ -0- Substitute Costs \$ -0- Meals \$ 900.00

Lodging \$ -0- Transportation \$ 1,800.00 Other Costs \$ 200.00

ACCOUNT NAME(S), NUMBER(S) and AMOUNT(S):

Name 6th. Grade Class Acct. #: 01-0000-0-1304-4900-210 \$ 2,300.00

Name _____ Acct. #: _____ \$ _____

Amanda Gilliam
Amanda M. Gilliam 9/29/08
Requesting Party Date

Marilyn Rees
Marilyn Rees 9/29/08 Approve/Minor Do not Approve/Minor
Site Principal Date or

Marilyn Rees
10/2/08 Recommend/Major Not Recommended/Major
Director of Transportation Date (If transporting by bus or Charter)

IF MAJOR FIELD TRIP

Lynne Adkison
10/7/08 Recommend Not Recommended
Director of Educational Services Date

Approved Not Approved

Board Action _____ Date _____

PROPOSED AGENDA ITEM: Fundraising Request

Prepared by: Larry Spini, Principal

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

Shasta PTO will raise money through cookie dough sales to support and enrich Shasta Elementary School. The money will be used for classroom supplies, field trips, classroom support and technology.

Educational Implications

The additional funds will help to support field trips, special classroom projects and classroom teaching.

Fiscal Implications

Shasta PTO plans to net approximately \$22,500.00 for use by the school.

FUND RAISING REQUEST

All fund raising projects/activities are to be approved by the school Principal & Educational Services Director (minor) or the Board of Education (major) prior to initiating the project/activity. The principal/designee shall maintain a written financial record of each approved fund raising project/activity. Funds generated from the projects/activities shall be deposited in the Associated Student Body account, PTA/PTO account or the appropriate District account.

SCHOOL Shasta

CLUB OR ORGANIZATION Shasta PTO

ADVISOR Sandra Martin

PURPOSE OF THE FUND RAISING PROJECT/ACTIVITY to raise funds for classroom supplies, field trips, support & technology

LOCATION OF ACTIVITY Shasta

FACILITIES NEEDED _____

FINANCIAL GOAL OF THE PROJECT: (Major = more than \$5,000 gross)
[] Minor: Estimated Gross \$ _____ Estimated Net \$ _____
 Major: Estimated Gross \$ 60,000.
Estimated Net \$ 22,500.

NATURE OF PROJECT/ACTIVITY (i.e., car wash) Cookie Dough sales
ITEMS TO BE SOLD Ons Spunkmeier cookie dough & gifts items
TICKET/ITEM SELLING PRICE \$ \$ 15.00 / tub of dough

- Class I - A project or series of activities that will be restricted to a school's student and parent population.
- [] Class II - A project or series of activities that will extend beyond a school's population and will involve students, parents and members of the general community population in the fund raising effort.

BEGINNING/ENDING DATE(S) OF PROPOSED FUND RAISING PROJECT(S)/ACTIVITY(IES):
BEGINNING 10/20/08 ENDING 12/5/08

NUMBER OF STUDENTS TO BE INVOLVED 630 (all students)

RECOMMENDED

Date _____ Student Officer's Signature (if applicable) _____

10/7/08 Sandra Martin
Date Advisor's Signature

Date _____ Director of Activity's Signature (if applicable) _____

10/7/08 _____
Date Principal's Signature

10/8/08 Carolyn Addison
Date Educational Services Director Signature

_____ Date Approved by Board of Ed. when over \$5,000

cc: Advisor, Principal, Director of Fiscal Services

PROPOSED AGENDA ITEM: Athletic Trainer for Chico High School

Prepared by: Robyn Saiyer / Danny Webb

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

The athletic trainer is used to assess and assist athletes with injuries.

Educational Implications

None

Fiscal Implications

None

CHICO UNIFIED SCHOOL DISTRICT
Business Services
1163 E. 7th Street, Chico, CA 95928
(530) 891-3000

CA# 098019

CONSULTANT AGREEMENT

For Services Provided to ASB

CHS ASB

1. A completed BS10a. "Guidelines for Employing Independent Contract Consultants" certificate is:

On File (click to view) X Attached

2. A completed W9 "Request for Taxpayer Identification Number and Certification" form is:

On File (click to view) X Attached

This Agreement to furnish certain consulting services is made by and between Chico Unified School District ASB and:

Name: Avail Physical Therapy Inc
Street Address/POB: ~~255 Ceanothus~~ 2555 CEANOthus AVE
City, State, Zip Code: Chico, CA 95973
Phone: 530 892 2810

* Taxpayer ID/SSN:

This agreement will be in effect (Current Fiscal Year) From: August 29, 2008 To: June 15, 2008

Location(s) of Services: (site) Chico High School

3. Scope of Work to be performed: (attach separate sheet if necessary)

Athletic Training

4. Goal (Strategic Plan, Site Plan, Other) to be achieved as a result of Consultant services:

To assess and assist athletes with injuries

5. ASB account name to be Charged: (corresponding to accounts below)

- 1) Athletics General (Sport trainer)
- 2)
- 3)

6. Account(s) to be Charged:

| | Pct (%) | Account # | Amount |
|----|---------|-----------|--------|
| 1) | 100% | 693 | |
| 2) | | | |
| 3) | | | |

7. Payment to Consultant: (for the above services, ASB will pay Consultant as follows)

| \$ | 1 | Per Unit, times | # Units = | \$ | Total for Services |
|--------|----------|-----------------|---------------|----|--------------------|
| (Unit: | Per Hour | Per Day | Per Activity) | | |

8. Additional Expenses: (i.e. mileage, hotel, air fare, etc)

\$
\$
\$

Total for
Addit'l Expenses

\$ 12,000 ⁰⁰ **Grand Total**
(not to exceed)

9. Amounts of \$5,001.00 or more require Board Approval: (date to Board)

(to be completed by Business Services)

CONSULTANT TERMS AND CONDITIONS

(Applicable, unless determined to be Contract Employee – See BS10a)

CA# 098019
6.2.7.

- a. The Consultant will perform said services independently, not as an employee of the District; therefore, the District is not liable for worker's compensation or unemployment benefits in connection with this Consultant Agreement. Consultant shall assume full responsibility for payment of all Federal, State and Local taxes or contributions, including Unemployment Insurance, Social Security, and Income Taxes with respect to Consultant's employees. (Not applicable to Contract Employee)
- b. Consultant shall furnish, at his/her own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement, unless agreed upon under Additional Expenses on page 1 of this Agreement.
- c. In the performance of the work herein contemplated, Consultant is an independent contractor, with the authority to control and direct the performance of the details of the work, the District being interested in the results obtained.
- d. If applicable, the Consultant will certify in writing, using Administration Form #3515.6.1, that criminal background checks have been completed as per Board Policy #3515.6 prior to commencement of services. This requirement also applies to any subcontractors or employees utilized by the Consultant.
- e. Consultant agrees to defend, indemnify and hold harmless the District, its Board of Trustees, employees and agents from any and all liability or loss arising in any way out of Consultant's negligence in the performance of this Agreement, including, but not limited to, any claim due to injury and/or damage sustained by Consultant, and/or the Consultant's employee or agents.
- f. Consultant will provide to Assistant Superintendent, Business Services, upon request, a Certificate of Insurance showing a minimum \$1,000,000 combined single limits of general liability and automobile coverage as required by the District. (Not applicable to Contract Employee)
- g. Neither party shall assign nor delegate any part of this Agreement without the written consent of the other party.
- h. The work completed herein must meet the approval of the District and shall be subject to the District's general right of inspection to secure the satisfactory completion thereof. Consultant agrees to comply with all Federal, State, Municipal and District laws, rules and regulations that are now, or may in the future become, applicable to Consultant, Consultant's business, equipment and personnel engaged in operations covered by this Agreement or occurring out of the performance of such operations.

11. AGREED TO AND ACCEPTED: (If determined to be a Contract Employee, a payroll check will be issued with applicable taxes withheld.)

* Matthewa (Signature of Consultant) MATT ELLER (Print Name) 8/22/08 (Date)

12. RECOMMENDED:

Dwese (Signature of Originating Faculty Advisor) Daniel Webb (Print Name) 8/13/08 (Date)

Manisa Donnelly (Signature of ASB Officer) ASB Requisition / PO# 309065 (Print Name and Title) Issued by ASB Accounting Office (Text)
8/27/08 (Date)

Jim Hanlon (Signature of Principal) Jim HANLON (Print Name and Title) 7/28/08 (Date)

Scott Jones (Signature of Administrator - Business Services) Scott Jones, Director (Print Name and Title) 10/2/08 (Date)

13. Authorization for Payment: Consultant Contract Employee

(a) CHECK REQUIRED (Invoice to accompany payment request):

Partial Payment thru: _____ (Date)

Full or Final Payment

(b) \$ _____ (Amount) _____ (Originating Administrator Signature - Use Blue Ink) _____ (Date)

PROPOSED AGENDA ITEM: Obsolete Textbooks

Prepared by: Carolyn Adkisson

Consent

Information Only

Board Date: October 15, 2008

Discussion/Action

Background Information

Each year schools have an opportunity to compile a list of unused/old instructional materials to offer to other schools within our district. If there are no requests for the books, the lists then go to the Board to be declared "obsolete." The obsolete books are then offered for sale to Follett Used Books (in bulk) as well as local private and charter schools.

Education Implications

Monies received will be used to buy new textbooks for our students.

Fiscal Implications

Any monies received from the sale of these books will be deposited into the district textbook account.

Additional Information

None

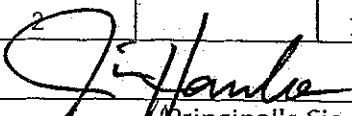
DO Recommendation: Carolyn Adkisson

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Chico High School
 (School)

September 22, 2008
 (Date)

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|--------------------------------------|-------------|----------------|-------------|
| 0 | 17 | The American Pageant, 9th Ed. | | 1991 | Poor - Fair |
| 0 | 25 | The American Pageant, 10th Ed. | | 1994 | Fair |
| 0 | 1 | Chemistry in the Community | | 2002 | Good |
| 0 | 6 | Chemistry (Addison-Wesley) | | 2000 | Good |
| 0 | 1 | Earth Science (McDougal Littell) | | 2003 | Good |
| 0 | 1 | Elements of Literature, 3rd Course | | 2000 | Good |
| 0 | 2 | Elements of Literature, 4th Course | | 2000 | Good |
| 0 | 13 | Food Choices: Eating for Health | | 1988 | Poor |
| 0 | 5 | Juntos Uno | | 2000 | Fair-Good |
| 0 | 230 | Juntos Dos | | 2000 | Good |
| 0 | 149 | Juntos Tres | | 2000 | Good |
| 0 | 10 | Keyboarding & Computer Applications | | 1995 | Good |
| 0 | 6 | Modern Biology | | 1999 | Good |
| 0 | 5 | Chemistry Addison-Wesley 5th Edition | | 2000 | Good |
| 0 | 16 | Conceptual Physics, 8th Edition | | 1998 | Good |
| | 1 | Prentice Hall, Physical Science | | 1991 | Good |
| 1 | 2 | Holt Science Forensics Sci. Exp. | | 1999 | New |
| 0 | 54 | CD Rom Modern Biology | | 1999 | New |
| 0 | 6 | Biology - Brainfood Quizzes DVD | | 2007 | New |
| 3 | | One-Stop Planner Biology | | 2007 | New |
| | 3 | Modern Biology Lab Generator Cd | | 2007 | New |
| | 1 | HoltBiology Chapter Resources CD | | 2007 | New |
| 3 | | Biology Lab Generator CS | | 2007 | New |
| 2 | | Power Point Resources | | 2007 | New |
| 4 | | Biology Transparencies | | 2007 | New |
| 2 | | Holt Science Lab CD | | 2007 | New |


 (Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999
(530) 891-3000 ext. 137

6.2.8.
Page 3 of 10

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Chico High School
(School)

September 22, 2008
(Date)

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|--|-------------|----------------|-----------|
| 1 | | Preview | | 2007 | New |
| 2 | | Biology Audio Reading CD | | 2007 | New |
| 3 | | Modern Biology Study Guide /Answer Key | | 2007 | New |
| 3 | | Biology Science Skills Work sheets | | 2007 | New |
| 3 | | Biology Critical Thinking Worksheets | | 2007 | New |
| 3 | | Modern Biology Datasheets | | 2007 | New |
| 3 | | Modern Biology Chapter Tests/Answers | | 2007 | New |
| 3 | | Modern Biology Quizzes with Key | | 2007 | New |
| 3 | | Modern Biology Vocab Worksheets | | 2007 | New |
| 4 | | Modern Biology Transparancies | | 2007 | New |
| 1 | | Holt Science Skills Workshop | | 2007 | New |
| 3 | | Modern Biology Active Reading Worksheets | | 2007 | New |
| 5 | | Holt Science Biology Video Labs | | 2007 | New |
| | 2 | Modern Biology Audio CD Program | | 2007 | New |
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(Principal's Signature)

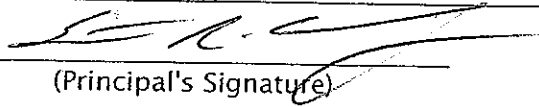
Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

PVHS
 (School)

9-2-08
 (Date)

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|-------------------------|-------------|----------------|-----------|
| / | 75 | World Geog. Today | 9 | 1985 | Fair |
| / | 28 | Glencoe HEALTH | 9/10 | 2001 | good |
| 1 | 44 | Understanding PSY. | 11/12 | 1995 | Fair |
| / | 10 | ECONOMY & YOU | 11/12 | 1992 | Good |
| / | 22 | ENCYCLO. AMERICANA | ANY | 1924 | Good |
| / | 16 | ENGLAND IN LIT. | 9/10 | 1963 | Poor |
| / | 24 | Coordinated Science I | 9 | 1995 | Good |
| / | 28 | WORKING IN Horticulture | 10 | 1980 | Good |
| / | 18 | HOLT Biology | 9/10 | 1998 | Good |
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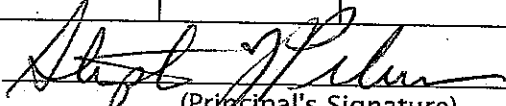
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NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Marsh
 (School)

9/5/08
 (Date)

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|---------------------------------------|-----------------|----------------|-----------|
| | 33 | Ancient World McGraw | 6 th | 2000 | Fair |
| 1 | 38 | Across the Centuries Houghton Mifflin | 7 th | 1999 | Fair |
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 (Principal's Signature)

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Marigold

9/19/08

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|---------------------------------|-----------------|----------------|-----------|
| 16 | | California Studies | 4th | 1987 | Good |
| 18 | | California Adventures | 4th | 1976 | Good |
| | 40 | A New Nation | 4th | 1999 | Poor |
| 1 | | About Connections | 4 th | 1994 | Good |
| | 1 | Discovery Works | 4 th | 2000 | Good |
| 1 | | Discovery Works | 4 th | 2000 | Very Good |
| | 8 | Life Lab Science/Various Titles | 4 th | 1994 | Good |
| 5 | | Discovery Works | 5 th | 2000 | Good |
| | 6 | Reading California | 4 th | 2001 | Very Good |
| 1 | | Discovery Works | 4 th | 2000 | Good |
| | 1 | Discovery Works | 4 th | 2000 | Good |
| 5 | | Discovery Works | 5 th | 2000 | Good |
| 1 | | Disc. Works Test | 4 th | 2000 | Good |
| 1 | | Disc. Works Workbook | 3 rd | 2000 | Good |
| | 18 | The Quilt Story | | 1985 | Good |
| 4 | | Disc. Works Assessment | 5 th | 2000 | Good |
| 9 | | Disc. Works Resource | 4 th | 2000 | Good |
| 2 | | Oh, California | 5 th | 1991 | Good |
| 2 | | Oh, California | 5 th | 1991 | Good |
| 3 | | Oh, California | 5 th | 1991 | Good |
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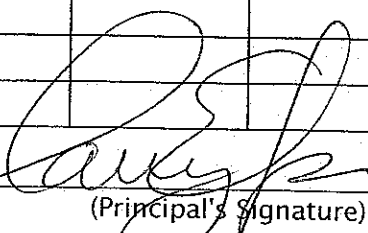
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NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Shasta
(School)

9-17-8
(Date)

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|--------------------|-------------|----------------|-----------|
| | 57 | Discovery Works | 4 | 2000 | Very good |
| | 35 | FOCUS on Earth Sci | 6 | 1999 | " " " |
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(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999
(530) 891-3000 ext. 137

**Obsolete Materials
Sierra View Elementary**

| # of Teacher's Editions | # of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|-------------------------|-----------------------|--|-------------|----------------|-----------|
| | 20 | On The Job/Literacy Place | 3 | 1996 | Excellent |
| | 1 | Literacy Place Anthology | 6 | 1996 | Good |
| | 17 | What's New/Literacy Place | 3 | 1996 | Excellent |
| | 1 | On the Job VHS | 3 | 1996 | Good |
| | 1 | Meet the Mentor VHS | 3 | 1996 | Good |
| | 1 | Big Plans VHS | 3 | 1996 | Good |
| | 17 | Big Plans/Literacy Place | 3 | 1996 | Excellent |
| | 19 | Some People Know- H-M | 1 | 1996 | Good |
| | 22 | Health Focus on You | 1 | 1984 | Good |
| | 3 | Scholastic Spelling | 6 | 1996 | Excellent |
| 2 | | Adventures in Time and Place-Test Prep | 2 | | Good |
| 1 | | Some People I know | 1 | 1983 | Good |
| | 7 | People Together-Assessment | 2 | 1995 | Good |
| | 1 | People Together Anthology | 2 | 1995 | Good |
| | 1 | Time to Sleep H-M | 2 | 1997 | Poor |
| | 1 | Cows Can't Fly H-M | 2 | 2001 | Poor |
| | 38 | Health Focus on You | 5 | 1984 | Good |
| 1 | | Health Focus on You- TE | 5 | 1984 | Good |
| 1 | | Health Focus on You- Resource Book | 5 | 1984 | Good |
| | 27 | Encyclopedia Britanica | | 1993 | Excellent |
| | 60 | Scholastic Spelling | 6 | 1998 | Excellent |
| 1 | | Scholastic TE | 6 | 1998 | Good |
| 1 | | Scholastic Resource | 6 | 1998 | Good |
| | 1 | World of Music-Box | 4 | 1987 | Poor |
| | 1 | World of Music-Box | 5 | 1987 | Poor |
| | 1 | Investigating Music-Box | | 1980 | Poor |
| | 1 | Quick Word Juggler for Apple | | 1984 | Poor |

| # of Teacher's Editions | # of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|-------------------------|-----------------------|-----------------------------|-------------|----------------|-----------|
| | 14 | World Book Encyclopedia | | 1982 | poor |
| | 10 | The Book of Popular Science | | 1966 | good |
| 2 | | H-M Discovery Works | 2 | | good |
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(Principal's Signature)

CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999
(530) 891-3000 ext. 137

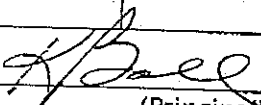
6.2.8.
Page 10 of 10

NOTICE OF INSTRUCTIONAL MATERIALS DECLARED OLD OR OBSOLETE

Oakdale School
(School)

September 22, 2008
(Date)

| Number of Teacher's Editions | Number of Pupil's Editions | Title | Grade Level | Copyright Date | Condition |
|------------------------------|----------------------------|-------------------------|-------------|----------------|-----------|
| | 2 | Saxon Algebra ½ | 6 | 1993 | Fair |
| | 10 | Saxon Math 65 | 7 | 1995 | Fair |
| | 2 | Saxon Math 87 | 8 | 1991 | Fair |
| | 12 | Antell/Marris Economics | 12 | 1999 | Fair |
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(Principal's Signature)

Please use additional pages if necessary. The list should be neat and in proper format, ready for inclusion in the Board Agenda.

October 15, 2008

MEMORANDUM TO: Board of Education
 FROM: Kelly Staley, Superintendent
 SUBJECT: Certificated Human Resources Actions

| Name/Employee # | Assignment | Effective | Comment |
|---|--------------|---|--|
| <u>Administrative Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Quinto, Terry | Psychologist | 2008/09 (Effective 9/17/08 - 6/30/09) | .20 FTE Appointment (in addition to current .2750 FTE position) |
| <u>Probationary Appointment(s) 2008/09 According to Board Policy</u> | | | |
| McCoy, Susan | School Nurse | 2008/09 | .40 FTE Probationary Appointment |
| Winters, Jeannie | School Nurse | 2008/09 (Effective 9/18/08) | 1.0 FTE Probationary Appointment |
| <u>Temporary Appointment(s) 2008/09 According to Board Policy</u> | | | |
| Campos, Deborah | School Nurse | 1 st Semester 2008/09 (Effective 9/22/08) | .40 FTE Temporary Appointment |
| Coons, Emily | Elementary | 1 st Semester 2008/09 (Effective 10/7/08) | .40 FTE Temporary Appointment |
| Reggi-Bruchler, Gina | Secondary | 1 st Semester 2008/09 (Effective 9/29/08) | .40 FTE Temporary Appointment |
| <u>Part-Time Leave Request(s) 2008/09</u> | | | |
| Carlisle, Kate | Elementary | 2008/09 | .10 FTE Leave |
| Crum, Julie | Elementary | 2008/09 (Effective 10/01/08 - 12/19/08) | .20 FTE Leave |
| Daugherty, Maggie | Secondary | 2008/09 (Effective 9/26/08 - 6/4/09) | .20 FTE Leave |
| <u>Rescission/Change Leave Request(s) for 2008/09</u> | | | |
| Cross, Deidra | Secondary | 2008/09 (Effective 9/30/08 - 6/4/09) | Rescind .4 FTE of current .8 FTE Leave (will work .6 FTE) |
| <u>Retirement(s)/Resignation(s)</u> | | | |
| Rios, Al | | December 20, 2008 | Retirement |

CHICO UNIFIED SCHOOL DISTRICT
 1163 EAST SEVENTH STREET
 CHICO, CA 95928-5999

6.3.2.
 Page 1 of 3

October 15, 2008

MEMORANDUM TO: Board of Education
 FROM: Kelly Staley, Superintendent
 SUBJECT: Classified Human Resources Actions

| <u>ACTION</u> | <u>NAME</u> | <u>CLASS/LOCATION/ ASSIGNED HOURS</u> | <u>EFFECTIVE</u> | <u>COMMENTS/PRF #/ FUND/RESOURCE</u> |
|-------------------|----------------------|---|------------------|---|
| APPOINTMENT | BILLINGSLEY, LISA | OFFICE ASST ELEMENTARY ATTENDANCE/MARIGOLD/4.0 | 9/22/2008 | VACATED POSITION/245/ GENERAL/0000 |
| APPOINTMENT | BLEE, ELLEN | PARENT CLASSROOM AIDE- RESTR/MARIGOLD/2.0 | 9/15/2008 | VACATED POSITION/75/ CATEGORICAL/7250 |
| APPOINTMENT | EBBETT, RACHEL | TYPIST CLERK-ADMIN/ ED SERVICES/8.0 | 9/30/2008 | VACATED POSITION/248/ GENERAL/0000 |
| APPOINTMENT | FUSTON, JESSICA | OFFICE ASST/ CHS/8.0 | 9/18/2008 | VACATED POSITION/3/ GENERAL/0000 |
| APPOINTMENT | HILL, KATHY | OFFICE ASST/ AFC/1.0 | 9/4/2008 | NEW POSITION/64/ CATEGORICAL/6010 |
| APPOINTMENT | SWIFKA, COSIMA | PARENT LIAISON AIDE- RESTR/SIERRA VIEW/1.0 | 9/12/2008 | VACATED POSITION/114/ CATEGORICAL/7250 |
| APPOINTMENT | VANG, ZOUA | IMPACTED LANGUAGE LIAISON-HMONG/CITRUS/1.5 | 9/11/2008 | NEW POSITION/62/ CATEGORICAL/6010 |
| APPOINTMENT | WILLIAMSON, ANDREA | PARENT CLASSROOM AIDE- RESTR/SIERRA VIEW/1.0 | 9/15/2008 | VACATED POSITION/113/ CATEGORICAL/7250 |
| INCREASE IN HOURS | DUGGINS, DEBORAH | CAFETERIA ASST/ CJHS/6.0 | 9/23/2008 | VACATED POSITION/84/ NUTRITION/0000 |
| INCREASE IN HOURS | JARJOUR, RAGHEDA | CAFETERIA ASST/ MARIGOLD/2.5 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| INCREASE IN HOURS | JOHNSON, GLEN | IA-SPECIAL ED/ MJHS/6.0 | 9/29/2008 | VACATED POSITION/44/ SPECIAL ED/6500 |
| INCREASE IN HOURS | ROWEN, CHRISTINE | CAFETERIA ASST/ ROSEDALE/3.0 | 8/13/2008 | VACATED POSITION/282/ NUTRITION/0000 |
| INCREASE IN HOURS | SALBERG, JOEL | CUSTODIAN/ M & O/8.0 | 10/6/2008 | EXISTING POSITION/36/ MAINTENANCE/0000 |
| INCREASE IN HOURS | TIPPETS, JR, KARL | CUSTODIAN/ M & O/8.0 | 10/6/2008 | EXISTING POSITION/37/ MAINTENANCE/0000 |
| PROMOTION | FILLERUP, LINDA | TYPIST CLERK-ADMIN/ ED SERVICES/8.0 | 9/22/2008 | VACATED POSITION/247/ GENERAL/0000 |
| RE-EMPLOYMENT | COOKE, JODIE | CAFETERIA SATELLITE MGR/ HOOKER OAK/6.0 | 9/19/2008 | VACATED POSITION/52/ NUTRITION/0000 |
| RE-EMPLOYMENT | LAMBERT, DEBRA MARIE | IPS-CLASSROOM/ EMMA WILSON/3.0 | 9/8/2008 | VACATED POSITION/259/ SPECIAL ED/6501 |
| RE-EMPLOYMENT | PETERS, SUZANNE | SR OFFICE ASST/ CHS/8.0 | 10/3/2008 | VACATED POSITION/156/ GENERAL/0000 |
| RE-EMPLOYMENT | ROBERTS, EUGENIA | CUSTODIAN/ M & O/8.0 | 9/12/2008 | VACATED POSITION/35/ MAINTENANCE/0000 |

Classified Human Resources Actions, con't

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|------------------------------------|---------------------|--|-------------------------|--|
| RE-EMPLOYMENT | RODGERS, ROBIN | IPS-CLASSROOM/ ROSEDALE/3.0 | 9/8/2008 | VACATED POSITION/143/ SPECIAL ED/6501 |
| RE-EMPLOYMENT | WELCH, DAVID | IA-COMPUTERS/ NEAL DOW/5.0 | 9/23/2008 | VACATED POSITION/83/ CATEGORICAL/7250 |
| VOLUNTARY REDUCTION IN HOURS | BOWEN, BARBARA | IA-COMPUTERS/ BJHS/3.0 | 9/4/2008 | NEW POSITION/82/ CATEGORICAL/3010 |
| VOLUNTARY REDUCTION IN HOURS | ENGELBERT, KATHLEEN | INSTRUCTIONAL ASST/ CITRUS/1.5 | 9/8/2008 | NEW POSITION/61/ CATEGORICAL/6010 |
| VOLUNTARY REDUCTION IN HOURS | GLASS, JO ANN | INSTRUCTIONAL ASST/ CITRUS/2.4 | 9/8/2008 | NEW POSITION/41/ CATEGORICAL/3010 |
| VOLUNTARY REDUCTION IN HOURS | GLASS, JO ANN | INSTRUCTIONAL ASST/ CITRUS/3.4 | 9/8/2008 | NEW POSITION/63/ CATEGORICAL/6010 |
| VOLUNTARY REDUCTION IN HOURS | GOODE, JUDITH | CAFETERIA ASST/ CITRUS/3.3 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | HIMMELSPACH, LISA | CAFETERIA ASST/ BJHS/4.0 | 8/13/2008 | NEW POSITION PER MOU/ NUTRITION/0000 |
| VOLUNTARY REDUCTION IN HOURS | JOHNSON, JANET | INSTRUCTIONAL ASST/ CITRUS/2.4 | 9/8/2008 | NEW POSITION/42/ CATEGORICAL/3010 |
| VOLUNTARY REDUCTION IN HOURS | SANDS, JEREMIAH | CAFETERIA ASST/ SIERRA VIEW/2.0 | 8/13/2008 | VACATED POSITION/251/ NUTRITION/0000 |
| LEAVE OF ABSENCE | FORBES, STEPHANINE | IPS-CLASSROOM/ PVHS/6.0 | 8/13/2008- 2/13/2009 | P/T PER CBA 5.2.9 |
| LAYOFF TO RE- EMPLOYMENT | HARDY, DENISE | LIBRARY MEDIA ASST/ CITRUS/2.5 | 10/14/2008 | LACK OF FUNDS |
| RESIGNATION/ TERMINATION | BAKER, CHRISTINA | CAFETERIA COOK-NSS/ COHASSET/6.0 | 4/26/2008 | PERS RETIREMENT |
| RESIGNATION/ TERMINATION | DEAN, SANDRA | CUSTODIAN/ MJHS/8.0 | 10/21/2008 | PERS RETIREMENT |
| RESIGNATION/ TERMINATION | DENORA, GEORGE | IPS-HEALTHCARE/ BJHS/6.0 | 8/22/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | HUNT, JOANN | SCHOOL BUS DRIVER/ TRANSPORTATION/5.9 | 6/26/2008 | VOLUNTARY RESIGNATION |
| RESIGNATION/ TERMINATION | SANDS, JEREMIAH | CAFETERIA ASST/ SIERRA VIEW/2.0 | 10/3/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | ABREGO, NORMA | TARGETED CASE MGR- BIL/MJHS/4.0 | 10/3/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | BOWEN, BARBARA | IA-COMPUTERS/ NEAL DOW/5.0 | 9/3/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | DUGGINS, DEBORAH | CAFETERIA ASST/ MCMANUS/4.0 | 9/22/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | ENGELBERT, KATHLEEN | INSTRUCTIONAL ASST/ PARKVIEW/3.0 | 9/7/2008 | VOLUNTARY REDUCTION IN HOURS |

Classified Human Resources Actions, con't

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|----------------------------------|-------------------|---|-----------|----------------------------------|
| RESIGNED ONLY POSITION LISTED | FILLERUP, LINDA | SR OFFICE ASST/ CHS/8.0 | 9/21/2008 | PROMOTION |
| RESIGNED ONLY POSITION LISTED | GLASS, JO ANN | INSTRUCTIONAL ASST/ PARKVIEW/3.0 | 9/7/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | GLASS, JO ANN | INSTRUCTIONAL ASST/ ROSEDALE/3.9 | 9/7/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | GOODE, JUDITH | CAFETERIA ASST/ MCMANUS/4.0 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | HIMMELSPACH, LISA | CAFETERIA ASST/ BJHS/4.6 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | JARJOUR, RAGHEDA | CAFETERIA ASST/ CHS/2.0 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | JOHNSON, GLEN | IA-SPECIAL ED/ CITRUS/5.5 | 9/28/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | JOHNSON, JANET | INSTRUCTIONAL ASST/ NEAL DOW/4.0 | 9/7/2008 | VOLUNTARY REDUCTION IN HOURS/ |
| RESIGNED ONLY POSITION LISTED | LOPEZ, DANIELLE | PARENT COMPUTER LAB AIDE-RESTR/ EMMA WILSON/2.0 | 9/7/2008 | VOLUNTARY RESIGNATION |
| RESIGNED ONLY POSITION LISTED | ROWEN, CHRISTINE | CAFETERIA ASST/ HOOKER OAK/2.5 | 8/12/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | SALBERG, JOEL | CUSTODIAN/ LOMA VISTA/4.0 | 10/5/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | SALBERG, JOEL | CUSTODIAN/ MCMANUS/2.0 | 10/5/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | SANDS, JEREMIAH | CAFETERIA ASST/ NEAL DOW/2.5 | 8/12/2008 | VOLUNTARY REDUCTION IN HOURS |
| RESIGNED ONLY POSITION LISTED | TIPPETS, JR, KARL | CUSTODIAN/ SIERRA VIEW/4.0 | 10/5/2008 | INCREASE IN HOURS |
| RESIGNED ONLY POSITION LISTED | VANG, ZOUA | IMPACTED LANGUAGE LIAISON-HMONG/ CITRUS/1.5 | 10/7/2008 | VOLUNTARY RESIGNATION |

PROPOSED AGENDA ITEM: **Bond Funds Annual Report - Revised**

Prepared by: Jan Combes, Assistant Superintendent
Business Services

XXX Consent
 Information Only
 Discussion/Action

Board Date: October 15, 2008

Background Information:

Government Code Section 53411 states that, effective January 1, 2002, the chief fiscal officer of the school district must file an annual report with the governing board containing the amount of bond funds that were collected and expended, and the status of projects.

Education Implications:

None

Fiscal Implications:

None

Staff Recommendation:

Approve enclosed report which has been prepared in our facilities department.

This report outlines two sub-funds of the district (Funds 24 and 27). These sub-funds are accounted for as part of the Building Fund (Fund 21) as for the Standardized Account Code Structure (SACS) the sub-funds roll up into reporting with other Building Fund expenses for 2007-08.

This report has been revised to include a description of the fees and charges requested by the Board at the September 17 meeting. Also included are copies of previous resolutions passed by the Board regarding the Bond Funds, for clarification purposes.



Administrative Offices
1163 E. Seventh Street
Chico, CA 95928-5999

6.4.1.
Page 2 of 14

530/891-3000
fax 891-3220
www.ChicoUSD.org

Bond Funds Annual Report

Pursuant to Government Code Section 53411

October 2008

Annual Reporting Requirements (Government Code 53411)

An annual report to the governing body shall contain all of the following:

A. The amount of funds collected and expended.

| <u>Fund 24</u> | Measure A Series A | <u>Amount</u> |
|--------------------------|--|----------------------|
| Beginning Balance | | 10,472,288.35 |
| Sources | Interest | 460,446.03 |
| | Increase/Decrease Fair Market Value | 133,971.57 |
| | Transfer in from closure of old Fund 17 | 12,048.47 |
| | Total Sources | 606,466.07 |
| Expenses | | |
| | Bank charges and fees | *1,399.58 |
| | District Wide Technology | 17,486.92 |
| | Canyon View Site Maintenance | 839.49 |
| | McManus and Parkview hardcourt improvement | 2,649.00 |
| | Performing Arts Center at PVHS | 564,178.50 |
| | Chico High School New Classrooms | 170,305.34 |
| | Total Expenses | 756,858.83 |
| Ending Balance | | 10,321,895.59 |
| | | |
| <u>Fund 27</u> | Measure A Series B | |
| Beginning Balance | | 0.00 |
| Sources | Interest | 140,662.53 |
| | Increase/Decrease Fair Market Value | 353,337.50 |
| | Bond Sales Proceeds | 30,725,000.00 |
| | Total Sources | 31,219,000.03 |
| Ending Balance | | 31,219,000.03 |

* = Bank of New York Trust \$1,166 Series A 1998 Bond administration fees and \$233 travel expense for Supt., Asst. Supt Business and Facilities Planner to meet with bond rating agencies.

B. The status of any project required or authorized to be funded as identified in subdivision (a) of section 53410. Section 53410 states, "On or after January 1, 2001, any local bond measure that is subject to voter approval that would provide for the sale of bonds by a local agency shall provide accountability measures that include, but are not limited to, all of the following: (a) A statement indicating the specific purposes of the bond."

The Measure A Bond ballot asked, "Shall Chico Unified School District construct an additional high school to reduce classroom overcrowding; build and renovate additional classrooms and school facilities; renovate school bathrooms; replace old heating, cooling and ventilation systems; repair worn-out playgrounds and pavement; improve student drop off zones in front of elementary schools; acquire a school site and classrooms; and install wiring to support classroom technology by issuing \$48,725,000 of bonds at an interest rate within the legal limit?"

Measure A, Series A issued \$18,000,000 worth of bonds in 1998. A portion of these bonds have been used for various facilities improvement projects throughout the District. On September 19, 2007 the Board of Education adopted Resolution Number 998-07. That resolution states: "Now, therefore, be it resolved that the Chico Unified School District Board of Education recognizes that construction of a traditional high school such as Canyon View High School does not meet the current needs of our secondary students. Be it further resolved that the Chico Unified School District Board of Education will direct district efforts and resources to improve and provide additional needed facilities to meet the requirements of the Education Program." On December 5, 2007 the Board directed staff to proceed with the development of a Performing Arts Center at Pleasant Valley High School and new permanent classrooms at Chico High School utilizing Measure A proceeds. In addition to these two major projects, staff is to develop a list of additional projects which will meet the existing high school's facility needs. In order to meet these additional needs, Bond Measure A, Series B in the amount of \$30,725,000 was authorized on March 26, 2008, by Board Resolution #1015-08.

One of these additional projects is the modernization and renovation of Unit E at PVHS to meet the needs of the Career Technology Program. A commitment has been made to use \$250,000 of bond proceeds which will match a \$250,000 grant from the School Facilities Program through Prop 1D.

The majority of the projects authorized by Measure A had been completed before 07-08. The McManus and Parkview hard-court improvements were completed during 07-08. The Canyon View High School site has been purchased and will require miscellaneous maintenance before the site is developed. The \$839.49 expenditure incurred during 07-08 covered the creation of a fire line around the site to help prevent wildfires.

The construction documents (plans and specifications) for the Performing Arts Center at Pleasant Valley High School have been completed by Nichols, Melburg and Rosetto and approved by the Division of the State Architect. The District is utilizing the lease-leaseback approach using the authority granted by California Education Code Section 17406. The District has issued a Request for Proposal for lease-leaseback and interviewed potential lease-leaseback entities (contractors). The District is working with Broward Brothers, Inc. to finalize a lease-leaseback agreement. Work on the building is expected to begin in October 2008.

The new permanent classrooms at CHS are being designed by DLR Group, an architectural firm located in Sacramento. DLR has been working with an advisory committee from CHS to complete the conceptual design of the classrooms. The design calls for two two-story buildings which include, 18 classrooms, 3 laboratories, two office areas, public space, restrooms, an elevator and related support facilities. The design is expected to be submitted to DSA in December or early January. The project is targeted to begin construction in summer or fall 2009.

The District is continuing to develop a Facilities Master Plan which will be discussed with the community during the fall and winter of 2008. This Master Plan will identify the final remaining Measure A projects.

RESOLUTION NO. 998-07

RESOLUTION OF THE BOARD OF EDUCATION OF
THE CHICO UNIFIED SCHOOL DISTRICT
THE CANYON VIEW RESOLUTION

WHEREAS, Secondary school enrollment projections that were originally estimated in 1994-95 school year for Chico Unified School District have not yet materialized;

WHEREAS, Additional updated demographic information is now available;

WHEREAS, Secondary school educational delivery methods have changed dramatically and now include concurrent enrollment with postsecondary institutions, charter schools, online learning, smaller learning communities, and career technical education;

WHEREAS, Secondary school educational delivery methods will continue to change in the future;

WHEREAS, Chico Unified School District's comprehensive, continuation and alternative high schools currently offer a wide variety of educational options for our students, including, but not limited to ACE-Life Academy, The Academy for Communications and Technology, Advanced Placement Programs, Advancement Via Individual Determination, Business Technology Certificate Career Pathways, Butte College Partnerships, Career & Technical Education, Chico High West, College Connection Program, Continuation Education, Culinary Art and Hospitality Pathway, Fashion Design & Merchandising, Gifted & Talented Education, Independent Study, International Baccalaureate Program, Regional Occupational Program, and Smaller Learning Communities;

WHEREAS, Chico Unified School District Board of Education has an obligation to create new as well as upgrade existing facilities;

WHEREAS, The Chico Unified School District Board of Education reserves the right to adapt to changing demographics and circumstances;

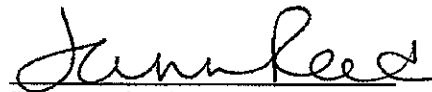
NOW, THEREFORE, BE IT RESOLVED that the Chico Unified School District Board of Education recognizes that construction of a traditional high school such as Canyon View High School does not meet the current needs of our secondary students.

BE IT FURTHER RESOLVED that the Chico Unified School District Board of Education will direct district efforts and resources to improve and provide additional needed facilities to meet the requirements of the Educational Program.

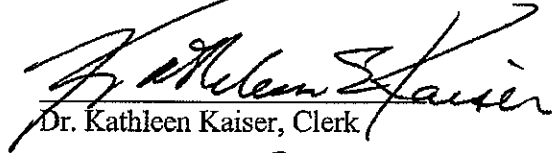
PASSED AND ADOPTED at the regular meeting of the Governing Board of the Chico Unified School District of of Butte County on September 19, 2007.

AYES: Rees, Reed, Kaiser, Anderson, Thompson
NOTES: None
ABSTAIN: None
ABSENT: None


Rick Rees, President



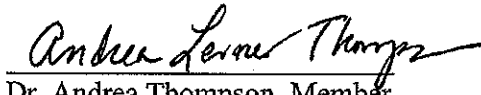
Jann Reed, Vice President



Dr. Kathleen Kaiser, Clerk

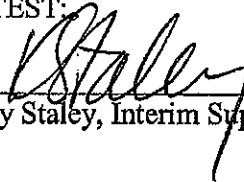


Rick Anderson, Member



Dr. Andrea Thompson, Member

ATTEST:



Kelly Staley, Interim Superintendent

CHICO UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 1015-08

A RESOLUTION OF THE BOARD OF EDUCATION OF THE CHICO UNIFIED SCHOOL DISTRICT AUTHORIZING THE ISSUANCE OF CHICO UNIFIED SCHOOL DISTRICT (BUTTE COUNTY, CALIFORNIA) ELECTION OF 1998 GENERAL OBLIGATION BONDS, SERIES B IN A PRINCIPAL AMOUNT NOT TO EXCEED \$30,725,000 AND APPROVING CERTAIN OTHER MATTERS RELATED THERETO.

WHEREAS, a duly called election was held in the Chico Unified School District (the "District"), Butte County (the "County"), State of California, on April 14, 1998 (the "Election") at which the following proposition (the "Bond Measure") was submitted to the qualified electors of the District:

"Shall Chico Unified School District construct an additional high school to reduce classroom overcrowding; build and renovate additional classrooms and school facilities; renovate school bathrooms; replace old heating, cooling and ventilation systems; repair worn-out playgrounds and pavement; improve student drop-off zones in front of elementary schools; acquire school site and classrooms; and install wiring to support classroom technology by issuing \$48,725,000 of bonds at an interest rate within legal limits?"

WHEREAS, at the Election the Bond Measure received the affirmative vote of two-thirds or more of the qualified electors of the District voting on the proposition, as certified by the Registrar of Voters of the County of Butte in the official canvassing of the votes; and

WHEREAS, on August 13, 1998, the County issued on behalf of the District the first series of such bonds in an aggregate principal amount of \$18,000,000 (the "Series A Bonds"); and

WHEREAS, at this time this Board of Education (the "Board") has determined that it is necessary and desirable to request the issuance of the second and final series of such bonds in an aggregate principal amount not to exceed \$30,725,000 to be styled as "Chico Unified School District (Butte County, California) Election of 1998 General Obligation Bonds, Series B" (the "Bonds"); and

WHEREAS, the Board of Supervisors of Butte County shall issue the Bonds on behalf of the District pursuant to Chapter 1 of Part 10 of Division 1 of Title 1 (Section 15100 *et seq.*) of the California Education Code (the "Act"); and

WHEREAS, this Board desires to appoint and reappoint certain professionals to provide services related to the issuance of the Bonds; and

WHEREAS, all acts, conditions and things required by law to be done or performed have been done and performed in strict conformity with the laws authorizing the issuance of general obligation bonds of the District, and the indebtedness of the District, including this proposed issue of Bonds, is within all limits prescribed by law;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CHICO UNIFIED SCHOOL DISTRICT AS FOLLOWS:

SECTION 1. Purpose. That in order to raise money for the purposes authorized by voters of the District at the Election, this Board hereby petitions the Board of Supervisors of the County to authorize the issuance of the Bonds and to order such Bonds sold at a competitive sale with the bids to be received on such terms and in accordance with the forms of Notices Inviting Proposals for Purchases of Bonds (the "Notices") to be approved by resolution of the Board of Supervisors of the County (the "County Resolution"), such that, unless provided otherwise in the County Resolution, the Bonds shall be dated as of a date to be determined by said Board of Supervisors, the true interest cost on the Bonds shall not exceed that authorized at the Election, the Bonds shall be payable upon such terms and provisions as shall be set forth in the Bonds, and the Bonds shall be in an aggregate principal amount not to exceed \$30,725,000. The Board hereby authorizes the sale of the Bonds at a competitive sale, which will contribute to the District's goal of achieving the lowest overall cost of funds. The Board estimates that the costs associated with the issuance of the Bonds, including compensation to the Stone & Youngberg LLC (the "Financial Advisor") and the successful bidder or bidders, and any such costs which the successful bidder or bidders agree to pay pursuant to the Notices, will equal approximately 3.0% of the principal amount of the Bonds.

SECTION 2. Bond Registrar. This Board does hereby authorize the appointment of The Bank of New York Trust Company, N.A. as the authenticating agent, bond registrar, transfer agent and Bond Registrar (collectively, the "Bond Registrar") for the Bonds issued by the Board of Supervisors of the County on behalf of the District.

SECTION 3. Tax Covenants. The District hereby covenants with the holders of the Bonds that, notwithstanding any other provisions of this Resolution, it will (1) comply with all of the provisions of the resolution of the Board of Supervisors of the County authorizing the issuance of the Bonds relating to the Rebate Fund (as defined therein) and perform all acts necessary to be performed by the District in connection therewith, and (2) make no use of the proceeds of the Bonds or of any other amounts, regardless of the source, or of any property or take any action, or refrain from taking any action, that would cause the Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Internal Revenue Code of 1986, as amended (the "Code").

The District will not make any use of the proceeds of the Bonds or any other funds of the District, or take or omit to take any other action, that would cause the Bonds to be "private activity bonds" within the meaning of Section 141 of the Code or "federally guaranteed" within the meaning of Section 149(b) of the Code. To that end, so long as any Bonds are unpaid, the District, with respect to such proceeds and such other funds, will comply with all requirements of such Sections and all regulations of the United States Department of the Treasury issued thereunder and under Section 103 of the Code, as amended, to the extent such requirements are, at the time, applicable and in effect.

The District will not use or permit the use of its facilities or any portion thereof by any person other than a governmental unit as such term is used in Section 141 of the Code, in such manner or to such extent as would result in the loss of exclusion from gross income for federal income tax purposes of the interest paid on the Bonds. In furtherance of the foregoing tax covenants of this Section 3, the District covenants that it will comply with the instructions and requirements of the Tax Certificate to be executed and delivered by the District on the date of issuance of the Bonds, which is incorporated herein as if fully set forth herein. These covenants shall survive the payment in full or defeasance of the Bonds.

SECTION 4. Legislative Determinations. This Board determines that all acts and conditions necessary to be performed by the Board or to have been met precedent to and in the issuing of the

Bonds in order to make them legal, valid and binding general obligations of the District have been performed and have been met, or will at the time of delivery of the Bonds have been performed and have been met, in regular and due form as required by law; and that no statutory or constitutional limitation of indebtedness or taxation will have been exceeded in the issuance of the Bonds.

SECTION 5. Official Statement. The Preliminary Official Statement relating to the Bonds, substantially in the form on file with the Secretary of the Board is hereby approved and the Superintendent or Assistant Superintendent, Business Services, or an authorized designee (the "Authorized Officers"), each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deliver such Preliminary Official Statement to The Financial Advisor to be used in connection with the offering and sale of the Bonds. The Authorized Officers, each alone, are hereby authorized and directed, for and in the name and on behalf of the District, to deem the Preliminary Official Statement "final" pursuant to 15c2-12 of the Securities Exchange Act of 1934, prior to its distribution and to execute and deliver to The Financial Advisor a final Official Statement, substantially in the form of the Preliminary Official Statement, with such changes therein, deletions therefrom and modifications thereto as the officer executing the same shall approve. The Financial Advisor is hereby authorized to distribute copies of the Preliminary Official Statement to persons who may be interested in the purchase of the Bonds and is directed to deliver copies of any final Official Statement to the purchasers of the Bonds. Execution of the Official Statement shall conclusively evidence the District's approval thereof.

SECTION 6. Continuing Disclosure. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of that certain Continuing Disclosure Certificate executed by the District and dated the date of issuance and delivery of the Bonds, as originally executed and as it may be amended from time to time in accordance with the terms thereof. Any Bondholder may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Section. Noncompliance with this Section shall not result in acceleration of the Bonds.

SECTION 7. Authorized Actions. The Authorized Officers are authorized to execute the Notices of Intention to Sell Bonds attached as exhibits to the County Resolution, and to cause such notices to be published once at least five (5) days prior to the date set for receipt of bids from prospective bidders to purchase the Bonds. Officers of the Board and District officials and staff are hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to proceed with the issuance of the Bonds and otherwise carry out, give effect to and comply with the terms and intent of this Resolution. Such actions heretofore taken by such officers, officials and staff are hereby ratified, confirmed and approved.

SECTION 8. Consultants and Professional Services. The District hereby reappoints Stradling Yocca Carlson & Rauth, a Professional Corporation, San Francisco, California as Bond Counsel in connection with the issuance of the Bonds. The District also reappoints Stone & Youngberg LLC, San Francisco, California, as Financial Advisor in connection with the issuance of the Bonds.

SECTION 9. Recitals. All the recitals in this Resolution above are true and correct and this Board so finds, determines and represents.

SECTION 10. Effective Date. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 26th day of March, 2008 by the following vote:

AYES: Reed; Anderson, Kaiser, and Rees

NOES: Thompson

ABSENT: None

ABSTENTIONS: None

BOARD OF EDUCATION OF THE CHICO
UNIFIED SCHOOL DISTRICT



President

Attest:



Secretary to the Board

SECRETARY'S CERTIFICATE

I, Kelly Staley Secretary to the Board of Education of the Chico Unified School District, hereby certify as follows:

The foregoing is a full, true and correct copy of a resolution duly adopted at a regular meeting of the Board of Education of said District duly and regularly and legally held at the regular meeting place thereof on March 26, 2008, of which meeting all of the members of the Board of said District had due notice and at which a quorum was present.

I have carefully compared the same with the original minutes of said meeting on file and of record in my office and the foregoing is a full, true and correct copy of the original resolution adopted at said meeting and entered in said minutes.

Said resolution has not been amended, modified or rescinded since the date of its adoption, and the same is now in full force and effect.

Dated: March 27, 2008


Secretary

Exhibit A

TAX RATE EFFECT OF GENERAL OBLIGATION BONDS

Chico Unified School District

Comparison of Election Estimates and Actual Series A and Estimated Series B Bonds

| Financing Assumptions | Measure A | | Actual Series A Bonds and Estimated Series B Bonds |
|---|--------------------|--------------------|--|
| | Election Estimates | | |
| Amount of Bonds | \$48,725,000 | | \$48,725,000 |
| Number of Bond Issues | 3 | | 2 |
| Principal Amount of Bonds by Bond Issue | | | |
| August 1998 | \$15,925,000 | | \$18,000,000 |
| August 2000 | \$18,320,000 | | n.a. |
| August 2002 | \$14,480,000 | | n.a. |
| August 2008 | n.a. | | \$30,725,000 |
| Pattern of Annual Tax | Level | | Level |
| Estimated Ad Valorem Tax Rates | Assessed Valuation | | Assessed Valuation |
| Estimated Average Annual Future Assessed Valuation Growth | Average Annual Tax | Highest Annual Tax | Average Annual Tax Highest Annual Tax |
| 6.0% 2008-09 and thereafter | \$29.96 | \$62.14 | \$27.33 \$40.15 |

(1) The average annual compound growth rate for assessed valuation in the school district was 7.7% between 1979-80 and 2007-08.

SOURCE: Stone & Youngberg LLC

4-Mar-08

**Chico Unified School District
Measure A Two-Thirds Election of 1998**

**Comparison of Bond Election Estimates
and Actual Series A Bonds and Estimated Series B Bonds**

Tax per \$100,000 Assessed Valuation

| Year | Bond Election Estimates (1) | Actual Series A Bonds | Estimated Series B Bonds | Total | Difference | |
|--------------------|-----------------------------|-----------------------|--------------------------|---------|------------|-----------|
| 1999 | \$28.37 | \$27.49 | -- | \$27.49 | (\$0.88) | |
| 2000 | 26.48 | 27.65 | -- | 27.65 | 1.17 | |
| 2001 | 51.87 | 19.54 | -- | 19.54 | (32.33) | |
| 2002 | 48.78 | 20.66 | -- | 20.66 | (28.12) | |
| 2003 | 62.14 | 17.86 | -- | 17.86 | (44.27) | |
| 2004 | 59.26 | 16.03 | -- | 16.03 | (43.22) | |
| 2005 | 54.52 | 15.45 | -- | 15.45 | (39.07) | |
| 2006 | 51.22 | 12.84 | -- | 12.84 | (38.38) | |
| 2007 | 48.45 | 13.47 | -- | 13.47 | (34.98) | |
| 2008 | 45.65 | 10.01 | -- | 10.01 | (35.65) | |
| 2009 | 43.08 | 18.63 | \$21.52 | 40.15 | (2.93) | Actual |
| 2010 | 40.67 | 17.57 | 21.13 | 38.71 | (1.96) | Estimated |
| 2011 | 38.34 | 17.12 | 20.61 | 37.72 | (0.62) | |
| 2012 | 36.26 | 16.48 | 21.19 | 37.67 | 1.41 | |
| 2013 | 34.15 | 15.77 | 22.05 | 37.82 | 3.67 | |
| 2014 | 32.21 | 15.10 | 22.82 | 37.92 | 5.71 | |
| 2015 | 30.39 | 14.44 | 23.57 | 38.01 | 7.62 | |
| 2016 | 28.66 | 13.74 | 24.37 | 38.11 | 9.44 | |
| 2017 | 27.09 | 13.10 | 25.09 | 38.19 | 11.10 | |
| 2018 | 25.49 | 12.46 | 25.85 | 38.30 | 12.81 | |
| 2019 | 24.06 | 11.88 | 26.47 | 38.35 | 14.28 | |
| 2020 | 22.74 | 11.30 | 27.14 | 38.44 | 15.70 | |
| 2021 | 21.40 | 10.77 | 27.73 | 38.50 | 17.10 | |
| 2022 | 20.24 | 10.25 | 28.34 | 38.59 | 18.35 | |
| 2023 | 19.13 | 9.77 | 28.86 | 38.63 | 19.50 | |
| 2024 | 17.97 | 9.29 | 29.41 | 38.70 | 20.73 | |
| 2025 | 17.01 | 8.79 | 29.97 | 38.76 | 21.75 | |
| 2026 | 16.04 | 8.39 | 30.42 | 38.81 | 22.77 | |
| 2027 | 15.17 | 6.06 | 6.58 | 12.64 | (2.53) | |
| 2028 | 14.29 | 6.11 | 5.75 | 11.85 | (2.44) | |
| 2029 | 6.37 | 0.00 | 8.18 | 8.18 | 1.81 | |
| 2030 | 8.63 | 0.00 | 8.10 | 8.10 | (0.53) | |
| 2031 | 0.72 | 0.00 | 8.11 | 8.11 | 7.39 | |
| 2032 | 1.70 | 0.00 | 8.11 | 8.11 | 6.42 | |
| Average Annual Tax | \$29.96 | \$12.59 | \$20.86 | \$27.33 | (\$2.62) | |
| Highest Annual Tax | \$62.14 | \$27.65 | \$30.42 | \$40.15 | (\$21.99) | |

(1) Entire authorization from election estimates.

Table prepared by Stone & Youngberg

4-Mar-08

ASSESSED VALUE OF SECURED AND UNSECURED PROPERTY

Chico Unified School District

| Fiscal Year Ending | Total Secured (1) (2) | Annual % Change | Unsecured | Annual % Change | Total Valuation | Annual % Change |
|-----------------------------------|-----------------------|-----------------|---------------|-----------------|-----------------|-----------------|
| 1980 | \$1,096,690,400 | --- | \$103,254,276 | --- | \$1,199,944,676 | --- |
| 1981 | 1,262,923,916 | 15.16% | 59,646,636 | -42.23% | 1,322,570,552 | 10.22% |
| 1982 | 1,446,910,490 | 14.57% | 75,459,916 | 26.51% | 1,522,370,406 | 15.11% |
| 1983 | 1,590,334,835 | 9.93% | 92,550,252 | 22.65% | 1,683,085,087 | 10.56% |
| 1984 | 1,715,199,890 | 7.84% | 105,399,420 | 14.10% | 1,820,799,310 | 8.18% |
| 1985 | 1,859,943,805 | 8.44% | 104,488,427 | -1.05% | 1,964,432,232 | 7.89% |
| 1986 | 2,024,865,012 | 8.87% | 108,853,099 | 4.18% | 2,133,718,111 | 8.62% |
| 1987 | 2,156,908,899 | 6.52% | 120,560,576 | 10.76% | 2,277,469,475 | 6.74% |
| 1988 | 2,316,804,302 | 7.41% | 128,006,166 | 6.18% | 2,444,810,468 | 7.35% |
| 1989 | 2,278,325,597 | -1.66% | 122,696,735 | -4.15% | 2,401,022,332 | -1.79% |
| 1990 | 2,609,613,553 | 14.54% | 171,886,595 | 40.09% | 2,781,500,148 | 15.85% |
| 1991 | 2,862,171,037 | 9.68% | 185,020,571 | 7.64% | 3,047,191,608 | 9.55% |
| 1992 | 3,188,827,281 | 11.41% | 214,902,972 | 16.15% | 3,403,730,253 | 11.70% |
| 1993 | 3,428,490,243 | 7.52% | 245,765,418 | 14.36% | 3,674,255,661 | 7.95% |
| 1994 | 3,622,615,588 | 5.66% | 247,196,273 | 0.58% | 3,869,811,861 | 5.32% |
| 1995 | 3,798,231,382 | 4.85% | 247,322,025 | 0.05% | 4,045,553,407 | 4.54% |
| 1996 | 3,901,233,016 | 2.71% | 231,571,758 | -6.37% | 4,132,804,774 | 2.16% |
| 1997 | 4,030,594,864 | 3.32% | 237,466,753 | 2.55% | 4,268,061,617 | 3.27% |
| 1998 | 4,183,971,575 | 3.81% | 262,060,710 | 10.36% | 4,446,032,285 | 4.17% |
| 1999 | 4,341,827,296 | 3.77% | 281,171,698 | 7.29% | 4,622,998,994 | 3.98% |
| 2000 | 4,521,221,919 | 4.13% | 289,141,251 | 2.83% | 4,810,363,170 | 4.05% |
| 2001 | 4,806,264,654 | 6.30% | 325,101,400 | 12.44% | 5,131,366,054 | 6.67% |
| 2002 | 5,109,983,072 | 6.32% | 329,988,435 | 1.50% | 5,439,971,507 | 6.01% |
| 2003 | 5,512,775,019 | 7.88% | 350,919,217 | 6.34% | 5,863,694,236 | 7.79% |
| 2004 | 5,974,466,419 | 8.37% | 361,453,124 | 3.00% | 6,335,919,543 | 8.05% |
| 2005 | 6,582,915,422 | 10.18% | 367,840,342 | 1.77% | 6,950,755,764 | 9.70% |
| 2006 | 7,356,219,390 | 11.75% | 392,698,399 | 6.76% | 7,748,917,789 | 11.48% |
| 2007 | 8,196,323,631 | 11.42% | 425,883,103 | 8.45% | 8,622,206,734 | 11.27% |
| 2008 | 8,977,953,260 | 9.54% | 466,434,101 | 9.52% | 9,444,387,361 | 9.54% |
| % Change, 1980-2008 | | 718.64% | | 351.73% | | 687.07% |
| Annual Compound Growth, 1980-2008 | | 7.80% | | 5.53% | | 7.65% |

(1) Net assessed valuation including the valuation of homeowners' exemptions.
 (2) Does not include assessed valuation from the unitary utility roll, beginning in fiscal year 1988-89.
 SOURCE: California Municipal Statistics, Table prepared by Stone & Youngberg LLC.

PROPOSED AGENDA ITEM: Monthly Enrollment Report (2nd School Month)

Prepared by: Jan Combes, Assistant Superintendent, Business Services

Consent

Board Date October 15, 2008

Information

Discussion/Action

Background Information:

On February 20, 2008 the Board received the Fiscal Recovery Plan as prepared by Sheila Vickers, fiscal advisor to the district. The plan recommended that the Board receive monthly updates of enrollment.

Education Implications:

Monitoring of enrollment is critical to ensuring that classes are of the appropriate size and configuration, ensuring that instructional opportunities are provided for all students.

Fiscal Implications/Analysis of Attached Report:

We have 159 fewer students than this same time last year.

For budgeting purposes, we projected enrollment decline of 105.

At the end of the first school month we felt comfortable that we were close to our projections as we had 106 fewer students than the prior year.

However, in the last four weeks we have reduced 6 elementary and 28 secondary students. Last year enrollment grew during the second school month by 19 students so that is another factor affecting this comparison.

A decline of 54 students to has a negative impact on our projected funding for 2009-10 of about \$300,000. However, funding is determined based on attendance, not enrollment. It is too early for us to project average daily attendance (ADA) as attendance is still being calculated for the first and second month. An ADA Report will be provided to the Board in November, and the budget projections updated in December with the presentation of the 1st Period Interim Financial Report.

PROPOSED AGENDA ITEM: Red Ribbon Week Resolution

Prepared by: Ann E. Brodsky; Coordinator, Safe and Drug Free Schools

Consent

Board Date 10/15/08

Information Only

Discussion/Action

Background Information

RRW is celebrated nationwide each year at the end of October, to bring increased awareness to the importance of living a healthy life without drugs. The school sites in our district will be celebrating this event with various activities from October 20, through October 31.

Educational Implications

Research has clearly demonstrated that academic performance is enhanced when students are healthy, connected to their school community, and drug free.

Fiscal Implications

All activities and events will be funded through grant funds.

CHICO UNIFIED SCHOOL DISTRICT
2008 Red Ribbon Week Proclamation
Resolution No. 1048-08

Whereas, youth and adults will come together to create an awareness about positive and fun opportunities without the use of alcohol, tobacco, and drugs; and,

Whereas, youth and adults in the community come together in support of programs and activities that engage youth in building skills, attitudes, and behaviors that build a healthy community now and in the future; and,

Whereas, Red Ribbon Week's 22nd anniversary will be observed all across America during RED RIBBON WEEK; and,

Whereas, during Red Ribbon Week parents, youth, businesses, law enforcement, schools, religious institutions, service organization, social services, health services, media, and the general public will come together to demonstrate their commitment by wearing and displaying red ribbons during this week long celebration; and,

Whereas, the Chico Unified School District makes a commitment to ensure the success of the Red Ribbon Week Celebration; and,

Now Therefore, Be it Resolved, that the Chico Unified School District does hereby support October 20-24, 2008, as Red Ribbon Week, and encourages all citizens to support tobacco, alcohol, and other drug prevention programs and activities by making a visible statement and commitment towards promoting a healthy community.

Passed and adopted by the Chico Unified School District Board of Education at a regular meeting, thereof, held on the 15th day of October, 2008.

AYES:
NOES:
ABSENT:
ABSTAIN:

Jann Reed, President

Kelly Staley, Superintendent

PROPOSED AGENDA ITEM: Application for Alternative School of Choice Status for
Hooker Oak Elementary School
by the State Department of Education

Prepared by: Sue Hegedus

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

- On August 4th, 2004, the Chico Unified School Board signed a resolution recognizing the Open Structured Classroom program as an alternative school program as defined in the California Education Code Sections 58500-58512.
- To submit our application, the Education Code sections need to be corrected, but it is not necessary to seek approval through a new resolution.
- In the spring of 2005 at the March 16th and 17th board meeting, the Chico Unified School Board voted to approve the expansion of the Open Structured Classroom program to a pilot K-8 program.
- The Open Structured Classroom program at Hooker Oak Elementary School has never been officially recognized by the state as an Alternative School of Choice purely because the accompanying paperwork (attached) was not turned in to the state.
- In addition the state requires a budget summary sheet from Hooker Oak Elementary and from a similar school to prove equal funding.

Educational Implications

- The recognition of Hooker Oak Elementary as an Alternative School of Choice by the State Department of Education puts Hooker Oak in a recursive self-evaluation process every year. In this process, the school needs to analyze quantitatively and qualitatively whether the Open Structured Classroom program at Hooker Oak Elementary School is fulfilling goals set by the Chico Unified School Board, State of California, and the Hooker Oak community.
- As the school becomes recognized by the state as a K-8 alternative school of choice, the name of the school containing the word "elementary" may need to be revised by the district board, school staff, and parent community.

Fiscal Implications

None presently as state Ed Code § 58507 that an Alternative School of Choice is to be funded the same as any other similar school in the district.

Change Request for a County-District-School (CDS) Code

Please complete boxes 1 through 3. Type or print **changes** in boxes 4-30, as appropriate. If you have any questions, please contact the CDS Data Administrator at 916-327-4014, or by fax 916-327-0195.

School information

| | |
|---|----------------------------|
| 1. County: Butte County | County Code 04 |
| 2. District: Chico Unified School District | District Code 61424 |
| 3. School: Hooker Oak Elementary School | School Code 6003008 |

Effective Date of Change: **August 4, 2004**

| | |
|--|--|
| 4. Updated School Name: Hooker Oak Elementary | |
| 5. Phone (530) 891-3119 Ext. 100 | 6. Fax (530) 891-3120 |
| 7. Web Site: http://www.chicousd.org/dna/hookeroak/ | 8. E-Mail Address: shegedus@chicousd.org |
| 9. Street Address (physical address) 1238 Arbutus Avenue Chico CA 95926-3586 | 10. Mailing Address (if different from street address) |
| 11. School Type: Alternative School of Choice | 12. Education Code Authority (see reverse) § 58500-58512 |
| 13. () School Opening Date: Became an all one site () School Closing Date: school on August 4, () School Closing Date: 2004 Reason for Closure: | 14. Estimated Enrollment: 550 |
| 15. Grade Span: K-8 | 16. Year Round NO |
| 17. Charter School Number | 18. Funding Option: Direct or Local / not in funding model |
| 19. District of Residence (if different from above) | 20. () Start-Up () Conversion |
| 21. Site Type (X) Site-Based Instruction () Independent Study () Combination of Site-Based and Independent Study | |

Change Current Personnel Information / Add/Replace Personnel

| | | | | |
|---|-------------------------------|--|----------------------------------|--------------------|
| 22. Mr. Mrs. X Ms. Dr. Other__ | 23. First Name: Sue | 24. Middle Name: Marie | 25. Last Name: Hegedus | 26. Ph.D. Ed.D. |
| 27. Title: Principal | | 28. E-Mail Address: shegedus@chicousd.org | | |
| 29. Phone: (530) 891-3119 Ext. | | 30. Fax: (530) 891-3120 | | |

District Superintendent's Certification

I hereby certify that the above information is true and correct.

| | | |
|----------------------------|--|-------|
| Superintendent's Signature | | Date: |
| Name Kelly Staley | Title Superintendent of Chico Unified School District | |

Resolution No. 914-04
Open Structured Classroom Program
Chico Unified School District

Whereas California law mandates all school districts to provide for alternative schools and/or programs;

Whereas California law authorizes the parent or guardian of any pupil to request the governing board of a school district to establish an alternative school program in the district;

Whereas the Open Structured Classroom (OSC) program has existed and functioned as an alternative program of choice in Chico Unified School District for 30 years and most likely originated and evolved under the guidelines of the California Education Code Section 58500;

Whereas the California Education Code Section 58500 defines an alternative school or program as one that is designed to maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, joy;

Whereas Section 58500 defines an alternative school or program as one that is designed to recognize that the best learning takes place when the student learns because of his or her desire to learn;

Whereas Section 58500 defines an alternative school or program as one that is designed to maintain a learning situation maximizing student self-motivation and encouraging the student in his or her own time to follow his or her own interests;

Whereas Section 58500 defines an alternative school or program as one that is designed to maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter;

Whereas Section 58500 defines an alternative school or program as one that is designed to maximize the opportunity for the students, teachers and parents to continuously react to the changing world;

Whereas Section 58500 states that alternative schools shall be operated in a manner to maximize the opportunity for improvement of the general school curriculum by innovative methods and ideas developed within the alternative school;

Whereas the OSC program mission states: "Through a united effort of teachers, parents and students we strive to develop a whole person who is independent, open to knowledge, sensitive to others and is a functioning, productive member of society.";

Whereas the OSC program vision states: Our goal is to provide a variety of academic and affective instructional strategies, using a consistent philosophy, collaborative staff planning and daily parental involvement. Children will be able to function independently and cooperatively, develop self-confidence, demonstrate self-direction, monitor and assume responsibility for their own learning and behavior while mastering the standards and benchmarks of the Chico Unified School District.";

Whereas the OSC classroom learning strategies and practices are based on multi-age learning, two-year classroom placements, thematic, integrated, hands-on curriculum, small group cooperative learning, individual and social responsibility, open opportunities to make choices, problem solving and thinking skills, self-concept development, creative arts, communication and oral expression, and assessment accomplished through multiple perspectives;

Whereas the OSC program was founded in response to parent demand and has strong parent involvement and support in the classroom, at the program level, and at the school site;

Whereas Section 58500 states that teachers employed and students enrolled in the alternative program shall be selected entirely from volunteers;

Whereas Section 58500 mandates that previous classroom performance shall not be a criterion limiting any student from the opportunity of attending an alternative school;

Whereas Section 58500 states that a district may establish alternative schools in each attendance area or on a district wide basis with enrollment open to all students district wide or any combination thereof;

Whereas Section 58500 states that any alternative school shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district;

Whereas the OSC program selects students on a district wide basis through open enrollment utilizing a lottery process and all enrolled students are volunteers, and selects teachers from a district pool of volunteers, and does not utilize previous classroom performance as a criterion for admission, and is funded by the school district at the same level of support as other educational programs in the district;

Whereas California law states that the Superintendent of Public Instruction may, upon application of a school district and for the operation of alternative schools, waive any provisions of the Education Code other than those relating to earthquake safety;

Whereas the OSC program wishes to be eligible for application of waivers by the Superintendent of Public Instruction as a need may arise to ensure program integrity and provide flexible governance;

Whereas California law states that each district operating an alternative school or program shall annually evaluate such program including testing of basic skills for student participants and identification of the variables which may have affected student academic achievement and requires an annual evaluation report of the alternative program be sent to the Superintendent of Public Instruction by August 1 of the following year;

Be it therefore resolved that the Chico Unified School District designates, or re-designates, and recognizes the Open Structured Classroom program as an alternative school program as defined in the California Education Code, Section 58500;

Be it therefore resolved that OSC will provide an annual evaluation to the CUSD School Board for submission to the State Superintendent of Public Instruction, pursuant to Education Code Section 58500 by July 1 of each year.

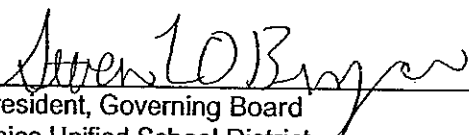
APPROVED, PASSED AND ADOPTED this 4th day of August, 2004 by the following vote:

AYES: Anderson, Huber, O'Bryan, Rees, Watts

NOES: NONE


ABSENT: NONE

ABSTAIN: NONE



President, Governing Board
Chico Unified School District

ATTEST:



Secretary, Governing Board
Chico Unified School District

Resolution No 914-04:
Revised: Corrected Ed Code Numbers
Hooker Oak Elementary School
K-8 Open Structured Classroom
Chico Unified School District

7.1.2.
Page 5 of 6

Whereas California law mandates all school districts to provide for alternative schools and/or programs;

Whereas California law authorizes the parent or guardian of any pupil to request the governing board of a school district to establish an alternative school program in the district;

Whereas the Open Structured Classroom (OSC) has existed and functioned as an alternative program of choice in Chico Unified School District for 30 years and most likely originated and evolved under the guidelines of the California Education Code Section 58500;

Whereas the California Education Code Section §58500.a defines an alternative school or program as one that is designed to maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, joy;

Whereas Section §58500.b defines an alternative school or program as one that is designed to recognize that the best learning takes place when the student learns because of his or her desire to learn;

Whereas Section §58500.c defines an alternative school or program as one that is designed to maintain a learning situation maximizing student self-motivation and encouraging the student in his or her own time to follow his or her own interests;

Whereas Section §58500.d defines an alternative school or program as one that is designed to maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter;

Whereas Section §58500.e defines an alternative school or program as one that is designed to maximize the opportunity for the students, teachers and parents to continuously react to the changing world;

Whereas Section §58507 states that alternative schools shall be operated in a manner to maximize the opportunity for improvement of the general school curriculum by innovative methods and ideas developed within the alternative school;

Whereas the Hooker Oak Elementary School OSC mission states: "Through a united effort of teachers, parents and students we strive to develop a whole person who is independent, open to knowledge, sensitive to others and is a functioning, productive member of society.";

Whereas the Hooker Oak Elementary School OSC vision states: Our goal is to provide a variety of academic and affective instructional strategies, using a consistent philosophy, collaborative staff planning and daily parental involvement. Children will be able to function independently and cooperatively, develop self-confidence, demonstrate self-direction, monitor and assume responsibility for their own learning and behavior while mastering the standards and benchmarks of the Chico Unified School District.";

Whereas the OSC classroom learning strategies and practices are based on multi-age learning, two-year classroom placements, thematic, integrated, hands-on curriculum, small group cooperative learning, individual and social responsibility, open opportunities to make choices, problem solving and

thinking skills, self-concept development, creative arts, communication and oral expression, and assessment accomplished through multiple perspectives;

Whereas the Hooker Oak Elementary School OSC was founded in response to parent demand and has strong parent involvement and support in the classroom, at the program level, and at the school site;

Whereas Section §58503 states that teachers employed and students enrolled in the alternative program shall be selected entirely from volunteers;

Whereas Section §58504 mandates that previous classroom performance shall not be a criterion limiting any student from the opportunity of attending an alternative school;

Whereas Section §58505 states that a district may establish alternative schools in each attendance area or on a district wide basis with enrollment open to all students district wide or any combination thereof;

Whereas Section §58507 states that any alternative school shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district;

Whereas the Hooker Oak Elementary School OSC selects K-8 students on a district wide basis through open enrollment utilizing a lottery process and all enrolled students are volunteers, and selects teachers from a district pool of volunteers, and does not utilize previous classroom performance as a criterion for admission, and is funded by the school district at the same level of support as other educational programs in the district;

Whereas California Ed Code §58509 states that the Superintendent of Public Instruction may, upon application of a school district and for the operation of alternative schools, waive any provisions of the Education Code other than those relating to earthquake safety;

Whereas the Hooker Oak Elementary School OSC wishes to be eligible for application of waivers by the Superintendent of Public Instruction as a need may arise to ensure program integrity and provide flexible governance;

Whereas California Ed Code §58512 states that each district operating an alternative school or program shall annually evaluate such program including testing of basic skills for student participants and identification of the variables which may have affected student academic achievement and requires an annual evaluation report of the alternative program be sent to the Superintendent of Public Instruction by August 1 of the following year;

Be it therefore resolved that the Chico Unified School District designates and recognizes the Hooker Oak Elementary School Open Structured Classroom as an alternative K-8 school program as defined in the California Education Code, Section §58500-§58012;

Be it therefore resolved that Hooker Oak Elementary School OSC will provide an annual evaluation to the CUSD School Board for submission to the State Superintendent of Public Instruction, pursuant to Education Code Section 58510 by July 1 of each year.

PROPOSED AGENDA
ITEM:

Revised Alternative School of Choice Self Evaluation of
Hooker Oak Elementary School

Prepared by: Sue Hegedus

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

Every year as an Alternative School of Choice, the California Department of Education requires Alternative schools to self evaluate themselves before September of each year. At the July 2008 CSUD board meeting, Hooker Oak Elementary School submitted this evaluation of the Open Structured Classroom program. This evaluation was mainly written and presented by the Parent Advisory Board. At that time, due to the change of administration, the document lacked some of the requirements that are necessary to the state. The document has since been rewritten to reflect all of the state's requirements, even though it is recognized that the document due date is over. The document's use of data is still in its early stages as the school has not previously been in a recursive benchmark cycle, and the school's use of state assessments as a piece of meaningful data is in its infancy. It is a good beginning document for the school which offers several recommendations for the school to pursue in the 08-09 school year.

Document has been reviewed, revisions suggested, and approved by:

- Hooker Oak School Site Council on September 15, 2008
- Hooker Oak Parent Advisory Board on October 8, 2008

Educational Implications

- The recommendations within the plan will help guide initial SMART goals for the staff.
- As a K-8 school, Hooker Oak's strategic plan for the 7th and 8th grade classrooms ended last year. It is essential for the school to expand that plan into the next five years, as well to create for the school, and the district, a template for what a K-8 school looks like, sounds like, and feels like, and how it is a school of 9 grades not a school within a school with the middle grades being separate from the rest of the school.

Fiscal Implications

None presently, although there is a recommendation from the Hooker Oak Elementary School Site Council from reading the plan that the school explore a K/1 option next year so that third grade may take advantage of class-size reduction opportunities again. In initial examination of this possibility, there would be a need for one more teacher added to Hooker Oak next year; as well the possible need for the training of teachers if a K/1 option is adopted to assist them in their kindergarten instruction.



Hooker Oak

K-8 OpenStructuredClassroom

ALTERNATIVE SCHOOL OF CHOICE
ANNUAL EVALUATION REPORT

Hooker Oak Elementary School
Chico Unified School District
Chico, CA

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

**Hooker Oak Elementary School
Chico Unified School District
Chico, CA**

PART I: INTRODUCTORY INFORMATION

- A. Hooker Oak K-8 School: Open Structured Classroom School
- B. 1238 Arbutus Avenue
Chico, CA 95926
Office: 530-891-3119
FAX: 530-891-3120
- C. Chico Unified School District
- D. Date of Open Structure Classroom Inception: August 1973
- E. Evaluation Period : School Year 2007-2008
- F. Evaluators: Dr. Robert Williams, Sue Hegedus: Phone: 530-891-3119
- G. Principal: School Year 2007-2008: Dr. Robert E. Williams
Principal: School Year 2008-2009: Sue Hegedus¹ Phone: 530-891-3119

PART II: EXECUTIVE SUMMARY

Hooker Oak Elementary School is a K-8 school which currently houses 453 students (9/12/08). The entire physical location in the Hooker Oak complex now operates within the parameters of the Open Structured Classroom concept except for one developmental kindergarten. Open Structured Classroom (OSC) has been a program of choice in Chico Unified School District (CUSD) for approximately thirty years since its first class in 1973. This journey began in 1972 when a group of parents wrote proposals, publicized their activities and obtained approval from the Chico Unified School District to initiate an open classroom program for their children. Two experimental classrooms, one K-2 and one 3-6, opened at Rosedale School in the Chico Unified School District in the fall of 1973. Children were carpooled from all over the city of Chico. Since then the program has continued to expand. There are now eighteen open structured classrooms at the site of Hooker Oak Elementary School.

Throughout these years, the Open Structured Classroom program has been found to be effective through extensive evaluation, and the demand for enrollment admission has continued to grow. Parents enroll their children on a voluntary basis each spring, provide their own transportation, and are involved in all phases of the program. Hooker Oak Elementary School presently serves students in grades Kindergarten through Eighth grade. In the spring of 2005, the CUSD School Board voted to have the Open Structured Classroom program at the single site of Hooker Oak Elementary School (see Appendix A: Resolution No. 914-04). At the same time, the neighborhood boundaries were disbanded and Hooker Oak Elementary School was no longer considered a neighborhood school.

¹ In the spring of 2008, Dr. Williams accepted a position outside the Chico Unified School District. His contribution to this document was thus limited as the document was placed in the hands of the OSC Parent Advisory Board to complete independently. With the hiring of new school leadership, Principal Sue. Hegedus revised and completed the document after its first presentation to the board (so noted on the timeline) to be re-submitted to the CUSD board in October 2008.

Herein the names "Hooker Oak Elementary School" and "Open Structured Classroom" shall be used synonymously.

Hooker Oak's mission, which represents the goals and philosophy of the school, can be summed up by its opening paragraph: "We believe that our role is to create a safe school which is primarily concerned with treating children as unique individuals. We strive to create in each a positive, realistic self-concept, a positive attitude toward learning; individual and societal responsibility; and fundamental mastery of basic skills." The OSC mission states that "through a united effort of teachers, parents and students... (the school) strives to develop a whole person who is independent, open to knowledge, sensitive to others and is a functioning, productive member of society." The goal of the OSC is "...to provide a variety of academic and affective instructional strategies, using a consistent philosophy, collaborative staff planning and daily parental involvement. Children will be able to function independently and cooperatively, develop self-confidence, demonstrate self-direction, monitor and assume responsibility for their own learning and behavior while mastering the standards and benchmarks of the Chico Unified School District."

Parents are an integral component of the Open Structured Classroom's educational program at Hooker Oak Elementary School. Parents are encouraged to invest time in their child's classroom. This required investment is written into the family commitment agreement when students are enrolled in the Open Structured Classroom program. Active parents are a common sight at the school. The Hooker Oak OSC Parent Advisory Board (PAB) is a parent-teacher organization that guides and supports the Open Structured Classroom. Parent involvement is facilitated by the activities of members of the PAB called Parent Volunteer Coordinators (PVC). Parents help organize and are regularly seen at school involved in assemblies, PE activities in the Multi-Purpose Room and on the play field. The PAB helps provide needed funding for enrichment materials for the classrooms. They frequently assist the teachers in clerical roles and with small groups of students in the classroom.

PART III: ANNUAL EVALUATION DESIGN AND IMPLEMENTATION

A. Statement of Purpose

The Hooker Oak Open Structured Classroom Program has provided quality educational experiences for children since 1973. It wasn't until 2004, the Chico Unified School District Board of Trustees formally acknowledged the Open Structured Classroom program by designating it as a "Program of Choice" as defined by the California Education Code section §58500 (Appendix A). Hooker Oak OSC is also governed by Section §58503 which states that teachers employed and students enrolled in the alternative school or program shall be selected entirely from volunteers. The Education Code Section §58510 states that "any alternative school or program shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district." Section §58510 guides this presentation in that the Hooker Oak OSC program is required to provide the school board with an annual evaluation of the program. Regretfully, this has not happened in the past; however, the board will receive an annual report from the school year of 2008-2009 forward.

In 2005, the Open Structured Classroom program at Hooker Oak expanded to grades seven and eight in order to offer a seamless K-8 experience. Hooker Oak's K-8 structure allows for students to be nurtured and supported for the first nine years of their academic life. This occurs in a multi-aged

classroom with personal and in-depth hands on learning. Continuity in curriculum, facilities, staff members and program philosophy means a seamless transition from elementary school to middle school. This foundation of a familiar and supportive environment provides an opportunity to prepare for the rigors of high school and the need to adjust to a set of different teachers and changing classrooms throughout the day.

Since its inception in 1973, the Open Structured Classroom program has been found to be an effective learning environment for hundreds of children. The Hooker Oak OSC program has been informally evaluated through the years, and the demand for the program has continued to grow. Parents enroll their children on a voluntary basis each spring, provide their own transportation, and are involved in all phases of the program. Until this present evaluation process, the evaluation of the OSC program has been mainly anecdotal through Hooker Oak student, parent and staff testimonials. This annual evaluation process will provide a venue for a quantitative as well as qualitative, evaluation of the Hooker Oak Elementary Open Structured Classroom.

B. Hooker Oak Variables that Facilitate Student Achievement

The Open Structured Classroom (OSC) program at Hooker Oak Elementary School is open to all students district-wide. The OSC program is offered as an educational alternative to all students on a space available basis. The classes are self-contained and, except for Kindergarten, all classes are multi-aged. The OSC program philosophy builds upon the findings of Piaget, operates within a framework that accommodates the affective needs of the child first, and strives to allow each individual to grow in cognitive skills at a pace and level commensurate with ability, readiness and need, while ensuring that educational goals are met. The OSC program is made up of several variables that facilitate and enrich student achievement. The strength of the OSC at Hooker Oak Elementary School is through the use of the following such variables:

- Integrated, thematic Instruction
- Emphasis on Individual and Social Responsibility
- Creative Arts component
- Individualized Instruction in Basic Skills
- Emphasis on Communication Skills
- Self Concept Development
- Problem Solving and Thinking Skills
- A Rich and Stimulating Environment
- Element of Choice given to students in regards to their mode of learning and learning experiences
- Development of Self Reliance and a Positive Learning Attitude

C. Evaluation steps

1. Surveys sent and submitted for Staff, Parents, and 7th & 8th grade students
 - a. December 2007
 - b. Dr. Rob Williams, Principal 2007-2008
2. Administration of California Standards Test to grades 2nd through 8th.
 - a. April 2008
 - b. Dr. Rob Williams, Principal 2007-2008
3. Synthesis of Survey numerical data
 - a. Completed by CUSD staff spring 2008
4. Writing of School Based document
 - a. Written by Dr. Rob Williams, Principal (2007-2008)
 - b. Submitted June 2008

5. Part V of document written (Parent information)
 - a. Written by Nicole LaGrave and Jordan Reed, Co-Moderators of the Parent Advisory Board (PAB).
 - b. Initial editing performed by Shellie Gregoire, Suzanne Grippenstraw, Tara Sullivan Hames (Parent Members).
 - c. Completed June 2008
6. First presentation to Chico Unified School District (CUSD) School Board July 16, 2008
 - a. Authorized by PAB vote to be submitted to CUSD School Board on July 16, 2008
 - b. Jordan Reed, Co-Moderator of the PAB
7. Additions, editing revision & rewrites
 - a. Written by Sue Hegedus, Principal (2008-2009)
 - b. Completed September 14, 2008
8. Presentation to Hooker Oak School Site Council
 - a. Submitted by Sue Hegedus, Principal (2008-2009)
 - b. Approved by School Site Council September 15, 2008
9. Revisions submitted to PAB leadership council
 - a. Submitted by Sue Hegedus, Principal (2008-2009)
 - b. Approved: October 8, 2008 to be submitted to CUSD School Board on October 17, 2008: Nicole LaGrave and Shellie Gregoire, Co-Moderators of the PAB.
10. Second presentation to Chico Unified School District (CUSD) School Board for October 17, 2008 Board Agenda
 - a) Authorized by PAB vote on October 8, 2008 to be submitted to CUSD school board on October 17, 2008 as informational item

IV: ANNUAL EVALUATION OUTCOMES

This annual evaluation is focused on student achievement data taken from the annual STAR testing program. Since this is the first annual evaluation of the Open Structured Classroom Program, also included is an update on the expansion of the program and the growing identification as the only K-8 school in the Chico Unified School District. Thus, this evaluation has four goals:

- a. Explain the *Instructional Focus* of the Program and its application fit as an alternative school of choice in the Chico Unified School District.
- b. Explain the development of the K-8 concept by *expanding the OSC program* to the exclusive, single site, use of the Hooker Oak Elementary School Campus
- c. Compare *student academic achievement growth* over a three year period at the school and in comparison with Chico Unified School District scores and State of California scores on the California Standards test specifically in English-Language Arts and Mathematics grades 2-8.
- d. Provide anecdotal comments from the *parent, staff, and student survey* results in regards to program.

A. Instructional Focus

The Hooker Oak School OSC Mission is to provide exceptional education tailored to its students' own abilities, interests and learning styles. Through the combined efforts of teachers, parents and

students, with the support of school and district administration, Hooker Oak meets high academic standards while cultivating strong social skills, personal initiative and responsibility in its students.

The variables in Hooker Oak's Open Structure Classroom program that facilitate a different instructional methodology incorporate the following:

- Multi-aged, looped classrooms (K², 1/2, 3/4, 5/6, 7/8)
- Integrated thematic curriculum and instruction
- Use of LifeSkills to assist students in becoming self-reliant and well-rounded citizens
- Provisions for students to experience different learning styles while learning about their style of preference
- Student access to technology
- Parents as partners in the classroom

Integrated, thematic learning is a key component providing in-depth studies of topics. Hooker Oak's K-8 structure allows teachers and staff to nurture and support the students in a personal, in-depth manner for nine continuous years. The continuity in the Hooker Oak curriculum³, facilities, staff members and programs provides a seamless transition from elementary school years (K-5) to the middle school years (6-8) at an important point in a student's academic career. Within the multi-age set up of the school and layout of multiple grades K-6 in each corridor of the physical school building, the continuity of the OSC program not only goes from K-8th, but also between classrooms.

The students who are in the OSC classes come from all over the Chico Unified School District. Parents are asked to sign an agreement for commitment to work at least two hours a week per family in OSC classrooms or on OSC related activities. Parents, grandparents, caregivers, and community members volunteered countless hours last year (approximately 12,000 hours); doing everything from tutoring to working in the classroom to creating fundraisers for enrichment programs. Parents also influence school planning and decision-making as members of the OSC Parent Advisory Board (PAB) and School Site Council. Students benefit greatly from this close connection between their homes and school.

Hooker Oak seeks to support the individual and provide guidance, stimulation and support. The methodology of curriculum organization is by Integrated Thematic Instruction making connections for students between content areas to provide students better understanding of the gestalt of knowledge of a topic. Individual student needs are addressed through the delivery of instruction utilizing learning styles and Gardner's theory of multiple intelligences. In the multi-age classrooms, students are able to be put into flexible grouping arrays that change based on the student's individual learning needs. Further student support is provided in a nine year school continuum that allows students to get needed knowledge in a small learning community setting before heading off for the high school years. Finally, by having many parents and grandparents in the building to assist with student learning, added to Hooker Oak's Primary Intervention Program (PIP) and the Second Step

² All of the Hooker Oak classrooms are multi-aged, except the three kindergarten classes.

³ The foundation of all curriculum used is the California State Standards.

program, there are many opportunities to receive adult guidance every day while on campus in the OSC program. Parents are active participants in their student's education and are integral to the school's environment and the program's success.

The Open Structure Classrooms are looped, multi-age classrooms so that there are two grade levels within the classroom and students remain with the same teacher and classmates for two continuous years. The OSC's classroom curriculum is developed by both the teacher and the students while using supplemental materials in addition to using the District-adopted curriculum and the state standards. Emphasis is on experiential learning using problem solving skills and inquiry. Academic goals are achieved through an integrated thematic approach linked with the children's interests and needs. The teacher supports the learning environment as well as the learning style of each student. Attention is paid to the variable ways in which students learn. The idea is not what children should do at a given age or time, but what the child needs to help them develop to their full potential. This requires the OSC teacher to differentiate the curriculum when needed.

In review, Hooker Oak OSC is a community of self-reliant learners where teachers, students, and parents are actively involved in the educational process. Hooker Oak OSC K-8 School draws families from the entire Chico Unified School District. The community extends beyond the classroom walls to other classes, to Chico's urban community, and out into the world. Students come to Hooker Oak's Open Structured Classroom School from all over the Chico Unified School District. Enrollment is limited by the total space allocated to the program by the district.

B. Expansion to a Kindergarten through 8th Grade Program

The Open Structured Classroom program for the majority of the history of the program has been a kindergarten through sixth grade program only. The school undertook a three-year program expansion to include kindergarten through 8th grade (see Figure 1). This expansion of the OSC program occurred during the 2005-2006, 2006-2007, and 2007-2008 school years. With the advent of middle schools with grades 6-8 and then the transition to junior high schools housing 7th and 8th graders, parents wanted to expand the program to assure the centered, supportive environment that their children received in the first six to seven years of their school years. As well, with the junior high configurations having hundreds and possibly over a thousand students on their campuses, the parents expressed a desire for a smaller learning community. Expanding and adding the 7th and 8th grade program was a solution to the needs of the Hooker Oak OSC community of families and staff. As the 7th/8th program grows, so does its demand by the public for a spot in this nurturing environment.

The neighborhood school program was phased out to allow the OSC program to grow and have exclusive use of the Hooker Oak School campus. Some neighborhood students were assimilated into the OSC program classrooms and those wishing to attend other district schools were permitted to do so. Hooker Oak is at the end of its three-year plan and some of the OSC goals for growth have been met; with the exception of creating a third 7th and 8th grade classroom. The 7th and 8th grade numbers demonstrate continual growth by having only twenty-three 7th graders and four 8th graders (total 27) in the first year (2005-2006). In the second year (2006-2007), there were nineteen 7th graders and eighteen 8th graders (total 37), and in the last planning year, the third year of the plan (2007-2008), there were thirty-three 7th graders and nineteen 8th graders (total 53). Beginning the present year (2008-2009), there were twenty-two 7th graders and thirty-four 8th graders (total 56) (see Figure 2).

Looking at the maturity of the 7th/8th grade classrooms, it is desired to have at least three to four teachers instead of the present two. This would allow the hiring of more content specialists at the middle school level to address the greater depth of content in those grade levels.

In the end of the 2007-2008 school year, district budget cuts aided the loss of two of Hooker Oak's 3rd/4th classrooms causing the number of 3rd/4th classrooms to decrease by 2 classrooms. This cut also ended class size reduction numbers for 3rd graders. The school has the same number of students, but class sizes grew as a result from 20:1 to 28:1 for the 2008-2009 school year. In previous years, there also were other challenges. Hooker Oak's usually high wait list was exhausted in the first two years as new families were brought into the program. The decreased wait list was a direct result of the increased number of classrooms. What appears to be smaller numbers is actually larger numbers as we are serving more students in our increased classroom numbers. To maintain the enrollment in these classroom numbers, the school and the PAB realized that it needed to be more effective at marketing the school and instituted some advertising techniques that continue to prove successful. In the present year, as a result, the school has more students on its wait list than there is room in the allotted classes to accommodate (see Figure 3).

Figure 1: OSC K-8 Transition Plan created October 5, 2005 with a last column added to include the actual limits of the expansion in the 2008-2009 school year.

| 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|---|---|---|--|---|
| OSC Configuration | First Transition Year Configuration | Second Transition Year Configuration | Final Configuration Goal | Present Actual Configuration |
| 2 kindergarten classes | 2 kindergarten classes | 3 kindergarten classes (1 new) | 3 kindergarten classes | 3 kindergarten classes (2AM, 1 PM) |
| | One new K/1 and one new ½ multi-age class | | | |
| Four 1 st /2 nd multi-age classes | Four 1 st /2 nd multi-age classes | Six 1 st /2 nd multi-age classes | Six 1 st /2 nd multi-age classes | Six 1 st /2 nd multi-age classes |
| Four 3 rd /4 th multi-age classes | Five 3 rd /4 th multi-age classes (one new) | Five 3 rd /4 th multi-age classes | Six 3 rd /4 th multi-age classes (one new) | Four 3 rd /4 th multi-age classes * |
| Two 5 th /6 th multi-age classes | Two 5 th /6 th multi-age classes | Three 5 th /6 th multi-age classes (one new) | Three 5 th /6 th multi-age classes | Three 5 th /6 th multi-age classes |
| | One 7 th /8 th multi-age class (one new) add second if wait list is full) | Two 7 th /8 th multi-age classes (one new) [Add third if wait list is full] | Three 7 th /8 th multi-age classes (one new) | Two 7 th /8 th multi-age classes** |
| Total 270 students 12 Classrooms | Total 16 Classrooms | Total 18 Classrooms | Total 500 students 20 Classrooms | Total 453 (see Figure 3) students 18 Classrooms*** |

*The class size of the 3rd /4th multi-age classes was increased from 20 students per classroom to 28 eliminating the use of class-size reduction funds for third graders at Hooker Oak.

**The class size was raised to 35.

***Also on the Hooker Oak campus is a developmental kindergarten class of 9 students, making 453 students on campus.

Figure 2: Growth numbers in the 7th and 8th grade program

| | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 |
|-------------------------|-----------|-----------|-----------|-----------|
| 7 th Graders | 23 | 19 | 33 | 56 |
| 8 th Graders | 4 | 18 | 19 | 34 |
| TOTALS | 27 | 37 | 52 | 56 |

Figure 3: Current enrollment September 5, 2008

| Regular Classes (2007-08) Totals | 60 | 65 | 53 | 54 | 58 | 49 | 42 | 34 | 19 | 438 | Pre-K 6 | 444 |
|---|----|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-------|------------|-------|
| | K | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | Total | SE-K | Total |
| Boys | 31 | 35 | 37 | 25 | 29 | 31 | 26 | 7 | 16 | 237 | 9 | 246 |
| Girls | 27 | 23 | 25 | 28 | 26 | 26 | 19 | 15 | 18 | 207 | 0 | 207 |
| Regular Classes (2008-2009) present totals | 58 | 58 | 62 | 53 | 55 | 57 | 44 | 22 | 34 | 444 | 9 | 453 |
| Number of students on the waiting list after school started (9-8-08) | 1 | 13 | 16 | 10 | 4 | 15 | 4 | 0 | 0 | 63 | | |

C. Student Academic Achievement Data

At present, the only common assessment administered at Hooker Oak is the California Standards Test (CST) in the second to eighth grades. *Within the data that the CST produced, Hooker Oak remains competitive with the district and state proficiency levels.* In comparing the percentage of students who reached the proficiency level or above in the Hooker Oak Open Structure Classrooms compared to the Chico Unified School District's proficiency levels (See Figure 4), the following data conclusions arise based on the CST:

In English-Language Arts

- In 2nd, 3rd, and 5th grade. Hooker Oak's scores are in a comparable band of similar scores with the state and district.
- 50 % of Hooker Oak students scored proficient or above in grades 5, 6, 7 and 8 with scores in 4th and 6th grade reaching a high of 70% of students proficient or above, as well as being significantly greater than the state and district proficiency levels.

In Mathematics

- Only 2nd and 3rd grades have similar proficiency numbers to the state and district, except in 8th grade where Hooker Oak out-performs the district and state proficiency scores.
- In all grades 4th, 5th, and 6th, Hooker Oak has a lower proficiency level than the state and district.

Figure 4: Hooker Oak CST Proficiency Percentages Compared to the State and District: Is Hooker Oak keeping pace with growth across the state and district?

| CST | 2ND GRD | | | 3RD GRD | | | 4TH GRD | | | 5TH GRD | | |
|-----------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | STATE | CUSD | HO | STATE | CUSD | HO | STATE | CUSD | HO | STATE | CUSD | HO |
| English-Language Arts | | | | | | | | | | | | |
| Mean Scale Score | 348 | 334.7 | 340.4 | 332.8 | 335.4 | 345.2 | 357.8 | 361.8 | 365.9 | 347.6 | 354.7 | 359.4 |
| % Proficient & Above | 48% | 38% | 45% | 60% | 41% | 47% | 55% | 61% | 70% | 63% | 56% | 63% |
| % Basic & Below | 53% | 62% | 55% | 62% | 59% | 54% | 44% | 39% | 30% | 19% | 44% | 37% |
| Math | | | | | | | | | | | | |
| Mean Scale Score | 372.4 | 359.9 | 375.7 | 379 | 369.4 | 386.4 | 373.9 | 369.5 | 356.4 | 364.6 | 361.6 | 345.3 |
| % Proficient & Above | 59% | 53% | 67% | 61% | 56% | 66% | 61% | 61% | 58% | 41% | 51% | 41% |
| % Basic & Below | 40% | 46% | 33% | 38% | 43% | 34% | 39% | 39% | 43% | 49% | 49% | 59% |

| CST | 6TH GRD | | | 7TH GRD | | | 8TH GRD | | |
|-----------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | STATE | CUSD | HO | STATE | CUSD | HO | STATE | CUSD | HO |
| English-Language Arts | | | | | | | | | |
| Mean Scale Score | 345.5 | 352.6 | 370.1 | 348.6 | 359.3 | 370.3 | 341.2 | 352.8 | 379.8 |
| % Proficient & Above | 58% | 54% | 74% | 56% | 60% | 66% | 45% | 56% | 68% |
| % Basic & Below | 52% | 45% | 26% | 48% | 39% | 33% | 54% | 45% | 31% |
| Math | | | | | | | | | |
| Mean Scale Score | 347.9 | 350.6 | 340.7 | 339.3 | 340.9 | 350.9 | 320.5 | 329.5 | 360.1 |
| % Proficient & Above | 44% | 46% | 38% | 46% | 41% | 45% | 31% | 39% | 55% |
| % Basic & Below | 57% | 53% | 62% | 59% | 59% | 55% | 70% | 61% | 47% |

To look at the long-term growth of achievement of Hooker Oak OSC students, it is best to go back three years (2005-2006 school years) as before that the data (see Figure 5 and Figure 6) of the school also included the neighborhood classroom student scores (2004-2005). The longitudinal proficiency data shows:

- There is a slowly increasing percent of students in all grades except 2nd in language arts and 6th grade math achieving the levels of proficient and above. In 2nd grade in language arts and 6th grade in math the percentage of students proficient or above decreased.
- Jumps in number of students proficient and above occurred in 6th grade language arts showing 74% of Hooker Oak students are proficient and above and in fourth grade language arts showing 70% of Hooker Oak students are proficient and above.
- A conclusion could be made that Hooker Oak's scores have leveled off and stayed within the same range for the last four years of testing.

Figure 5: CST Data over 4 years_ grades 2-4

| CST | 2 | | | | 3 | | | | 4 | | | |
|-----------------------|-------|-------|-------|------------|-------|-------|-------|------------|-------|-------|-------|------------|
| | 04-05 | 05-06 | 06-07 | 07-08 | 04-05 | 05-06 | 06-07 | 07-08 | 04-05 | 05-06 | 06-07 | 07-08 |
| English-Language Arts | | | | | | | | | | | | |
| Students Tested | 59 | 72.0 | 53.0 | 51.0 | 65 | 54.0 | 64.0 | 52.0 | 54 | 60.0 | 46.0 | 57.0 |
| % of Enrollment | 58.0 | 100% | 100% | 100% | 63.0 | 98% | 100% | 96% | 53.0 | 100% | 100% | 98% |
| % Proficient & Above | 49% | 65% | 54% | 45% | 47% | 66% | 45% | 47% | 73% | 70% | 56% | 70% |
| % Basic & Below | 52% | 53% | 46% | 55% | 54% | 56% | 54% | 54% | 27% | 33% | 43% | 30% |
| Math | | | | | | | | | | | | |
| Students Tested | 58.0 | 72.0 | 53.0 | 51.0 | 63.0 | 54.0 | 64.0 | 53.0 | 53.0 | 60.0 | 46.0 | 57.0 |
| % of Enrollment | 98% | 100% | 100% | 100% | 97% | 98% | 100% | 98% | 98% | 100% | 100% | 98% |
| % Proficient & Above | 67% | 60% | 52% | 67% | 49% | 69% | 61% | 66% | 58% | 55% | 46% | 58% |
| % Basic & Below | 33% | 41% | 48% | 33% | 51% | 31% | 39% | 34% | 42% | 45% | 55% | 43% |

Figure 6: CST Data over 4 years_ grades 5-8

| CST | 5 | | | | 6 | | | | 7 | | | | 8 | | | | | |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------------|-------|-------|-------|-----------------------|-------|-------|-------|-----|-----|
| | 04-05 | 05-06 | 06-07 | 07-08 | 04-05 | 05-06 | 06-07 | 07-08 | 04-05 | 05-06 | 06-07 | 07-08 | 04-05 | 05-06 | 06-07 | 07-08 | | |
| English Language Arts | 59 | 47.0 | 51.0 | 48.0 | 56 | 46.0 | 44.0 | 42.0 | NO SCORES BEC. NO 7TH | 23.0 | 20.0 | 33.0 | NO SCORES BEC. NO 8TH | 4.0 | 16.0 | 19.0 | | |
| Students Tested | 100 | 98 | 98 | 98 | 98 | 100 | 100 | 100 | | 100 | 100 | 100 | | 100 | 100 | 100 | 100 | 100 |
| % of Enrollment | 66% | 60% | 57% | 63% | 47% | 59% | 66% | 74% | | 56% | 60% | 66% | | 82% | 68% | | | |
| % Basic & Below | 34% | 9% | 43% | 37% | 55% | 40% | 35% | 26% | | 48% | 40% | 33% | | 18% | 31% | | | |
| Math | 59.0 | 47.0 | 51.0 | 48.0 | 54.0 | 46.0 | 44.0 | 42.0 | | 23.0 | 20.0 | 30.0 | | | | | | |
| % of Enrollment | 100 | 98 | 98 | 98 | 96 | 100 | 100 | 100 | | 100 | 100 | 91 | | 100 | 79 | | | |
| % Basic & Below | 47% | 47% | 22% | 41% | 48% | 54% | 43% | 38% | | 65% | 40% | 45% | | 50% | 55% | | | |
| % Basic & Below | 52% | 54% | 78% | 59% | 51% | 46% | 58% | 62% | | 35% | 60% | 55% | | 50% | 47% | | | |

Recommendations based on CST Data:

- The method of testing in the CST/CAT/6 provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the school identifies whether the district benchmark assessments provide a better indicator or if it would be best for Hooker Oak OSC to develop such site based assessments (with the understanding that they are also tied to state standards).
- Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST.
- Hooker Oak OSC, with the direction of the district, has begun the PLC (Professional Learning Community) process to help the discussion about what is essential for Hooker Oak students to know and be able to do and how the teachers will identify this success through ongoing assessment. A continuation of this process is encouraged.

D. Staff, Student, and Parent Survey Data

1. Staff Evaluation and Recommendations

Staff is asked yearly to respond to a district wide survey (Appendix B: Staff Survey Rating Graph of Results) and questionnaire which was administered last year in December of 2007. In addition, there

is an open-ended response section (Appendix C: Staff Survey Open-Ended Results). The first part of the survey asks for responses to statements on a scale of one to five with five meaning "strongly agree" and one meaning "strongly disagree." All responses given by staff resulted in an average range of answers from 2.8 to 4.8. High responses registering by most of the staff were to the statements:

- I feel learning can be fun.
- I believe student achievement can increase through providing a threat-free environment.

Lower responses, but still in the 3.0 to 3.5 average range, were to the following statements:

- I feel recognized for good work
- I feel that others are clear about what my job is at this school.
- I work with people who listen if I have ideas about doing things better.
- My administrator is an effective instructional leader.
- I love working at this school.
- I believe the vision for this school is clear.
- I believe the vision for this school is shared. (3.0)
- We have an action plan in place.
- This school has a good public image.
- Morale is high on the part of teachers.
- Teachers in this school communicate with each other to make student learning consistent across grades. (2.8)

In analyzing this survey, it must first be stated that the majority of the directed questions were more about the teacher's work environment and working conditions than about the OSC program and its specific variables. There were only four questions asked of teachers that directly listed OSC variables of:

- Integrating instruction across the curriculum,
- Addressing student learning styles
- Providing a threat-free environment
- Close personal relationships between students and teachers

The first *recommendation* is to create more questions in the 2008-2009 Staff survey that will inquire deeper into an evaluation of the Hooker Oak OSC program as well as working conditions. The Open

Ended Staff questionnaire (See Appendix C: Staff Survey Open-Ended Results) gave the staff more opportunity to touch on other variables not addressed by the rating part of the survey into more areas of strengths of the school and what needed to be improved. As a strength, staff pointed out in many relevant occurrences that parent involvement/participation in the school was a factor important to the school's/program's success.

Although there were many good statements for ideas for improvement, there were a couple of statements that should be initially followed up by the school's leadership:

- "Everyone has their own program, not working together. Students in need of intervention often do not get it because it interferes in what is a rich classroom experience. Science and Social Studies are sometimes more important than reading or math."
- "Not all staff is knowledgeable of the philosophy of the program and/or do not support or carry out that philosophy."

Recommendations to identify the truth or causes of these statements would be:

- Conduct a curriculum audit
- Conduct an audit of the school's pyramid of intervention at all grade levels. Identify weaknesses and school needs for intervention, and then identify strategies to reach these needs with staff.
- Bring staff to a shared understanding of the variables and philosophy of an OSC classroom and hold staff accountable for implementing those variables. Those teachers that are not addressing the OSC program philosophy and its variables should be transferred elsewhere. If the school is to maintain its purity of an OSC school site, it can not afford to house teachers applying other variables that are not a part of the program. This causes parents who have vested in the program for years to want to move their children to different classrooms or out of the Hooker Oak OSC School as it no longer delivers what it promised.
- The school will have to seek support to address the above with the district.

2. Student Evaluation and Recommendations

The students in grades 7 and 8 in the school year 2007-2008 were the only students asked to assess the Hooker Oak OSC program (Appendix D: Student Survey Rating Graph of Results). The student survey was administered in February 2008. As with the teacher/staff survey, the first part of the survey responses were to statements on a scale of one to five with five meaning "strongly agree" and one meaning "strongly disagree." All responses given by students resulted in an average range of answers from 2.8 to 4.5. High responses registering by most of the students were to the following statements:

- I have support for learning at home.
- My family believes I can do well in school.
- My family wants me to do well in school.

The Lowest response at 2.8 was to the statement: "I have choices in what I learn." Other lower responses but still in the 3.2 average range were to the following statements:

- I have freedom at school.

- I am recognized for good work.
- I am challenged by the work my teachers ask me to do.
- Students are treated fairly by teachers.
- Students are treated fairly by administration.

Recommendations:

1. Survey more grade levels of students. It is understandable that surveying the 7th and 8th graders was important this year, as the 2007-2008 school year was the last year on the school's strategic plan to implement a middle school program into the Hooker Oak OSC school site. Other student voices need to be heard.
2. Like the staff survey, the variables that define the OSC program were not all evaluated by this survey. The only ones addressed were student choice (which the average score for this question was 2.8), teacher-student relationships, and family support for the student's education.
3. Although there was some cross-over of questions about the few variables addressed, not all of the questions crossed over from one survey participant to the next. For instance, the students were asked if they had choices in school, but the teachers were not asked if they implemented choices for students or if they valued choices for students.
4. On the staff and parent surveys, validity was given to anecdotal comments. It is only right to give students the same opportunity to express their opinions. This is usually a good time for participants to address an important matter that was not addressed by the survey questions for them.

3. Parent Evaluation and Recommendations

Parents were also given a survey (Appendix E: Parent Survey Rating Results) to respond to a school targeted inquiry. The survey was administered in December of 2007. This survey also had space for anecdotal written comments on the bottom of the survey (Appendix F: Parent Survey Open-ended Results). These are also included here as data about the program. The Parent Rating Results will not be analyzed in this section as the OSC Parent Advisory Board has submitted their own companion piece with recommendations to this section, but the results are found as mentioned under Appendix E and F. The anecdotal comments will be discussed as there is clear cross-over of comments to the teacher survey responses.

Although there are many written comments about many areas of the school and OSC program, the recording of the open-ended responses (Appendix F: Parent Survey Open-ended Results) shows all of the variables specific to the program discussed by one parent or another on the positive end of the scale. Examples of these OSC program specific strength comments are as follow:

- The teachers do care about standards and expectations
- Hooker Oak OSC is a rich, stimulating environment
- There are school-wide shared activities

- Integrated curriculum, multi age classrooms, student ratio... is good for the program

It is easy to deduce from the strengths section that the parent base is very supportive of the OSC program in the school and its efforts to provide a strong education for their children. Another response often repeated by parents was how with the help of parents the student-adult ratio decreases to give students more one-on-one assistance. When analyzing the many comments about what needs improvement, these items surfaced:

- Not all teachers are knowledgeable of the philosophy of the OSC program and its delivers. (This crosses over to the same comment made by a staff member on their survey.)
- Not a sense of all working together as a unit, a community (Again, a repeated comment on the staff survey.)
- A feeling that everyone "has their own program, and not working together." (Again, a repeated comment on the staff survey.)

Recommendations from the Parent Advisory Board⁴

Since the inception of the Open Structured Classroom (OSC) program in 1973, the Parent Advisory Board (PAB) has played a vital role in advocating an organized alternative to mainstream school instructional methods. This role is accomplished by working with staff in the school and the community outside the school

The PAB performs two broad tasks at Hooker Oak:

- To assist OSC teachers in providing the best educational opportunities possible to the students of Hooker Oak Elementary School
- To facilitate communication between Hooker Oak, state and local school agencies, and the community

This part of the report attempts to identify items or actions intended to facilitate these two objectives and offer measurable ways to improve them through both internal and external components to assist learning. This report fulfills the requirement of the state alternative guidelines for annual evaluations with respect to parental input. The PAB recognizes and accepts this responsibility in the annual evaluation process. Due to the unique family and teacher makeup of the PAB, staff, parent and student input may be integrated within this section.

⁴ RECOMMENDATIONS BY THE PARENT ADVISORY BOARD written by Nicole LaGrave and Jordan Reed, Co-Moderators of the PAB.

- Initial editing performed by Shellie Gregoir, Suzanne Grippenstraw, Tara Sullivan Hames.
- First presentation to Chico Unified School District (CUSB): Authorized by PAB vote to be submitted to CUSD school board on July 16, 2008.
- September 2008 editing revision by Sue Hegedus.
- Second presentation to Chico Unified School District (CUSB): Authorized by PAB vote on October 8, 2008 to be submitted to CUSD school board on October 17, 2008.)

A. COMPONENTS TO AID LEARNING AT HOOKER OAK

Hooker Oak families recognize that educational and social learning occur both inside and outside of the classroom. In response to this the PAB tries to utilize factors that promote teaching moments occurring both inside and outside of the OSC program. Hooker Oak families recognize that many of these factors or components are parent driven or at least parent assisted. Examples of parent driven components to assist this learning can range from parent volunteers aiding in the classrooms all the way to parents effectively lobbying administrative staff to implement new procedures at the district or even state level.

Each of these parent driven or assisted components should be evaluated with the intention to recommend better implementation when possible. The OSC program recognizes that components should be evaluated not just in effectiveness but also in time and management costs, especially to staff. For example, any component that puts any added burden on OSC program teachers should be seen as possibly detrimental to the program even though it may have a positive outcome, whereas if the burden falls on the parent group, it would be less so. Listed components designed to aide learning are divided into the following two categories each of which will be explained in detail.

1) Internal educational components to assist learning

a) Broadening the numbers of volunteers

In the 2007-2008 school year, Hooker Oak OSC families self reported over 12,000 volunteer hours. With around 250 families this averages about 1.5 hours per family per week. While this average is acceptable it does not describe total parent participation. The recommendation of the PAB is to focus on increasing the number of parents volunteering in addition to increasing total volunteer hours.

b) Teacher Support

Besides monthly PAB meetings there is no clear plan for consistently asking teachers what they might need from parents. Wish lists are posted in some classrooms while others use parent representatives to facilitate acquisitions. Wish lists may include things needed in the classroom, classroom aiding, and extra curricular events; it is recommended to analyze what current systems are most effective and make them more utilized.

c) Develop long range planning

Long range planning is intended to explore the needs of the program four or five years out and develop ways to accommodate those needs. In the 2007-2008 school year with the budget cuts by the district, much of the time was spent just trying to save what the school currently has and little thought was spent on school vision. In the 2008-2009 school year, the PAB recommendation is that this organization should develop a multi-year plan with parents, staff, and district personnel. One specific example is to explore computer technology use and resources especially in the higher grades.

d) Dealing with the expansion of Hooker Oak Elementary School

The OSC program has expanded from 240 students in 2004 to 440 students finishing the school year in 2008. This expansion occurred by:

- Absorbing the neighborhood program that shared the Hooker Oak School site
- Active promotions and advertising in the community by the PAB
- District resolution

Continuing expansion should now focus on getting a third 7th – 8th grade classroom.

e) Better develop the school mission statement and identify measurable components to track educational progress in the open structured classroom philosophy

The idea of open structured classroom teaching is vague and difficult to describe to new families. An effort should be undertaken to collaborate with staff, school site council, and parents to produce a short explanatory message that could be added to the open structured classroom handbook and tour video. This message should be included in the Hooker Oak School Handbook, which is currently separate from the OSC Program handbook and will be combined in the future. To follow these efforts, a change in the school name is recommended as Hooker Oak is no longer just an elementary school.

2) External educational components to assist learning

a) Promote the “ownership” of the program by the district

Hooker Oak Elementary School is the only K-8 school serving this community. Even though Hooker Oak is a district run school, the PAB has sometimes felt left out of administrative vision and follow through. The PAB does not see clear evidence that the district knows what to do with a K-8 model. As parents, it is not felt that it is the responsibility of the PAB to create this but instead to partner with the district and staff on bringing information of K-8 learning to better the program. The PAB recommend that ongoing meetings or even workshops be coordinated with the district to encourage “ownership” of this district alternative school of choice. Within these efforts, the school community needs to take on creating a template for a K-8 school.

b) Community involvement

In the 2007-2008 school year, Hooker Oak OSC took part in many of the traditional community events including the Endangered Species fair, the Pioneer day parade, the downtown children’s fair, Annie B’s, Relay for Life, and many more events. These events have an academic component for the students beyond the standard classroom curriculum. It is recommended that more community events be looked into with the focus on them being student driven and operated as much as possible.

c) Teacher selection guidelines

There are no institutional guidelines in place to hire teachers that comply with district guidelines, CUTA assurances, and state Ed code §58500. In the 2007-2008 school year, two new teachers were placed at Hooker Oak only to be rescinded one week later because the action was in direct contradiction to state code. The PAB asked Dr. Rob Williams, site administrator at the time, to initiate a formal process to ensure teacher hires are conducted in a way that balances all parties. This process will need to be addressed in the 2008-2009 school year with a new sense of urgency because of the high number of expected retirees.

d) Union contract inclusions for alternative schools of choice

The union contract dealing with K-8 facilities and alternative schools is inadequate to meet the needs desired by the PAB. The verbiage in the contract with the Chico Unified Teachers Association (CUTA) in regards to this is confusing and/or irrelevant to the Hooker Oak OSC expanded K-8 school. It is recommended that the district is asked to develop a series of new items based on recommendations from the PAB and the Hooker Oak staff to address in the upcoming union negotiations that will offer clarifications or distinctions for Hooker Oak OSC as an alternative school of choice as well as the K-8 model.

- e) **Develop contacts with district personnel to improve communications and collaboration**
At the end of the 2007-2008 school year, the PAB leadership began to develop a dialogue with the district through Jan Combs and Carolyn Adkisson. This collaboration is planned to continue on a monthly basis in the 2008-2009 school year to address many issues both staff and parents have communicated in this evaluation. In the 2008-2009 school year⁵, it is recommended that a committee should meet and come up with a list of priorities to bring to the district for discussion and implementation.

Time constraints, transitioning administrative leadership, and lack of historical precedence made this initial report far too incomplete. Thus it was revised for submission to the district board meeting in October 2008. Future evaluation components delivered by the PAB should identify these factors as well as others that are intrinsic to school wide academic performance. Each item presented should include present conditions with measurable values, improvements over time, and further recommendations to better the educational performance of condition.

The families in the Hooker Oak OSC firmly believe that the four basic learning concepts of the OSC program listed in the OSC handbook are successfully delivered to Hooker Oak Elementary School students. The OSC has 35 years of anecdotal evidence to prove the program's successes. Future annual evaluations should go above the anecdotal and historical conveyance of information to instead deliver the factual, quantifiable evidence of academic excellence at the Hooker Oak OSC Alternative School of Choice.

⁵ With the start of the 2008-2009 school year, the principal, Sue Hegedus, the PAB co-moderators, Shellie Gregoire and Nicole LaGrave, and the Director of Elementary Curriculum, Carolyn Adkisson, have initiated a monthly meeting which meets the third Friday of every month. So far, this group has also met with Scott Jones, district Director of Fiscal Services. The PAB leadership also meets every Friday with the school principal.

APPENDIX CONTENTS

Appendix A: Chico Unified School District Resolution No. 914-04, Open Structured Classroom Program

Appendix B: Staff Survey Rating Graph of Results

Appendix C: Staff Survey Open-Ended Results

Appendix D: Student (7th and 8th graders) Survey Rating Graph of Results

Appendix E: Parent Survey Rating Graph of Results

Appendix F: Parent Survey Open-Ended Results

Resolution No. 914-04
Open Structured Classroom Program
Chico Unified School District

Whereas California law mandates all school districts to provide for alternative schools and/or programs;

Whereas California law authorizes the parent or guardian of any pupil to request the governing board of a school district to establish an alternative school program in the district;

Whereas the Open Structured Classroom (OSC) program has existed and functioned as an alternative program of choice in Chico Unified School District for 30 years and most likely originated and evolved under the guidelines of the California Education Code Section 58500;

Whereas the California Education Code Section 58500 defines an alternative school or program as one that is designed to maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, joy;

Whereas Section 58500 defines an alternative school or program as one that is designed to recognize that the best learning takes place when the student learns because of his or her desire to learn;

Whereas Section 58500 defines an alternative school or program as one that is designed to maintain a learning situation maximizing student self-motivation and encouraging the student in his or her own time to follow his or her own interests;

Whereas Section 58500 defines an alternative school or program as one that is designed to maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter;

Whereas Section 58500 defines an alternative school or program as one that is designed to maximize the opportunity for the students, teachers and parents to continuously react to the changing world;

Whereas Section 58500 states that alternative schools shall be operated in a manner to maximize the opportunity for improvement of the general school curriculum by innovative methods and ideas developed within the alternative school;

Whereas the OSC program mission states: "Through a united effort of teachers, parents and students we strive to develop a whole person who is independent, open to knowledge, sensitive to others and is a functioning, productive member of society.";

Whereas the OSC program vision states: Our goal is to provide a variety of academic and affective instructional strategies, using a consistent philosophy, collaborative staff planning and daily parental involvement. Children will be able to function independently and cooperatively, develop self-confidence, demonstrate self-direction, monitor and assume responsibility for their own learning and behavior while mastering the standards and benchmarks of the Chico Unified School District.";

Whereas the OSC classroom learning strategies and practices are based on multi-age learning, two-year classroom placements, thematic, integrated, hands-on curriculum, small group cooperative learning, individual and social responsibility, open opportunities to make choices, problem solving and thinking skills, self-concept development, creative arts, communication and oral expression, and assessment accomplished through multiple perspectives;

Whereas the OSC program was founded in response to parent demand and has strong parent involvement and support in the classroom, at the program level, and at the school site;

Whereas Section 58500 states that teachers employed and students enrolled in the alternative program shall be selected entirely from volunteers;

Whereas Section 58500 mandates that previous classroom performance shall not be a criterion limiting any student from the opportunity of attending an alternative school;

Whereas Section 58500 states that a district may establish alternative schools in each attendance area or on a district wide basis with enrollment open to all students district wide or any combination thereof;

Whereas Section 58500 states that any alternative school shall be maintained and funded by the school district at the same level of support as other educational programs for children of the same age level operated by the district;

Whereas the OSC program selects students on a district wide basis through open enrollment utilizing a lottery process and all enrolled students are volunteers, and selects teachers from a district pool of volunteers, and does not utilize previous classroom performance as a criterion for admission, and is funded by the school district at the same level of support as other educational programs in the district;

Whereas California law states that the Superintendent of Public Instruction may, upon application of a school district and for the operation of alternative schools, waive any provisions of the Education Code other than those relating to earthquake safety;

Whereas the OSC program wishes to be eligible for application of waivers by the Superintendent of Public Instruction as a need may arise to ensure program integrity and provide flexible governance;

Whereas California law states that each district operating an alternative school or program shall annually evaluate such program including testing of basic skills for student participants and identification of the variables which may have affected student academic achievement and requires an annual evaluation report of the alternative program be sent to the Superintendent of Public Instruction by August 1 of the following year;

Be it therefore resolved that the Chico Unified School District designates, or re-designates, and recognizes the Open Structured Classroom program as an alternative school program as defined in the California Education Code, Section 58500;

Be it therefore resolved that OSC will provide an annual evaluation to the CUSD School Board for submission to the State Superintendent of Public Instruction, pursuant to Education Code Section 58500 by July 1 of each year.

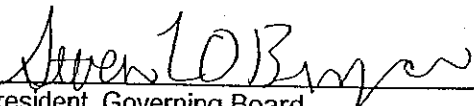
APPROVED, PASSED AND ADOPTED this 4th day of August, 2004 by the following vote:

AYES: Anderson, Huber, O'Bryan, Rees, Watts

NOES: NONE


ABSENT: NONE

ABSTAIN: NONE



President, Governing Board
Chico Unified School District

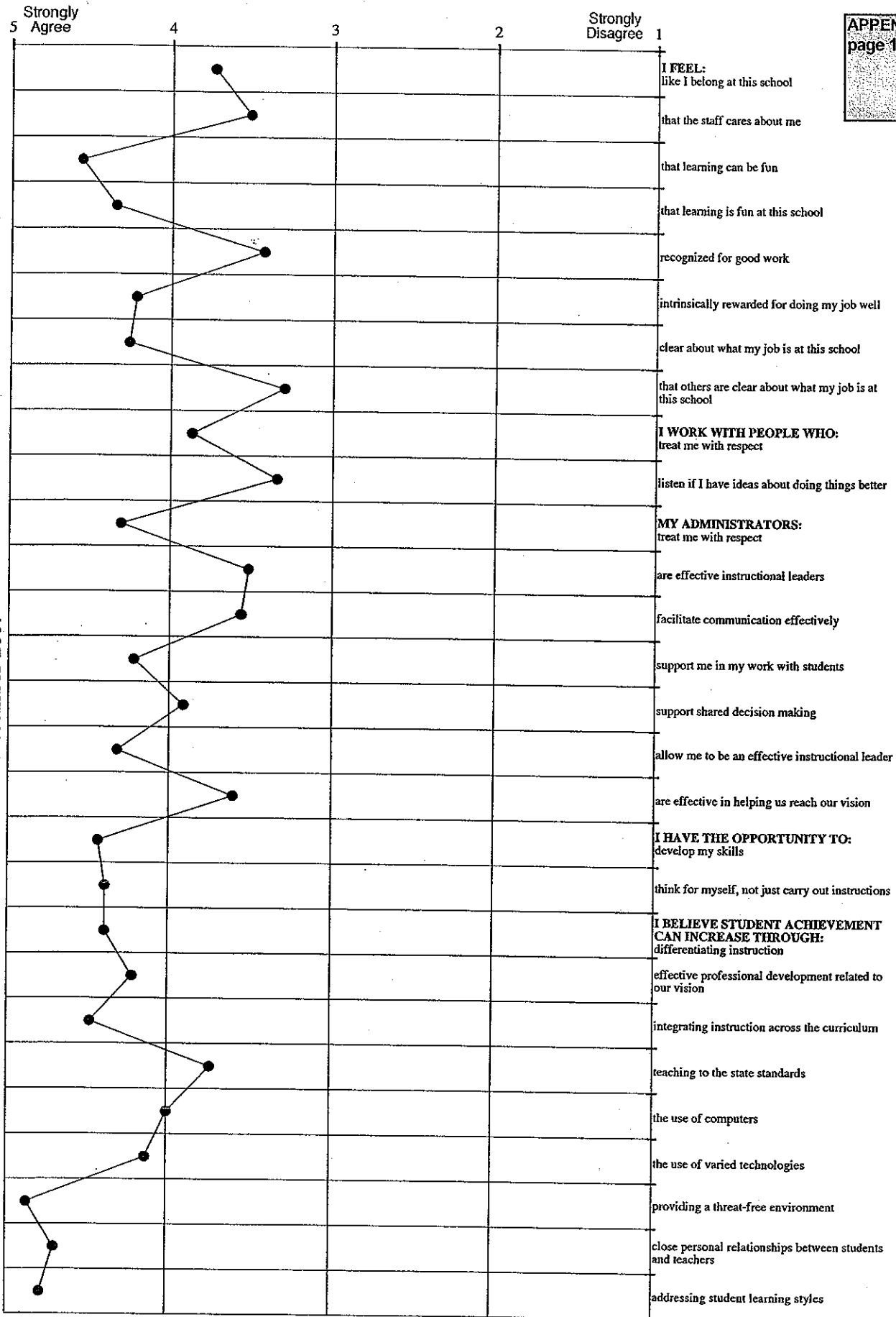
ATTEST:



Secretary, Governing Board
Chico Unified School District

Hooker Oak Elementary Staff
Responses
December 2007

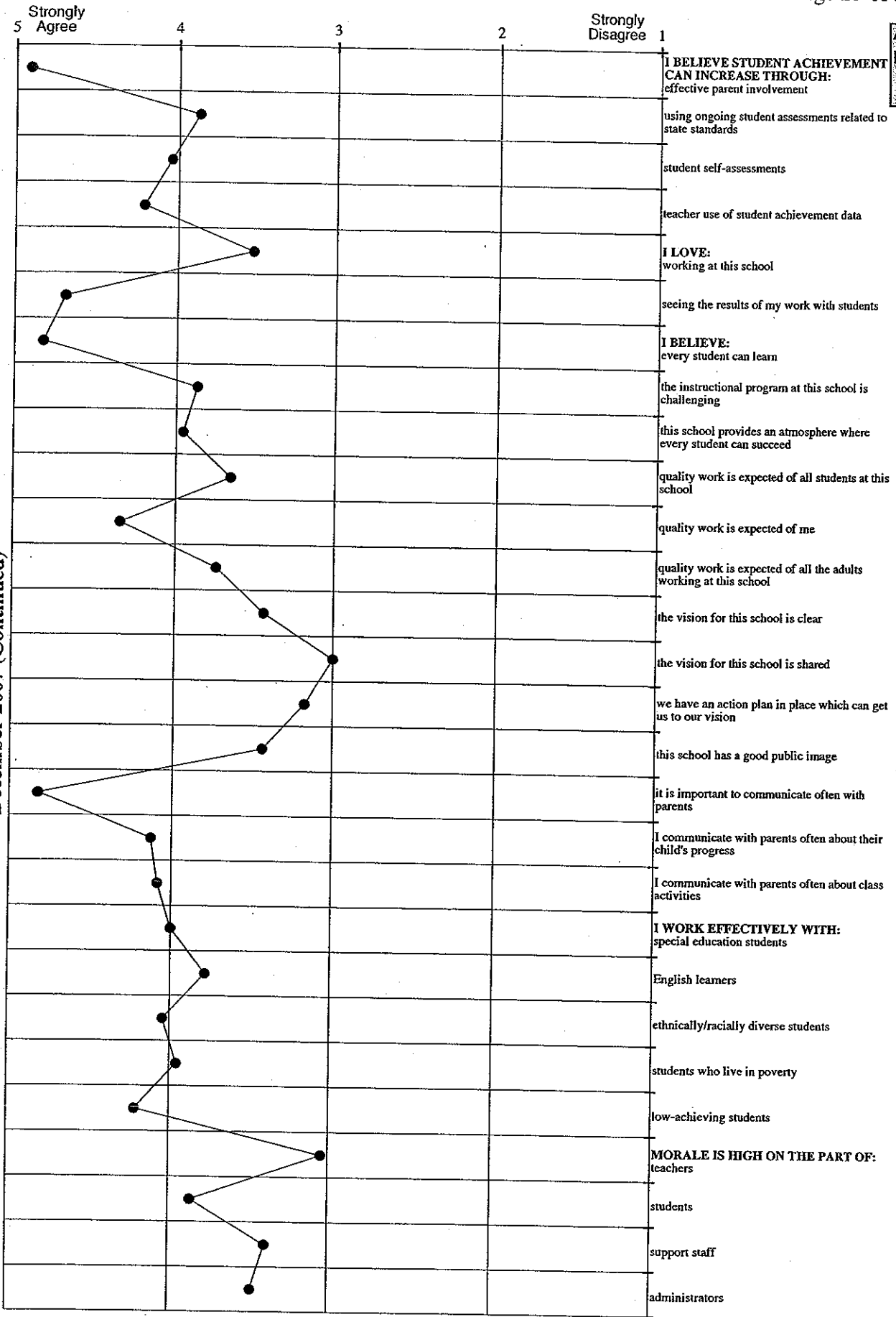
APPENDIX B
page 1 of 3



Total Survey Respondents (N=23)

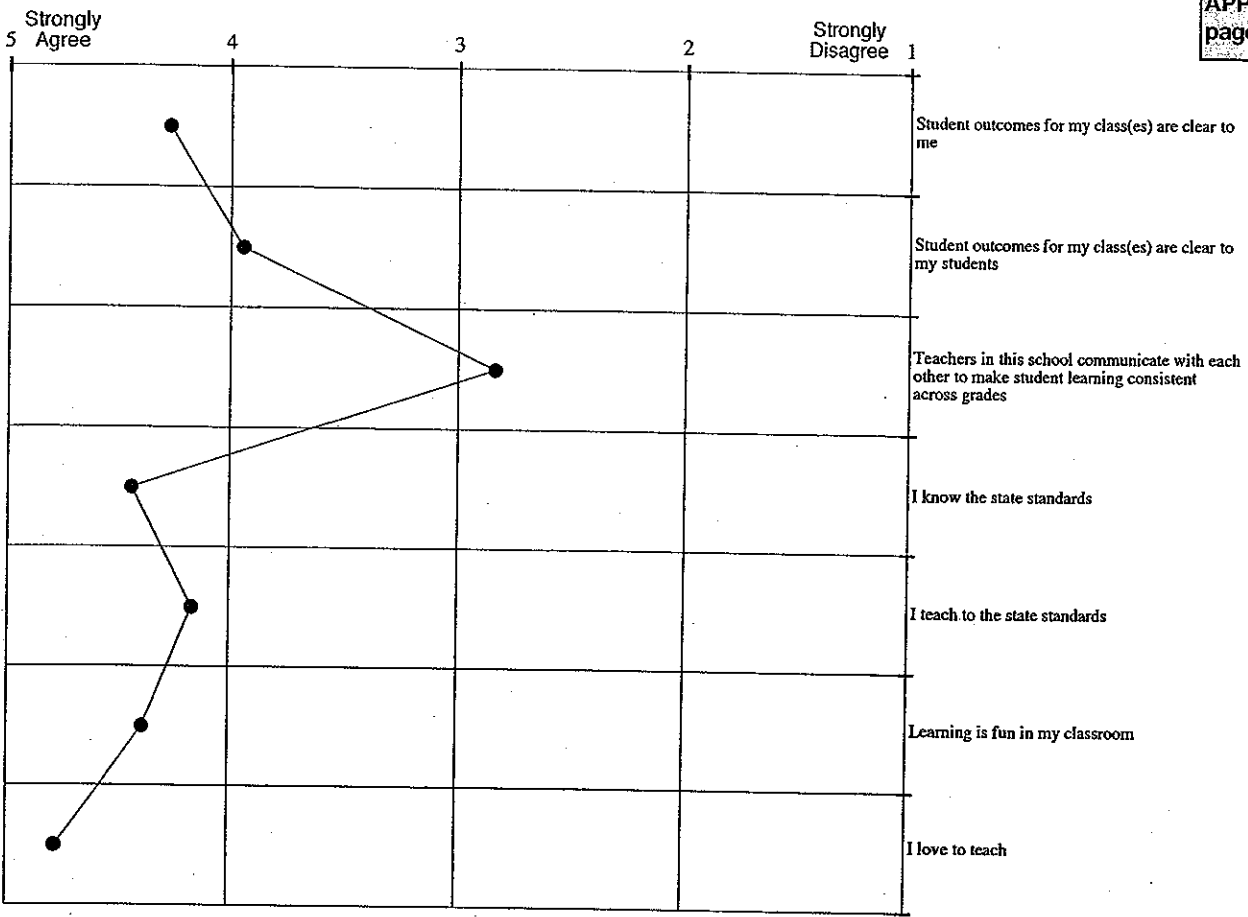
APPENDIX B
page 2 of 3

Hooker Oak Elementary Staff
Responses
December 2007 (Continued)



Total Survey Respondents (N=23)

Hooker Oak Elementary Staff
Items for Teachers and Instructional Assistants
December 2007



Total Survey Respondents (N=16)

Hooker Oak Elementary Staff Questionnaire Open-Ended Responses

December 2007

(N=23)

1. What are the strengths of this school?

- very supportive staff, happy environment, parent participation,
- We have a great group of parents who really care about their kids. Many, but not all, will go above and beyond in the various classrooms to make their child's education such a rich and exciting one.
- We have talented kids who thrive in this "Open" environment and will grow to become self-sufficient, responsible self-starters. Also, we have a community of parents who end up becoming friends with many of their children's classmates.
- I like to think that many of the teachers do care about the standards and expectations and strive to teach them; some in their own open ways and others in more traditional ways.
- High ratio of parent involvement, and communication between staff, parents, students and the school in general is fairly good. Thematic instruction to make learning meaningful and highly interesting to students and teacher. Teachers understand how to teach well.
- open structure program and interaction with different age levels, i.e. buddy program
- Parent involvement, seeing students as individuals, project based, multi graded, cross grade activities, intrinsic motivation
- This school is an alternative program that supports and promotes parent involvement, integrated instruction, hands-on learning activities, teaching to the whole child and multi-age classes. For the most part this vision is supported and embraced by parents and teachers (though there are about 4 teachers who have been placed here and really don't seem to support the goals of the program.)
- Parents and teachers as partners providing a rich, stimulating environment
- Much of the staff with a commitment to the tenants of the program
- staff that puts in more than minimum to provide enriching experiences
- history
- Parent involvement
- creative teaching
- school wide shared activities
- teachers who put in time over and above to make their program what they think it should be
- Teaching integrated curriculum, multi age classrooms, student ration in K-4 classrooms, offering a K-8 program, family involvement, parents in the classroom, principal has the enthusiasm & a vision of the future needed, extremely dedicated teachers, classroom resources, ability to schedule our own week and day of teaching while still being offered support from the resource teacher, high quality fine arts, PE and music teachers, centralized location is good for an alternative program
- Parent Involvement, passionate teachers

2. What needs to be improved?

- Many parts of the school are very old and deteriorating and need replacement. (bathrooms, windows in some rooms, etc)
- The staff communication at this school is tricky. We spend hours on agenda items and go on and on about what I feel are agenda items which either should be decided by our principal or items which will never get solved as our staff is so varied on our beliefs and teaching styles.
- The principal is torn as he wants to make us feel as though we have a say in the district's policies and expectations, when we just need to accept that some things just need to be done, like assessments and data driven tools. Also, as an alternative program, he wants us to have the

- freedom to make decisions, and I sometimes feel that he just needs to make the decisions and move on, because we, as a staff, don't have the skills required to make these decisions in a timely manner. We are working on meeting norms, but its a slow and waste-of-time-process. (Only as not all staff are buying into OSC as a program, so I feel that they are ruining the attempts).
- We are supposed to be doing the PLC thing and we have not even gotten off the ground with this yet. Frustrating. This gets brought up at our meetings and then tabled. Again, not sure if all staff even want to work together, as there are a few who are not really into the OSC thing, they for whatever reason, they are teaching at our school.
 - We have been in transition as a school for several years, including program and administrative changes. We need to settle into these changes, and have a chance to implement the goals we are striving towards.
 - The facility itself is old (60 years) and could use some improvements!
Better signage of rooms so visitors can more easily find their way (including the office, restrooms, etc.)
 - We are working towards implementing Professional Learning Communities, and really need time to develop this, but it is difficult to implement in the wake of everything else asked of us.
 - manners, behavior of children when they are waiting in line, field trip notification to all that will be involved one way or another.
 - paid yard duties come on time
 - no sick children of teachers keep at school
 - no children of substitute teachers with the sub for babysitting
 - administrative leadership and commitment, both on site and from downtown. I actually think the best thing for this school would be to become a charter school. i would certainly welcome this change.
 - not all staff are knowledgable of the philosophy of the program and or do not support or carry out that philosophy.
 - A sense of 1 program working together as a large unit. Sense of community with staff
 - More effective way to get things discussed and accomplished
 - more time dealing with who we are as a program and what is important and required
 - People need to be more responsible.
 - less automony and more shared goals
 - a common vision to improve student learning
 - use of the PLC concept to improve student achievement
 - school is not as well publicized as in the past especially now that we are an all campus OSC program, I would expect a waiting list! the lack of flexibility to select texts/materials that are most useful to the program instead of purchasing "required" materials not preferred by the teachers in the program, no after school support or "homework club" for students needing extra support beyond the school day, technology - better computers available in all classrooms for student use as well as extended computer lab hours with staff available in the lab,
 - Everyone has their own program, not working together. Students in need of intervention often do not get it because it interferes in what is a rich classroom experience. Science and Social Studies are sometimes more important than reading or math.

5 Strongly Agree 4 3 2 Strongly Disagree 1

WHEN I AM AT SCHOOL, I FEEL:
I belong

I am safe

I have fun learning

I like this school

This school is good

I have freedom at school

I have choices in what I learn

My teachers treat me with respect

My teachers care about me

My teachers think I will be successful

My teachers listen to my ideas

My principal cares about me

My teachers are good teachers

My teachers believe I can learn

I am recognized for good work

I am challenged by the work my teachers ask me to do

The work I do in class makes me think

I know what I am supposed to be learning in my classes

I am a good student

I can be a better student

Quality work is expected at my school

I behave well at school

Students are treated fairly by teachers

Students are treated fairly by administrators

Students at my school treat me with respect

Students at my school are friendly

I have lots of friends

I have support for learning at home

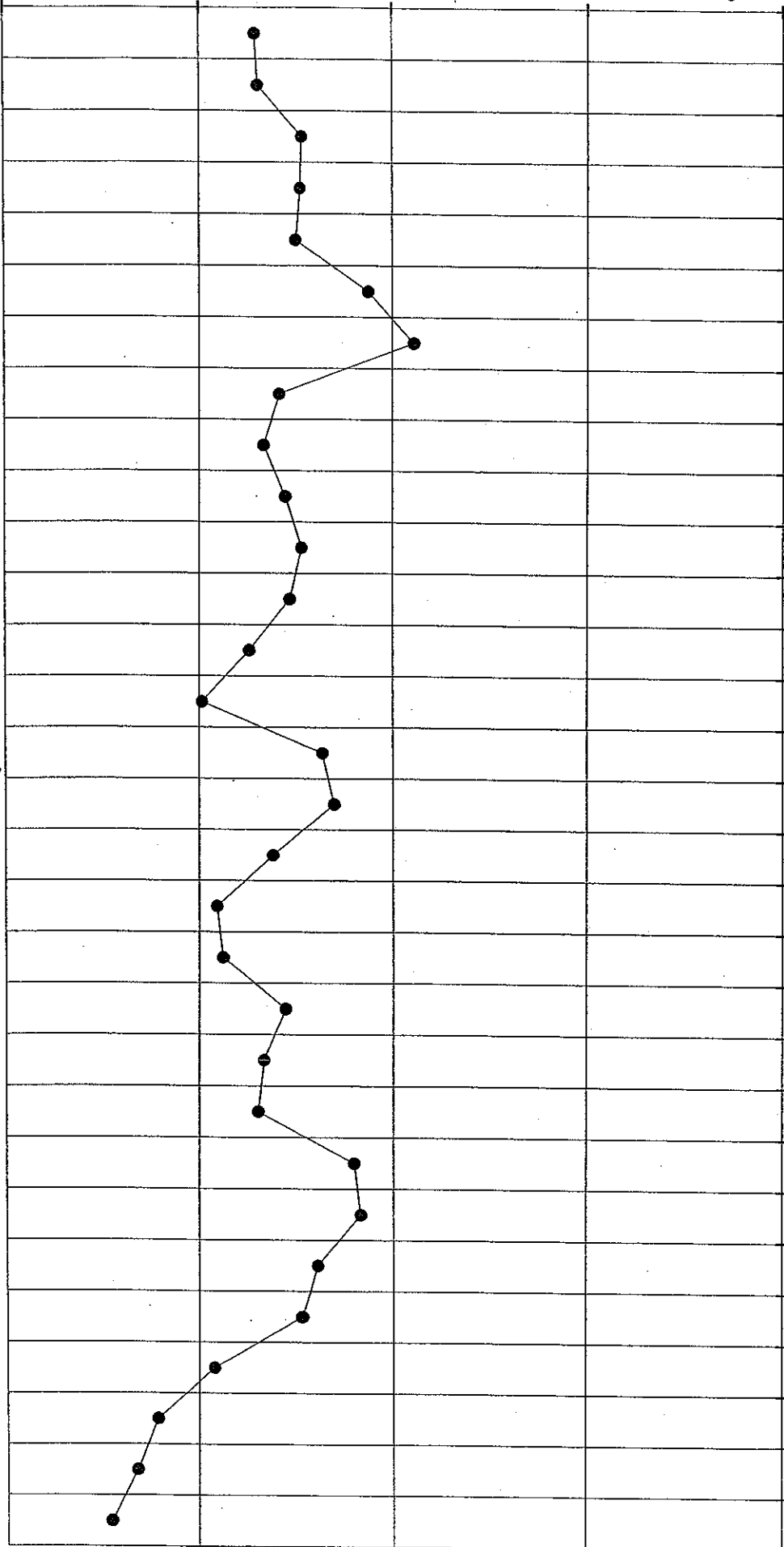
My family believes I can do well in school

My family wants me to do well in school

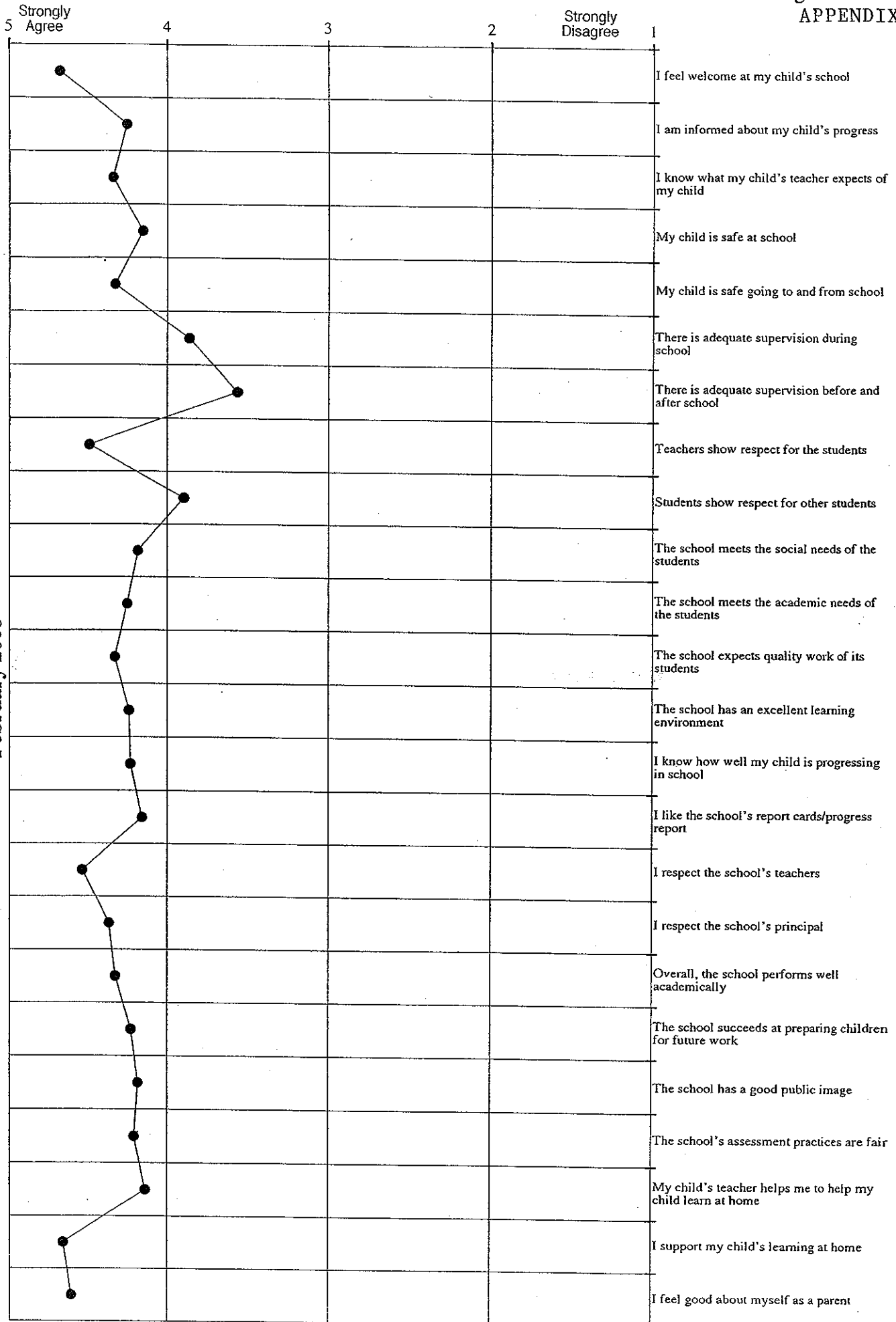
Total Survey Respondents (N=66)

LEARNING ORGANIZATION / MIDDLE GRADE STUDENTS

Responses
February 2008



HOOKER OAK ELEMENTARY PARENT
Responses
February 2008



Total Survey Respondents (N=159)

**HOOKER OAK PARENT SURVEY SPRING 2008
COMMENTS THAT WERE NEGATIVES / COMMENTS THAT IDENTIFIED AREAS OF NEED**

| CATERERIA | FACILITIES | SAFETY | SUPERVISION | CURRICULUM AND INSTRUCTION | CURRICULUM AND INSTRUCTION | SOCIAL/AFFECT DEVELOPMENT | MISCELLANEOUS | MISCELLANEOUS |
|---|---|--|---|---|--|--|--|------------------|
| lunch food | **dirty | drop off lanes | need more yard duties for recess and lunch | **more math | Teachers need to have more resources for art and music as well as PE as well as everything | more focus on social development of children | longer recess | |
| eat in cafeteria not outside | **school cleanliness | traffic direction after school | no policy for visitors to check in | increase computer use | more teacher-parent conferences | need buddy system for new students/parents | need a plan for how a single parent can make the hours | |
| need healthier school lunches | **needs updating | bullying addressed | anyone can come onto campus without staff knowing | more specific writing instruction | more schoolwide emphasis on science and technology | counselor to discuss development milestones and barriers with children, parents and teachers | parents pay a lot out of pocket | |
| | cold classrooms and halls in winter months | ****more security at gates and fences, doors | sometimes feel like anyone can walk in and take my child off campus | add reading program back to the school | more direct instruction in language arts | classes too large | open earlier so students don't have to wait in the cold | |
| | **school looks rundown | background check for all parent volunteers | need supervision of the K playground | music needed for non-band students | focus a bit more on grammar, spelling rules and | instruction on proper behavior with peers | | |
| | greener campus | gate that goes to & from the playground needs an automated locking system (it's often left wide open & kids could run into the street) | transition from AM to PM K is confusing | more arts and music (not just once a month) | | **bullying needs to be continually addressed | Xmas/holiday performances for whole school | |
| | green grass, not mud | traffic pick up & drop off, double parking and poor pedestrian vision | **more supervision @ lunch & recess | community service projects for students | | positive relationship building increased | | |
| | increase recycling, even composting | no adequate sidewalks | more supervision of computers when students are on it | lack of direct instruction for students at risk | | more social activities for children | | |
| | update bathrooms | | have a supervision before & after school | 5th and 6th grade learning environment | | | | |
| | update windows to dual pane (would save energy) | | overall holding kids accountable for work being done week | homework | | | | |
| | All of the facility | | need less homework in grades 1/2, 3/4 classrooms | homework club needed before/after school | | | | |
| | the playground | | homework hotline or info on web | | | | | |
| PARENT/ PARENT BOARD | | | | | | | | PERSONNEL |
| OSC can be too demanding of parents | | | | | | | teachers need aids | |
| too much bureaucracy with open structure board | | | | | | | need a third teacher @ 7/8 | |
| need training for the Parent Coordinator | | | | | | | job of keeping the school clean isn't done well | |
| | | | | | | | have new teachers understand the school's philosophy & are trained open structure teachers | |
| BUDGET | | | | | | | need peer led clubs | |
| more financial investment from the district for 7/8 | | | | | | | need to ensure that teachers are up to speed and implementation of alternative programs | |

Appendix F
page 1 of 2

* = multiple same responses

**HOOVER OAK PARENT SURVEY SPRING 2008
COMMENTS THAT WERE POSITIVES**

| CURRICULUM AND INSTRUCTION | PERSONNEL | MISCELLANEOUS PARENTS | SOCIAL AFFECTIVE |
|---|--|---|---|
| Open structure | **staff. | positive way parents work together | sense of community |
| great field trips | staff commitments | parent involvement and commitments | "village" quality |
| fine arts and music | teachers express their individuality in their curriculum | small size | positive way parents work together |
| combined classes | teamwork | middle school option | small learning community |
| thematic instruction | teachers are every accessible | child to teacher ratio--small up to 4th grade | monthly character attributes |
| language arts projects | communication between parents, students and teachers | fundraisers done by parents not students | class shows respect for each other and teachers |
| <i>individual learning strategies used</i> | | parent participation allows the teachers to spend more time focusing on instruction | community outreach projects |
| flexibility to a variety of learning styles | | multiage classrooms | philosophy of the school |
| alternative, ongoing assessments | | parent participation required | nurturing |
| multi-age classrooms | | | teamwork |
| project based learning | | | parents very welcome at the school |
| cross-age tutoring | | | students take pride in the school |
| good AP/AYP history | | | |

ALTERNATIVE SCHOOL ANNUAL EVALUATION REPORT

RECOMMENDATIONS

Hooker Oak Elementary School

Chico Unified School District

Chico, CA

1. The method of testing in the CST/CAT/6 provides some opportunities to compare Hooker Oak's students across the district and state, but does not provide adequate assessment information of the effect of the variables specific to the Open Structured Classroom. It is recommended that the Hooker Oak OSC identifies whether the district benchmark assessments provide a better indicator or if it would be best for Hooker Oak OSC to develop such site based assessments (with the understanding that they are also tied to state standards).
2. Teachers need the opportunity to disaggregate the CST data to determine what knowledge it presents to the school to meet students' needs as identified by the CST.
3. Hooker Oak OSC, with the direction of the district, has begun the PLC (Professional Learning Community) process to help the discussion about what is essential for Hooker Oak students to know and be able to do and how the teachers will identify this success through ongoing assessment. A continuation of this process is encouraged.
4. Create more questions in the 2008-2009 Staff survey that will inquire deeper into an evaluation of the Hooker Oak OSC program variables.
5. Conduct a curriculum audit
6. Conduct an audit of the school's pyramid of intervention at all grade levels. Identify weaknesses and school needs for intervention, and then identify strategies to reach these needs with staff.
7. Bring staff to a shared understanding of the variables and philosophy of a Hooker Oak OSC classroom and hold staff accountable for implementing those variables. Those teachers that are not addressing the OSC program philosophy should be transferred elsewhere. If the school is to maintain its purity of an OSC school site, it can not afford to house teachers applying other variables that are not a part of the program. This causes parents who have vested in the program for years to want to move their children to different classrooms or out of the Hooker Oak OSC School as it no longer delivers what it promised.
8. The school will have to seek support to address the above with the district.
9. Survey more grade levels of students. It is understandable that surveying the 7th and 8th graders was important this year, as the 2007-2008 school year was the last year on the school's strategic plan to implement a middle school program into the Hooker Oak OSC school site. Other student voices need to be heard.
10. Like the staff survey, the variables that define the OSC program were not all evaluated by the survey to students. The only ones addressed were student choice (which the average score for this question was 2.8), teacher-student relationships, and family support for the student's education.

11. Although there was some cross-over of questions about a few variables addressed, not all of the questions crossed over from one survey participant to the next. For instance, the students were asked if they had choices in school, but the teachers were not asked if they implemented choices for students or if they valued choices for students.
12. On the staff and parent surveys, validity was given to anecdotal comments. It is only right to give students the same opportunity to express their opinions. This is usually a good time for participants to address an important matter that was not addressed by the survey questions for them.
13. Each of these parent driven or assisted components should be evaluated with the intention to recommend better implementation when possible.
14. The recommendation of the PAB is to focus on increasing the number of parents volunteering in addition to increasing total volunteer hours.
15. Wish lists from teachers may include things needed in the classroom, classroom aiding, and extra curricular events; it is recommended by the PAB to analyze what current systems are most effective and make them more utilized.
16. In the 2008-2009 school year, a PAB recommendation is that a multi-year plan is developed with parents, staff, and district personnel. One specific example is to explore computer technology use and resources especially in the higher grades.
17. Continuing expansion should now focus on getting a third 7th – 8th grade classroom.
18. An effort should be undertaken to collaborate with staff, school site council, and parents to produce a short explanatory message that could be added to the open structured classroom handbook and tour video.
19. This message should be included in the Hooker Oak School Handbook, which is currently separate from the OSC Program handbook and will be combined in the future.
20. To follow these efforts, a change in the school name is recommended as Hooker Oak is no longer just an elementary school.
21. As parents, it is not felt that it is the responsibility of the PAB to create a K-8 school template, but instead to partner with the district and staff on bringing information of K-8 learning to better the program. The PAB recommend that ongoing meetings or even workshops be coordinated with the district to encourage “ownership” of this district alternative school of choice.
22. Within these efforts, the school community needs to take on creating a template for a K-8 school.
23. It is recommended that more community events be looked into with the focus on them being student driven and operated as much as possible.
24. The PAB asked Dr. Rob Williams, site administrator at the time, to initiate a formal process to ensure teacher hires are conducted in a way that balances all parties. It is recommended

this process be addressed in the 2008-2009 school year with a new sense of urgency because of the high number of expected retirees.

25. It is recommended that the district is asked to develop a series of new items based on recommendations from the PAB and the Hooker Oak staff to address in the upcoming union negotiations that will offer clarifications or distinctions for Hooker Oak OSC as an alternative school of choice as well as the K-8 model.
26. A collaboration between district and school is recommended to continue on a monthly basis in the 2008-2009 school year to address many issues both staff and parents have communicated in this evaluation.
27. In the 2008-2009 school year, it is recommended that a committee should meet and come up with a list of priorities to bring to the district for discussion and implementation.
28. Future evaluation components delivered by the PAB should identify these factors as well as others that are intrinsic to school wide academic performance. Each item presented should include present conditions with measurable values, improvements over time, and further recommendations to better the educational performance of condition.
29. Future annual evaluations should go above the anecdotal and historical conveyance of information to instead deliver the factual, quantifiable evidence of academic excellence at the Hooker Oak OSC Alternative School of Choice.

TITLE: Storm Water Management Plan

Action: x
Consent:
Information:

October 15, 2008

Prepared by: **Mary K. Leary**

Background Information

In 1990, the United States Environmental Protection Agency published final regulations establishing storm water permit application requirements for specified categories of sites. As a result, the California State Water Resources Control Board issued National Pollutant Discharge Elimination System General Permit requirements for storm water discharges associated with construction, industrial and municipal activities statewide.

Most school districts are also required to file a State General Permit in accordance with the Phase II Waste Discharge Requirements, dated January 8, 2003. The purpose is to appropriately manage storm water runoff from school facilities to conveyance systems. These facilities include schools, sports fields, district offices and maintenance yards. A conveyance or system of conveyances include roads with drainage systems, municipal streets, catch basins, curbs, gutters, ditches, man-made channels, and storm drains. The District hired a consultant, LFR, to complete a management plan for all district sites. The consultant will also provide staff with training on implementation of the plan.

Educational Implications

There is a public outreach/education for staff and students component to the plan which will require a modification to the science curriculum to include storm water issues.

Fiscal Implications

Unknown until all components of the plan are identified for implementation.

Additional Information

Recommendation

Approve the Notice of Intent (NOI) to Comply with the Terms of the General Permit and authorize the Superintendent/Designee to sign and submit the NOI to the State Water Resources Control Board.

State Water Resources Control Board
NOTICE OF INTENT
TO COMPLY WITH THE TERMS OF THE GENERAL PERMIT FOR
STORM WATER DISCHARGES FROM
SMALL MUNICIPAL SEPARATE STORM SEWER SYSTEMS
(WATER QUALITY ORDER NO. 2003 - 0005 - DWQ)

I. NOI Status

Mark Only One Item 1. New Permittee 2. Change of Information WDID #: _____

II. Agency Information

| | | | |
|---|--------------------------|--|--------------------|
| A. Agency Chico Unified School District | | | |
| B. Contact Person Mary Leary | | C. Title Facilities Director | |
| D. Mailing Address 2455 Carmichael Drive | | E. Address (Line 2) | |
| F. City Chico | State CA | G. Zip 95928 | H. County Butte |
| I. Phone (530) 891-3218 | J. FAX (530) 891-3190 | K. Email Address MLEARY@MAIL.CHICOUSD.ORG | |
| L. Operator Type (check one) 1. <input type="checkbox"/> City 2. <input type="checkbox"/> County 3. <input type="checkbox"/> State 4. <input type="checkbox"/> Federal 5. <input checked="" type="checkbox"/> Special District 6. <input type="checkbox"/> Government Combination | | | |

III. Permit Area

Chico Unified School District

IV. Boundaries of Coverage (include a site map with the submittal)

See attached site maps and boundary descriptions.

V. Billing Information

| | | | |
|--|--------------------------|--|--------------------|
| A. Agency Chico Unified School District | | | |
| B. Contact Person Mary Leary | | C. Title Facilities Director | |
| D. Mailing Address 2455 Carmichael Drive | | E. Address (Line 2) | |
| F. City Chico | State CA | G. Zip 95928 | H. County Butte |
| I. Phone (530) 891-3218 | J. FAX (530) 891-3190 | K. Email Address MLEARY@MAIL.CHICOUSD.ORG | |
| <p>Fees are based on the daily population served by the Small MS4. To determine your fee, consult the current fee schedule (California Code of Regulations, Title 23, Division 3, Chapter 9 Article 1), which can be viewed at www.swrcb.ca.gov/stormwtr/municipal.html.</p> <p>L. Population <u>84,396</u> Fee <u>Waived for school districts</u></p> | | | |
| <p>Check(s) should be made payable to the SWRCB and submitted to the appropriate RWQCB. SWRCB Tax ID is: 68-0281986</p> | | | |

VI. Discharger Information (check applicable box(es) and complete corresponding information)

1. Applying for Individual General Permit Coverage

2. Applying for a permit with one or more co-permittees

| | |
|---|-----------|
| The undersigned agree to work as co-permittees in implementing a complete small MS4 storm water program. The program must comply with the requirements found in Title 40 of the Code of Federal Regulations, parts 122.32. Attach additional sheets if necessary. Each co-permittee must complete an NOI. | |
| Lead Agency | Signature |
| Agency | Signature |
| Agency | Signature |
| Agency | Signature |

3. Separate Implementing Entity (SIE)

| | | | |
|---|--------------------|---------------------|-----------|
| A. Agency | | | |
| B. Contact Person | | C. Title | |
| D. Mailing Address | | E. Address (Line 2) | |
| F. City | State CA | G. Zip | H. County |
| I. Phone | J. FAX | K. Email Address | |
| H. Operator Type (check one) 1. <input type="checkbox"/> City 2. <input type="checkbox"/> County 3. <input type="checkbox"/> State 4. <input type="checkbox"/> Federal 5. <input type="checkbox"/> Special District 6. <input type="checkbox"/> Government Combination | | | |
| Minimum Control Measures being implemented by the SIE (check all that apply) <input type="checkbox"/> Public Education <input type="checkbox"/> Public Involvement <input type="checkbox"/> Illicit Discharge/Elimination <input type="checkbox"/> Construction <input type="checkbox"/> Post Construction <input type="checkbox"/> Good Housekeeping | | | |
| "I agree to coordinate with the agency identified in Section III of this form and comply with its qualifying storm water program. I certify under penalty of law that this document and all attachments were prepared under my direction and supervision in accordance with a system designed to assure that qualified personnel properly gather and evaluate the information submitted. Based on my inquiry of the person or persons who manage the system, or those persons directly responsible for gathering the information, to the best of my knowledge and belief, the information submitted is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including the possibility of fine and imprisonment. Additionally, I certify that the provisions of the permit, including the development and implementation of a Storm Water Management Program, will be complied with." | | | |
| N. Signature of Official | | Date | |

VII. Storm Water Management Plan (check box)

As per section A.2. of this General Permit, the SWMP is attached.

VIII. Certification

| | |
|--|----------------|
| "I certify under penalty of law that this document and all attachments were prepared under my direction and supervision in accordance with a system designed to assure that qualified personnel properly gather and evaluate the information submitted. Based on my inquiry of the person or persons who manage the system, or those persons directly responsible for gathering the information, to the best of my knowledge and belief, the information submitted is true, accurate, and complete. I am aware that there are significant penalties for submitting false information, including the possibility of fine and imprisonment. Additionally, I certify that the provisions of the permit, including the development and implementation of a Storm Water Management Program, will be complied with." | |
| A. Printed Name: <u>Mary Leary</u> | |
| B. Title: <u>Facilities Director</u> | |
| C. Signature: _____ | D. Date: _____ |

TITLE: Sustainability and the Design and Construction of High Performance Schools (CHPS)

Action X
Consent
Information

October 15, 2008

Prepared by: Michael Weissenborn

Background information

The Chico Unified School District has a commitment to sustainability in the development of new facilities, modernization of existing facilities, transportation operations, energy usage and every day life in the classroom and office. The District has taken several steps moving ahead in the adoption of these policies and practices. The adoption of the Collaborative for High Performance Schools (CHPS) criteria and application for membership in the organization will help consolidate the District's sustainability efforts to date, provide valuable design criteria and provide a mechanism to tap into additional facilities funding through State and utility funded grant programs.

Educational Implications

The District's Strategic Plan states: "A safe, nurturing and inspiring environment is essential for individuals to thrive." Utilizing high performance design criteria will enhance the student learning environment while reducing the impact the District has on the environment. The sustainability focus extends into the classroom.

Fiscal Implications

Membership in the CHPS program is free to school districts. The program is funded by a combination of the state's four major utilities, the California Energy Commission, other State agencies, non-profits, and for profit design firms.

Additional Information

Charter members of CHPS include California Energy Commission (CEC), California Integrated Waste Management Board (CIWMB), California Department of Education (CDE), Division of the State Architect (DSA), Office of Public School Construction (OPSC), Pacific Gas and Electric (PG&E), Sacramento Municipal Utility District (SMUD), San Diego Gas and Electric (SDG&E), Southern California Edison (SCE), Southern California Gas (SoCalGas), Coalition for Adequate School Housing (CASH) and Natural Resources Defense Council (NRDC).

RESOLUTION NO. 1047-08

RESOLUTION OF THE BOARD OF EDUCATION OF THE CHICO UNIFIED SCHOOL DISTRICT

SUSTAINABILITY AND THE DESIGN AND CONSTRUCTION OF HIGH PERFORMANCE SCHOOLS (CHPS)

WHEREAS, Students and staff are entitled to a safe and healthy school environment, and studies have indicated that student achievement is greater and attendance higher, and teacher and staff retention is improved, when the learning environment is naturally lit, comfortable and well maintained;

WHEREAS, Schools should employ design, construction and operation strategies that minimize operating costs, in particular for energy and water use as studies show that new facility energy costs, for example, can be reduced by 25 percent or more;

WHEREAS, Schools that follow sustainable design principals can contribute to our community's environment by minimizing waste and air and water pollution;

WHEREAS, the District's program to build new schools and renovate existing ones provides a unique opportunity to move beyond standard designs;

WHEREAS, the Collaborative for High Performance Schools (CHPS) has developed comprehensive design criteria based on the latest available information on sustainable school design, construction, and operation; and

WHEREAS, Schools designed to meet the CHPS criteria incorporate environmental features that provide a context for learning; now, therefore, be it

RESOLVED, That the Chico Unified School District Board of Education recognizes the progress already made by the District's staff and design teams to incorporate sustainable design criteria into the District's school construction program; and

RESOLVED further, That the Board directs staff to expand this effort to ensure that every new school, new building and modernization project, from the beginning of the design process, incorporate CHPS criteria and best practices to the extent feasible; that the next round of construction projects minimally meet the CHPS qualifying criteria and that the focus be on criteria in the following priority areas:

- 1) Student performance and staff health through measures such as daylighting, the use of non toxic-emitting materials, and sound insulation or isolation to minimize noise and enhance classroom acoustical quality; 2) operating cost minimization, through resource efficiency; 3) minimizing the impact of District operations on the environment 4) taking advantage of financial incentive programs.

RESOLVED further, that the Board of Education directs staff to follow the CHPS Roadmap and scorecard to ensure the efficient and complete implementation of CHPS, including creating a performance tracking system to ensure the effective implementation of the CHPS criteria throughout design, construction and operation; and

RESOLVED further, That the Board of Education endorses District participation in and directs staff to pursue partnerships that further the goal of high performance schools, including Federal, State and utility programs that provide sustainable design financial incentives, and;

RESOLVED further, that the Board of Education directs staff, during the design phase of the remaining projects in the current construction and modernization program and all such future projects, to require architects and staff to verify that their District project(s) have met or exceeded the minimum requirements for CHPS certification, and report the scores for all of the CHPS categories; and

RESOLVED further, that the Board of Education directs staff to report to the Board, within 180 days of the passage of this resolution, on the District's plan to comply with this Resolution; and

RESOLVED, That the Board of Education directs staff to report to the Board annually on the progress of this program reporting summary statistics on the number of new schools and modernization projects designed and the percentage which have incorporated CHPS design criteria, and other statistics useful in assessing the progress of this effort.

THE FOREGOING RESOLUTION was duly passed and adopted by the Board of Education of the Chico Unified School District at a regular meeting held on the 15th day of October, 2008, by the following roll call vote:

AYES:

NOES:

ABSENT:

Signed and approved by:

President of the Board of Education

ATTEST:

Clerk/Secretary of the Board of Education

> CHPS
OVERVIEW> CHPS
SCHOOLS> TRAINING
and EVENTS> PUBLICATIONS
and RESOURCES> CHPS
MEMBERSHIP

chps overview

1. Overview

The mission of the Collaborative for High Performance Schools is to facilitate the design, construction and operation of high performance schools: environments that are not only energy and resource efficient, but also healthy, comfortable, well lit, and containing the amenities for a quality education.

2. Who We Are

3. The Benefits

4. What is a High Performance School?

CHPS helps facilitate and inspire change in our educational system. The goals of CHPS are to:

- Increase student performance with better-designed and healthier facilities,
- Raise awareness of the impact and advantages of high performance schools,
- Provide professionals with better tools to facilitate effective design, construction and maintenance of high performance schools,
- Increase school energy and resource efficiency, and
- Reduce peak electric loads.

5. Health and Productivity Issues

6. Cost Effectiveness

7. Programs

8. FAQs

9. CHPS Videos

CHPS Programs:

High Performance School Recognition and Rating Programs

CHPS oversees the nation's first green building rating program especially designed for K-12 schools. The CHPS Criteria is a comprehensive system of environmentally responsible benchmarks designed by the CHPS technical committee, which is made up of over fifty school facilities experts including state agency officials, designers, school district officials, contractors, product manufacturers and energy and water utility officials. A CHPS school is a school that has strived to achieve excellence in environmental efficiency and healthy building practices. CHPS recognizes superior design teams and school districts through award ceremonies, case studies and media outreach. Schools can self-certify their school through the free [CHPS Designed](#) program, or seek third-party verification of their high performance school through the [CHPS Verified](#) program.

High Performance School Trainings

CHPS, an American Institute of Architects registered provider of Continuing Education Services, offers accredited high performance school technical seminars to design professionals. A leader in the field of green school development, CHPS also offers workshops to school districts and other stakeholders on the green school development process, including assisting school districts in creating district-wide resolutions on green school construction. CHPS also offers an annual conference on high performance schools called [Greentools for Healthy Schools](#).

CHPS Best Practice Manual

CHPS has developed and maintains a [six-volume technical best practices manual](#) for high performance schools. The manual covers planning, design, high performance benchmarks, maintenance and operations, commissioning and relocatable classrooms in high performance schools. The manual was developed through a consensus process with the assistance of school officials, state agencies, industry representatives and design professionals. CHPS periodically updates each volume of the manual.

CHPS High Performance Resources

CHPS manages a member directory of green school building services and products and a directory of certified low emitting materials for green school construction. CHPS also offers online trainings and presentations, specifications and informational fact sheets. CHPS is developing an individual professional accreditation program that will allow design professionals to become CHPS-accredited.

> [Back to top](#)

> [Home](#) > [CHPS Overview](#) > [CHPS Schools](#) > [Training and Events](#)
> [Publications and Resources](#) > [CHPS Membership](#)

PROPOSED AGENDA ITEM: CSEA Chico Chapter 110 – Binding Arbitration

Prepared by: Beverly Patrick

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

CSEA, Chico Chapter 110 and the Chico Unified School District's bargaining teams have been negotiating the issue of Binding Arbitration for over two years. The two groups were unable to reach agreement on the issue and since then we have gone to mediation, and finally to the Fact Finding process.

The impartial Fact Finding hearing resulted in a recommendation that the District approve Binding Arbitration for CSEA, Chico Chapter 110. Both groups received this recommendation in writing on September 29, 2008. To date, the District's bargaining group has not responded to CSEA's request to meet again to discuss this recommendation.

CSEA members would like to speak to the School Board members about this issue.

Educational Implications

None

Fiscal Implications

None

PROPOSED AGENDA ITEM: Resolution per Education Code 44263 – Resolution 1049-08, To Allow a Credentialed Teacher to Teach Any Single Subject Class Based on Appropriate Coursework

Prepared by: Bob Feaster, Assistant Superintendent – Human Resources

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

Per Education Code 44263: “A teacher licensed pursuant to the provisions of this article may be assigned, with his or her consent, to teach any single subject class in which he or she has eighteen semester hours of coursework or nine semester hours of upper division or graduate coursework.”

The following credentialed teacher(s) have met the requirements for authorization within Education Code 44263 to teach in a departmentalized classroom and have a teacher consent form on file:

Larson-Cannell, Karen to teach Physical Science at Chico High School

Educational Implications

Ensuring that individuals meet the Education Code requirements for credentials helps provide an excellent education for students.

Fiscal Implications

Additional Information

Available in the Office of the Assistant Superintendent, Human Resources

Recommendation:

Approve Resolution #1049-08

**CHICO UNIFIED SCHOOL DISTRICT
1163 East Seventh Street
Chico, California 95928-5999**

**RESOLUTION NO. 1049-08
Education Code §44263**

WHEREAS, the following teacher(s) are the holders of a valid teaching credential and have completed eighteen semester hours of course work or nine semester hours of upper division or graduate coursework in a single subject; and

WHEREAS, approval to teach in the designated subject area must be granted by resolution of the governing board of the district on a yearly basis;

NOW, THEREFORE, BE IT RESOLVED that the following teacher(s) are authorized to teach the single subject class listed at the designated schools in accordance with the terms of their respective credentials:

Larson-Cannell, Karen to teach Physical Science at Chico High School

PASSED AND ADOPTED by the Board of Trustees of the Chico Unified School District at its regular meeting held **October 15, 2008**, by the following vote:

AYES:

_____ President

NOES:

ABSENT:

DISTRIBUTION: Board Minutes; County Office; District Personnel

PROPOSED AGENDA ITEM: Board Policy Adoptions

Prepared by: Kelly Staley, Superintendent

Consent

Board Date October 15, 2008

Information Only

Discussion/Action

Background Information

In order to govern effectively, Districts are required to have accurate and up-to-date Board Policies. By law, Districts are mandated to adopt many policies to ensure legal compliance. Working in conjunction with California School Boards Association (CSBA) Policy Services, CUSD continues to update and revise Board Policies to ensure CUSD is legally compliant. This set of policies will conclude our transition to CSBA-based policies.

Educational Implications

Up-to-date policies provide clarity to the expectations for students, parents, and staff.

Fiscal Implications

CUSD is required to have up-to-date and legally compliant policies. Failure to have such policies in place jeopardizes funding opportunities, especially in regards to Categorical dollars.



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Board Policy: #0100

Section: 0000 **Philosophy/Goals/
Objectives and
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Philosophy

As part of its responsibility to guide the district, the Governing Board shall adopt a set of fundamental principles which describes the district's beliefs and values. The Board and district staff shall incorporate this philosophy in district programs and activities.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 9000 - Role of the Board)

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, sexual identity, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our community and nation depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
12. A high level of communication, trust, respect and teamwork among Board members, the Superintendent, and district staff contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 Local development of programs based on stated philosophy and goals

51019 Definition of philosophy

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

Policy Adopted:



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Board Policy: #0450

Section: 0000 **Philosophy/Goals/
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COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus. The Board is fully committed to maximizing school safety while creating a positive learning environment.

(cf. 5131 - Conduct)

The school site council at each district school shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
35294.20-35294.25 Double Your Cash program
41510-41514 School Safety Consolidated Competitive Grant
48900-48927 Suspension and expulsion
48950 Speech and other communication
67381 Violent crime

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities, especially:

7114 Application for local educational agencies

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CDE PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

Early Warning, Timely Response: A Guide to Safe Schools, August 1998

WEB SITES

Policy Adopted: July 18, 2007



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Board Policy: #0450

Section: 0000 **Philosophy/Goals/
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CSBA: <http://www.csba.org>
American Red Cross: <http://www.redcross.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/ls/ss>
California Office of Emergency Services: <http://www.oes.ca.gov>
California Seismic Safety Commission: <http://www.seismic.ca.gov>
Federal Bureau of Investigation: <http://www.fbi.gov>
National Alliance for Safe Schools: <http://www.safeschools.org>
National School Safety Center: <http://www.nssc1.org>
U.S. Department of Education, Safe Schools: <http://www.ed.gov/about/offices/list/osers/osep/gtss.html>



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Board Policy: #0510

Section: 0000 **Philosophy/Goals/
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SCHOOL ACCOUNTABILITY REPORT CARD

The Governing Board shall annually issue a school accountability report card for each school site. (Education Code 35256)

Such report cards shall be designed to inform parents/guardians and the community about each school and to help provide data by which parents/guardians can make meaningful comparisons between schools.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site. The Superintendent or designee shall develop strategies for communicating the information contained in the cards to all stakeholders.

(cf. 0420 - School Plans/Site Councils)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
(cf. 6190 - Evaluation of the Instructional Program)

Notification

The Board shall publicize the issuance of school accountability report cards and notify parents/guardians that a paper copy will be provided upon request. On or before February 1 of each year, the Superintendent or designee shall make the SARCs available in paper copy and on the Internet. (Education Code 35256)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the information contained in the school accountability report card is accessible on the Internet and that the information is updated annually. (Education Code 35258)

Legal Reference:

EDUCATION CODE

1240 County superintendent, general duties
17002 Definition, including good repair
17014 Plan for building maintenance
17032.5 Portable classroom maintenance
17070.15 School Facilities Act; definitions
17089 Portable classroom maintenance
33126 School Accountability Report Card
33126.1 School Accountability Report Card model template
33126.15 School Accountability Report Card template
33126.2 Secretary of Education school accountability report card study
35256 School Accountability Report Card
35256.1 Information required in the School Accountability Report Card
35258 Internet access to the School Accountability Report Card
41409 Calculation of statewide averages
41409.3 Salary information required in the School Accountability Report Card
46112 Minimum school day for grades 1, 2 and 3
46113 Minimum school day for grades 4 through 8
46117 Minimum kindergarten school day
46141 Minimum school day (high school)
51225.3 Requirements for graduation
52052 Academic performance index
52053 Immediate intervention/underperforming schools program

Policy Adopted: July 18, 2007



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52056 Meeting growth targets
60119 Textbook sufficiency
60600-60618 General provisions
60640-60648 Standardized testing and reporting program
60800 Physical fitness testing
60850 High school exit examination
60851 High school exit examination
CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund
UNITED STATES CODE, TITLE 20
6311 State plans
Management Resources:
U.S. DEPARTMENT OF EDUCATION GUIDANCE
Report Cards, September 12, 2003
WEB SITES
CSBA, SARC Select: <http://www.csba.org/ds/SARC.htm>
California Department of Education, School Accountability Report Card: <http://www.cde.ca.gov/ta/ac/sa>
U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>



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Board Policy: #1100

Section: 1000 Community Relations

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COMMUNICATION WITH THE PUBLIC

The Board of Education appreciates the importance of community involvement and therefore shall strive to keep the community informed of developments within the school system in timely and understandable ways.

The Superintendent or designee shall strive to keep the public aware of the programs, achievements and needs of our schools. The Superintendent or designee shall utilize a variety of communication methods in order to provide the public with adequate access to information. Such methods may include, but not be limited to, district and school newsletters, mailings, the district and school web sites, direct email communications, recorded telephone messages for parent/guardian information, school accountability report cards, community forums and public events, notices sent home with students, and news releases and meetings with editorial boards. Members of the community shall have opportunities to become involved in the schools and to express their interests and concerns.

(cf. 0510 – School Accountability Report Card)
(cf. 1113 – District and School Web Sites)
(cf. 5145.6 – Parental Notifications)

Mass Mailings or Distributions

The Board recognizes that state law prohibits mass mailings or distributions at public expense which aggrandize elected officers. The name, signature or photograph of an elected district officer may be included in such materials only as permitted by 2 CCR 18901.

Legal Reference:

EDUCATION CODE

35172 Promotional activities

GOVERNMENT CODE

82041.5 Mass mailing

89001 Newsletter or mass mailing

CODE OF REGULATIONS, TITLE 2

18901 Mass mailings sent at public expense



School-Connected Organizations

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting district and extracurricular programs. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities and helping to achieve the district's vision for student learning.

(cf. 0200 - Goals for the School District)
(cf. 6020 - Parent Involvement)

The Board recognizes that school-connected organizations are separate legal entities, independent of the district.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 1330 - Use of School Facilities)
(cf. 3452 - Student Activity Funds)

The Board encourages school-connected organizations to consider the impact of fund-raising activities on the overall school and district program. School-connected organizations shall consult with the principal to determine school needs and priorities. Activities by school-connected organizations shall not conflict with law, Board policies, administrative regulations, or any rules of the sponsoring school.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)
(cf. 5030 - Student Wellness)
(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
35160 Authority of governing boards
38130-38138 Civic Center Act, use of school property for public purposes
48931 Authorization for sale of food by student organization
48932 Authorization for fund-raising activities by student organization
49431 Sale of food to elementary students during the school day
49431.2 Sale of food to middle, junior, or high school students
49431.5 Sale of beverages at elementary, middle, or junior high schools
51520 Prohibited solicitation on school premises
51521 Fund-raising project

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Solicitations for charitable purposes
25608 Alcohol on school property; use in connection with instruction

GOVERNMENT CODE

12580-12599.7 Fundraisers for Charitable Purposes Act

PENAL CODE

319-329 Lottery, raffle

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs
15500 Food sales in elementary schools
15501 Food sales in high schools and junior high schools

CODE OF REGULATIONS, TITLE 11

300-312.1 Fundraising for charitable purposes

Policy Adopted:



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UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

COURT DECISIONS

Serrano v. Priest, (1976) 18 Cal. 3d 728

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

WEB SITES

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

California Office of the Attorney General, charitable trust registry: <http://caag.state.ca.us/charities>

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



Volunteer Assistance

The Governing Board encourages parents/guardians and other members of the community to share their time, knowledge and abilities with students. Volunteer assistance in schools enriches the educational program, enhances supervision of students and contributes to school safety while strengthening the schools' relationships with the community. The Board also encourages community members to serve as mentors providing support and motivation to students.

(cf. 1000 - Concepts and Roles)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee shall establish procedures to protect the safety of students and adults. These procedures shall include laws related to tuberculosis testing and may also include laws related to criminal record checks.

Volunteers shall be provided with information about school goals, programs and practices and shall receive an orientation and other training related to their specific responsibilities as appropriate. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that capitalize on their skills and expertise and maximize their contribution to the educational program.

Volunteers shall act in accordance with district policies, regulations and school rules. At their discretion, employees who supervise volunteers may ask any volunteer who violates school rules to leave the campus. Employees also may confer with the principal or designee regarding any such volunteers. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3515.2 - Disruptions)

Volunteer maintenance work shall be limited to those projects that do not replace the normal maintenance duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school, do not significantly increase maintenance workloads and comply with employee commitments and contracts.

Volunteer aides shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021)

Policy Adopted:



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Board Policy: #1240

Section: 1000 Community Relations

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The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

Legal Reference:

EDUCATION CODE

35021 Volunteer aides
35021.1 Automated records check
44010 Sex offense; definition
44227.5 Classroom participation by college methodology faculty
44814-44815 Supervision of students during lunch and other nutrition periods
45125 Fingerprinting requirements
45340-45349 Instructional aides
45360-45367 Teacher aides
49406 Examination for tuberculosis

GOVERNMENT CODE

3100-3109 Oath or affirmation of allegiance
3543.5 Prohibited interference with employees' rights

HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

3364.5 Persons performing voluntary services for school districts

PENAL CODE

290 Registration of sex offenders
290.4 Information re sex offenders

CODE OF REGULATIONS, TITLE 22

101170 Criminal record clearance
101216 Health screening, volunteers in child care centers

UNITED STATES CODE, TITLE 20

6319 Qualifications and duties of paraprofessionals, Title I programs

ATTORNEY GENERAL OPINIONS

62 Ops. Cal. Atty. Gen. 325 (1979)

COURT DECISIONS

Whisman Elementary School District, 15 Public Employee Reporter for California, 22043

Management Resources:

NATIONAL PTA PUBLICATIONS

National Standards for Parent/Family Involvement Programs, 1997
Building Successful Partnerships: A Guide for Developing Parent and Family Involvement Programs, 2000

WEB SITES

California PTA: <http://www.capta.org>
National PTA: <http://www.pta.org>
California Partners in Education: <http://www.capie.org>
National Coalition for Parent Involvement in Education: <http://www.ncpie.org>
U.S. Department of Education, Partnership for Family Involvement in Education: <http://pfie.ed.gov>
CDE: <http://www.cde.ca.gov>
California Department of Justice, Megan's Law mapping:
<http://www.meganslaw.ca.gov>
(2/95 10/96) 7/02

Policy Adopted:



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Section: 1000 Community Relations

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Solicitation of Funds from and by Students

The Governing Board recognizes that student participation in fund-raising activities for the schools and nonprofit, nonpartisan charitable organizations can help develop a sense of social responsibility in students, enhance the relationship between the school and community, and contribute to the improvement of the school program.

(cf. 1325 - Advertising and Promotion)
(cf. 4135/4235/4335 - Soliciting and Selling)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 6142.4 - Service Learning/Community Service Classes)

Whether solicitations are made on behalf of the school or on behalf of a charitable organization, students shall not be barred from an event or activity because they did not participate in fund-raising. Potential donors, including parents/guardians and members of the community, should not be unduly pressured to contribute to the school system or charitable organizations. Staff is expected to emphasize the fact that donations are always voluntary.

The Superintendent or designee shall ensure that parents/guardians are informed of the purpose of fund-raisers.

Solicitations on Behalf of the School

With the prior written approval of the Superintendent or designee, official school-related organizations may organize fund-raising events involving students.

(cf. 0420 - School Plans/Site Councils)
(cf. 1230 - School-Connected Organizations)
(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3554 - Other Food Sales)

Legal Reference:

EDUCATION CODE

51520 Prohibited solicitations on school premises

51521 Unlawful solicitations of contribution or purchase of personal property for benefit of public school or student body; exception

BUSINESS AND PROFESSIONS CODE

17510-17510.95 Charitable solicitations

PENAL CODE

319-329 Raffles

REVENUE AND TAX CODE

6361 Sales tax exemption for certain sales

CODE OF REGULATIONS, TITLE 8

11706 Dangerous activities and occupations

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

ATTORNEY GENERAL PUBLICATIONS

Guide to Charitable Solicitation, 1999

Attorney General's Guide for Charities, 1988

WEB SITES

Office of the Attorney General: <http://caag.state.ca.us>

Policy Adopted:



ADVERTISING AND PROMOTION

The Governing Board desires to promote positive relationships between schools and the community in order to enhance community support and involvement in district schools. The Superintendent or designee may approve:

1. Distribution of noncommercial materials that publicize services, special events, public meetings or other items of interest to students or parents/guardians

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6145.5 - Student Organizations and Equal Access)
(cf. 6162.8 - Research)

2. Distribution of promotional materials of a commercial nature to students or parents/guardians

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

3. Paid advertisements on school property, including but not limited to billboard advertisements
4. Paid advertisements in school-sponsored publications, yearbooks, announcements and other school communications

(cf. 1113 - District and School Web Sites)

5. Products and materials donated by commercial enterprises for use in the classroom, as long as they serve an educational purpose and do not unduly promote any commercial activity or products. Such materials may bear the name and/or logo of the donor.

(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.11 - Supplementary Instructional Materials)

Prior to distribution or publication, the Superintendent, principal or designee shall review and approve all advertising copy and promotional materials to ensure compliance with Board policy.

The Superintendent, principal or designee may selectively approve or disapprove distribution of materials or publishing of copy based on the criteria listed below, but may not disapprove materials or copy in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that would otherwise be allowed.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

The use of promotional materials or advertisements does not imply district endorsement of any identified products or services. Schools are encouraged to include a disclaimer in school publications and yearbooks stating that the school does not endorse any advertised products or services.



Criteria for Approval

The Superintendent, principal or designee shall not accept for distribution any materials or advertisements that:

1. Are obscene, libelous or slanderous (Education Code 48907)
2. Incite students to commit unlawful acts, violate school rules or disrupt the orderly operation of the schools (Education Code 48907)
3. Promote any particular political interest, candidate, party or ballot measure, unless such materials are being distributed at a forum in which candidates or advocates from all sides are presenting their views to the students during school hours or during events scheduled pursuant to the Civic Center Act

(cf. 1160 - Political Processes)

(cf. 1330 - Use of School Facilities)

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

4. Discriminate against, attack or denigrate any group on account of any unlawful consideration

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

5. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including but not limited to materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children
6. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy

(cf. 1321 - Solicitation of Funds from and by Students)

7. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee also may consider the educational value of the materials or advertisements, the age or maturity of students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students or are of intrinsic value to the students or their parents/guardians.

(cf. 0000 - Vision)

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks. Such criteria may limit advertisements to those that contain congratulatory or commemorative messages, curriculum-related content, advertisements for products or services of interest to students, noncontroversial content, and/or other content deemed appropriate by the school publication staff and adviser in accordance with law and Board policy.

Legal Reference:

EDUCATION CODE

7050-7058 Political activities of school officers and employees

35160 Authority of governing boards

35160.1 Broad authority of school districts

35172 Promotional activities

38130-38138 Civic Center Act

Policy Adopted:



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48907 Student exercise of free expression

BUSINESS AND PROFESSIONS CODE

25664 Advertisements encouraging minors to drink

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

COURT CASES

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) U.S. First Circuit Court of Appeals, No. 96-1623

Henry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District, (1976) 134 Cal. Rptr. 639, 556 P.2d 1090, 18 Cal. 3d 350

Lehman v. Shaker Heights, (1974) 418 U.S. 298

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USE OF SCHOOL FACILITIES

The Board of Education recognizes that district facilities and grounds are a community resource and authorizes their use by community groups for purposes provided for in the Civic Center Act when such use does not interfere with school activities.

(cf. 6145.5 - Student Organizations and Equal Access)

All school-related activities shall be given priority in the use of facilities and grounds under the Civic Center Act. Thereafter, the use shall be on a first-come, first-served basis.

The Superintendent or designee shall maintain procedures and regulations for the use of school facilities and grounds that: (Education Code 38133)

1. aid, encourage and assist groups desiring to use school facilities for approved activities;
2. preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary; and
3. ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work.

Fees

The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools. Other groups requesting the use of school facilities under the Civic Center Act shall be charged at least direct costs.

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the District's students. (Education Code 38134)

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation programs

38130-38138 Civic Center Act: use of school property for public purposes

BUSINESS AND PROFESSIONS CODE

25608 Alcoholic beverage on school premises

UNITED STATES CODE, TITLE 20

7905 Equal access to public school facilities

COURT DECISIONS

Good New Club v. Milford Central School, (2001) 533 U.S. 98

Lamb's Chapel v. Center Moriches Union Free School District, (1993) 508 U.S. 384

Cole v. Richardson, (1972) 405 U.S. 676

Connell v. Higgenbotham, (1971) 403 U.S. 207

ACLU of So. Calif. v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167

Ellis v. Board of Education, (1945) 27 Cal.2d 322

ATTORNEY GENERAL OPINIONS

82 Ops.Cal.AttyGen. 90 (1999)

79 Ops.Cal.AttyGen. 248 (1996)

Management Resources:

CDE LEGAL ADVISORIES

1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4-89

Policy Adopted:



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Board Policy: #1700

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Relations Between Private Industry And The Schools

The Governing Board recognizes that private industry and the schools have a mutual interest in maximizing student achievement in order to prepare students to be productive citizens and contribute to the economic health of the community. The Board shall encourage local business involvement in efforts that support the goals of the district and promote the academic, social, and physical well-being of students.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

The Board encourages business partnerships and shall communicate with business partners about district needs and priorities.

(cf. 9000 - Role of the Board)

Businesses and industry and/or their representatives may support district schools and programs by:

1. Volunteering in the classroom or school, providing special instructional programs or assemblies, and serving as tutors or mentors for individual students

(cf. 1240 - Volunteer Assistance)
(cf. 1250 - Visitors/Outsiders)

2. Donating funds, products, instructional materials, or services that serve an educational purpose

(cf. 1260 - Educational Foundation)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 6161.1- Selection and Evaluation of Instructional Materials)
(cf. 9270 - Conflict of Interest)

3. Purchasing advertisements in school-sponsored publications or on school property in accordance with law and Board policy

(cf. 1325 - Advertising and Promotion)
(cf. 3312 - Contracts)

4. Serving on advisory committees in order to provide business expertise or perspectives

(cf. 1220 - Citizen Advisory Committees)
(cf. 5030 - Student Wellness)

5. Working with district staff to ensure the relevance and rigor of the district's career technical education program and providing work opportunities for students enrolled in these programs

(cf. 5113.2 - Work Permits)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)

Policy Adopted:



6. Engaging in other activities approved by the Superintendent or designee that are designed to increase student learning or support school operations

The Board urges employers to further support the schools by recognizing their employees' needs as parents/guardians, accommodating their needs for child care, and supporting their involvement with their children's schools.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

The Superintendent or designee may publicly acknowledge the support of a business partner in district communications and/or by allowing the use of the business name or logo on donated products or materials, but shall not unduly promote or endorse any commercial activity or products. He/she also may recommend Board commendation to those individuals and/or businesses that have made extraordinary contributions to the district.

(cf. 1150 - Commendation and Awards)

Legal Reference:

EDUCATION CODE

8070 Career technical education advisory committee

35160 Authority of governing boards

35160.1 Broad authority of school districts

41030-41037 Gifts and bequests

51760-51769.5 Work experience education

52300-52499.66 Career technical education

UNITED STATES CODE, TITLE 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006, especially:

2354 Local plan for career technical education, business involvement

Management Resources:

CSBA PUBLICATIONS

School-Based Marketing of Foods and Beverages: Policy Implications for School Boards, Policy Brief, March 2006

Maximizing School Board Governance: Community Leadership, 1996

COUNCIL FOR CORPORATE AND SCHOOL PARTNERSHIPS PUBLICATIONS

A How-To Guide for School-Business Partnerships

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Building Business Support for School Health Programs, 1999

WEB SITES

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

California Consortium of Education Foundations: <http://www.cceflink.org>

California Department of Education, Parents/Family and Community: <http://www.cde.ca.gov/ls/pf>

Council for Corporate and School Partnerships: <http://www.corpschoolpartners.org>

National Association of State Boards of Education: <http://www.nasbe.org>



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CELLULAR PHONE and PERSONAL DIGITAL ASSISTANTS (PDA) USAGE

The Governing Board understands that cellular phones and other mobile communications devices are an efficient and important method of conducting district business and can help to ensure the safety and security of staff, students, and others, as well as helping to protect district property.

The Superintendent or designee shall determine, in accordance with administrative regulation, whether an employee needs a cellular phone and/or other mobile communications device in order to perform his/her job responsibilities.

Legal Reference:

EDUCATION CODE

35213 Reimbursement for loss or damage of personal property

44032 Travel expense payment

48901.5 Electronic signaling devices

VEHICLE CODE

23123 Wireless telephones in vehicles

23125 Wireless telephones in school buses

CODE OF FEDERAL REGULATIONS, TITLE 26

1.132-5 Working conditions fringe benefit

Management Resources:

WEB SITES

Internal Revenue Service: <http://www.irs.gov/govt/irs/article/0,,id=167154,00.html>

Policy Adopted:



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Tobacco-Free Schools

The Governing Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff.

(cf. 4159/4259/4359 - Employee Assistance Programs)
(cf. 5131.62 - Tobacco)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083)

This prohibition applies to all employees, students and visitors at any instructional program, activity or athletic event.

Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion
48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources
104350-104495 Tobacco use prevention, especially:
104495 Prohibition of smoking and tobacco waste on playgrounds

LABOR CODE

6404.5 Occupational safety and health: use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services
7111-7117 Safe and Drug Free Schools and Communities Act

PERB RULINGS

Eureka Teachers Assn v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)
CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

CDE: <http://www.cde.ca.gov>
California Department of Health Services: <http://www.dhs.ca.gov>
Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>
Environmental Protection Agency: <http://www.epa.gov>

Policy Adopted:



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Campus Security

The Governing Board is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft.

The Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

(cf. 0450 - Comprehensive Safety Plan)

Surveillance Systems

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

(cf. 5131.1 - Bus Conduct)
(cf. 5145.12 - Search and Seizure)

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

Legal Reference:

EDUCATION CODE
32020 Access gates
32211 Threatened disruption or interference with classes
32280-32288 School safety plans

Policy Adopted:



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35160 Authority of governing boards
35160.1 Broad authority of school districts
38000-38005 Security patrols
49050-49051 Searches by school employees
49060-49079 Student records
PENAL CODE
469 Unauthorized making, duplicating or possession of key to public building
626-626.10 Disruption of schools
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
COURT DECISIONS
New Jersey v. T.L.O. (1985) 469 U.S. 325
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 257 (2000)
75 Ops.Cal.Atty.Gen. 155 (1992)
Management Resources:
CSBA PUBLICATIONS
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS
The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>
National Institute of Justice: <http://www.ojp.usdoj.gov/nij>
Issued: 3/07



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Board Policy: #3515.2

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Disruptions

In order to help maintain an educational environment that provides for student safety, the Governing Board is committed to keeping the schools free from disruptions and to keeping unauthorized persons from entering school grounds. The Superintendent or designee shall provide for the prompt removal of any individual from school grounds who disrupts or threatens to disrupt normal school operations, threatens the health and safety of students or staff, or threatens to cause property damage in accordance with law, Board policy, or administrative regulation.

- (cf. 1250 - Visitors/Outsiders)*
- (cf. 3515 - Campus Security)*
- (cf. 4118 - Suspension/Disciplinary Action)*
- (cf. 4158/4258/4358 - Employee Security)*
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)*
- (cf. 5131.4 - Student Disturbances)*

Gun Free School Zone

Possession of unauthorized firearms, weapons, or other dangerous instruments is prohibited within 1,000 feet of school grounds without the written permission of school authorities. (Penal Code 626.9, 626.10)

- (cf. 5131.7 - Weapons and Dangerous Instruments)*
- (cf. 5144.1 - Suspension and Expulsion/Due Process)*
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

Legal Reference:

EDUCATION CODE

- 32210 Willful disturbance of public school or meeting, misdemeanor
- 32211 Threatened disruption or interference with classes; misdemeanor
- 35160 Authority of governing boards
- 44810 Willful interference with classroom conduct
- 44811 Disruption of classwork or extracurricular activities
- 51512 Prohibited use of electronic listening or recording device

PENAL CODE

- 243.5 Assault or battery on school property
- 415.5 Disturbance of peace of school
- 626-626.11 Schools, crimes, especially:
- 626.7 Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
- 626.8 Disruptive presence at schools
- 626.9 Gun Free School Zone Act
- 627-627.10 Access to school premises
- 653b Loitering about schools or public places

COURT DECISIONS

- Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652
- In Re Joseph F., (2000) 85 Cal.App.4th 975
- In Re Jimi A., (1989) 209 Cal. App.3d 482
- In Re Oscar R., (1984) 161 Cal. App 3d 770

ATTORNEY GENERAL OPINIONS

- 79 Ops.Cal.Atty.Gen. 58 (1996)

Management Resources:

CSBA PUBLICATIONS

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Board Policy: #3515.2

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911! A Manual for Schools and the Media During a Campus Crisis, 2001
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>
U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>



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Board Policy: #3516

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Emergencies and Disaster Preparedness Plan

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the district and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)
(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Legal Reference:

EDUCATION CODE

- 32001 Fire alarms and drills
- 32040 Duty to equip school with first aid kit
- 32280-32289 School safety plans
- 32290 Safety devices
- 39834 Operating overloaded bus
- 46390-46392 Emergency average daily attendance in case of disaster
- 49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

- 3100 Public employees as disaster service workers
- 8607 Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

- 550 Fire drills
- 560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

- 2400-2450 Standardized emergency management system

Policy Adopted:



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UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

911! A Manual for Schools and the Media During a Campus Crisis, 2001

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Pandemic Influenza Planning Checklist, 2006

CONTRA COSTA COUNTY OFFICE OF EDUCATION

Pandemic Flu School Action Kit, June 2006

GOVERNOR'S OFFICE OF EMERGENCY SERVICES

School Emergency Response: Using SEMS at Districts and Sites, June 1998

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

WEB SITES

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

American Red Cross: <http://www.redcross.org>

California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic influenza resources:

http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit

Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning: <http://www.ed.gov/admins/lead/safety/emergencyplan>

U.S. Department of Homeland Security: <http://www.dhs.gov>



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Emergency Schedules

In order to provide for the safety of students and staff, the Board of Education authorizes the Superintendent or designee to close a school site, to change the regular school day schedule, or to take any necessary action when adverse weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 4157/4257/4357 - Employee Safety)
(cf. 5142 - Safety)
(cf. 6112 - School Day)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating or when the school day schedule is changed or the school is closed.

(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

In the event that students arrive at school when the school day schedule changes or the schedule changes after school has begun, the Superintendent or designee shall ensure that supervision is provided in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.3 - Earthquake Emergency Procedure System)

The Superintendent or designee may provide a means to compensate for lost instructional time later during the year. Students and parents/guardians shall receive timely advanced notice of any resulting changes in the school calendar or school day schedule.

(cf. 6111 - School Calendar)

Legal Reference:

EDUCATION CODE

41422 Schools not maintained for 175 days
46010 Total days of attendance
46100-46192 Attendance; maximum credit; minimum day
46390 Calculation of ADA in emergency
46392 Decreased attendance in emergency situation

VEHICLE CODE

34501.6 School buses; reduced visibility

Policy Adopted:



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Risk Management/Insurance

The Governing Board strongly supports a risk management program that protects district resources and promotes the safety of students, staff and the public.

The Superintendent or designee shall establish a risk management program that uses effective safety and loss control practices. The district shall strive to keep its liability at a minimum and its insurance premiums as low as possible while maintaining adequate protection. To determine the most economical means of insuring the district consistent with required services, the Superintendent or designee shall annually review the district's options for obtaining coverage, including qualified insurance agents, a joint powers agency, self-insurance or a combination of these means.

The Board reserves the right to remove an insurance agent-of-record or a participating agent whenever, in the judgment of the Board, such action becomes desirable for the best interests of the district.

To attempt to minimize the district's exposure to liability, the Board shall adopt clear policies related to discrimination, harassment, safety procedures, and the timely handling of claims. The Superintendent or designee shall ensure that these policies and related procedures are enforced fairly and consistently.

- (cf. 0410 - Nondiscrimination in District Programs and Activities)
- (cf. 3320 - Claims and Actions Against the District)
- (cf. 4030 - Nondiscrimination in Employment)
- (cf. 4119.11/4219.11/4319.11- Sexual Harassment)
- (cf. 4132/4232/4332- Publication or Creation of Materials)
- (cf. 4157.1/4257.1/4357.1 - Work-Related Injuries)
- (cf. 4158/4258/4358- Employee Security)
- (cf. 5141.4 - Child Abuse Prevention and Reporting)
- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 9260 - Legal Protection)

Legal Reference:

EDUCATION CODE

- 17029.5 Contract funding; board liability
- 17565-17592 Board duties re property maintenance and control
- 32350 Liability on equipment loaned to district
- 35162 Power to sue, be sued, hold and convey property
- 35200-35214 Liabilities, especially:
- 35208 Liability insurance
- 35211 Driver training civil liability insurance
- 35213 Reimbursement for loss, destruction or damage of personal property
- 35214 Liability self-insurance
- 35331 Medical or hospital service for students on field trip
- 39837 Transportation of pupils to places of summer employment
- 41021 Requirement for employees' indemnity bonds
- 44873 Qualifications for physician (liability coverage)
- 49470-49474 District medical services and insurance

GOVERNMENT CODE

- 820.9 Board members not vicariously liable for injuries caused by district
- 989-991.2 Local public entity insurance

LABOR CODE

- 3200-4855 Workers' compensation

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Food Service/Child Nutrition Program

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn, and maintain good health. Foods and beverages available through the district's food service program shall:

1. Be carefully selected so as to contribute to students' nutritional well-being and the prevention of disease

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

2. Meet or exceed nutritional standards specified in law and administrative regulation

(cf. 3554 - Other Food Sales)

(cf. 5030 - Student Wellness)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 6300 - Preschool/Early Childhood Education)

3. Be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits

(cf. 6142.8 - Comprehensive Health Education)

4. Be served in age-appropriate portions

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

(cf. 3553 - Free and Reduced Price Meals)

The district's food service program shall give priority to serving fresh fruits and vegetables that are not deep fried.

The Superintendent or designee shall encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus.

The Board desires to provide students with adequate time and space to eat meals. To the extent possible, school, recess, and transportation schedules shall be designed to encourage participation in school meal programs.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation.

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517- Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

In accordance with law, the Superintendent or designee shall develop and maintain a food safety program in order to reduce the risk of foodborne hazards at each step of the food preparation process, from receiving to service.

The Superintendent or designee shall annually report to the Board regarding the district's compliance with state and federal nutritional standards for foods and beverages.

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(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

35182.5 Contracts, non-nutritious beverages
38080-38103 Cafeteria, establishment and use
45103.5 Contracts for management consulting services; restrictions
49430-49436 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
49550-49561 Meals for needy students
49565-49565.8 California Fresh Start pilot program
49570 National School Lunch Act

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code
CODE OF REGULATIONS, TITLE 5
15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs
15566-15568 California Fresh Start Program

UNITED STATES CODE, TITLE 42

1751-1769h School lunch programs, including:
1751 Note Local wellness policy
1771-1791 Child nutrition, especially:
1773 School breakfast program
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS
06-110 Restrictions on Food and Beverage Sales Outside of the School Meal Program, August 2006
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Healthy Children Ready to Learn, January 2005

CALIFORNIA PROJECT LEAN PUBLICATIONS

Policy in Action: A Guide to Implementing Your Local School Wellness Policy, October 2006

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Guidance for School Food Authorities: Developing a School Food Safety Program Based on the Process Approach to HACCP Principles, June 2005
Dietary Guidelines for Americans, 2005

WEB SITES

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

Policy Adopted:



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Centers for Disease Control and Prevention: <http://www.cdc.gov>
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>
U.S. Department of Agriculture, Food and Nutrition Information Center: <http://www.nal.usda.gov/fnic>

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Food Service Operations/Cafeteria Fund

The Governing Board intends that, insofar as possible, school food services shall be a self-supporting, nonprofit program. To increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of food and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)
(cf. 3300 - Expenditures and Purchases)
(cf. 3311 - Bids)
(cf. 3550 - Food Service/Child Nutrition Program)

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

In addition, meals may be sold to other individuals and organizations who are on campus during meal times for a legitimate purpose, such as classroom volunteers, parents/guardians, or student siblings.

The Superintendent or designee shall recommend meal prices for students and nonstudents for approval by the Board. Students who are enrolled in the free or reduced-price meal programs shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture commodities.

Program financial reports shall be presented regularly to the Board.

(cf. 3460 - Financial Reports and Accountability)

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the district's general fund. At any time, the Board may order reimbursement from the district's cafeteria fund for these payments in amounts prescribed by the Board and not exceeding the costs actually incurred. (Education Code 38103)

Contracts with Outside Services/Providers

With Board approval, the district may enter into a contract for management consulting services related to food service.

(cf. 3600 - Consultants)

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With Board approval, the district may enter into a contract with a private company that enables a school to operate a franchise offering fast food items for sale to students. The franchise agreement and food purchases shall be subject to the competitive bidding requirements of the National School Lunch and School Breakfast Programs.

Legal Reference:

EDUCATION CODE

38080-38085 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure
45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

UNITED STATES CODE, TITLE 42

1751-1769h School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT ADVISORIES

0701.00 Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, No. 00-111

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy Adopted:



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Free And Reduced Price Meals

The Governing Board recognizes that adequate nutrition is essential to the development, health, and learning of all students and that some families may be unable to provide breakfast and lunch for their child(ren). The Superintendent or designee shall facilitate and encourage the participation of students from low-income families in the district's food service program.

The district shall provide at least one nutritionally adequate meal each school day, free of charge or at a reduced price, for students whose families meet federal eligibility criteria. (Education Code 49550, 49552)

(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6177 - Summer School)
(cf. 6300 - Preschool/Early Childhood Education)

The Superintendent or designee shall ensure that meals provided through the free and reduced-price meal program meet applicable state and/or federal nutritional standards in accordance with law, Board policy, and administrative regulation.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)

The Board shall approve, and shall submit to the California Department of Education for approval, a plan that ensures that students eligible to receive free or reduced-price meals and milk are not treated differently from other students. (Education Code 49557)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5145.3 - Nondiscrimination/Harassment)

Confidentiality/Release of Records

All applications and records related to eligibility for the free and reduced-price meal program shall be confidential except as provided by law. (Education Code 49558)

The Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced-price meal program for the purposes of: (Education Code 49558)

1. Disaggregation of academic achievement data
2. In any school identified for program improvement under Title I of the No Child Left Behind Act, identification of students eligible for school choice and supplemental educational services

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 5125 - Student Records)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6171 - Title I Programs)

Policy Adopted:



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The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, provided that the student is approved for free meals and the parent/guardian consents to the sharing of information as provided by Education Code 49557.2.

(cf. 5141.6 - Student Health and Social Services)

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term
49430-49436 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 of 1974
49547-49548.3 Comprehensive nutrition service
49550-49561 Meals for needy students

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students
15530-15535 Nutrition education
15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act
6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769h School lunch program
1771-1791 Child nutrition, especially:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program
220.10-220.21 National School Breakfast Program
245.1-245.13 Determination of eligibility for free and reduced-price meals and free milk

Management Resources:

CSBA PUBLICATIONS

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, October 2007
Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007
Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006
CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS
06-103 Conditions for Summer School Meal Waivers and Saturday School Meal Criteria, January 2006
04-103 Implementation of Final Rule on Verification of Applications for Free and Reduced-Price Meals, August 2004
98-101 Confidentiality of Free and Reduced-Price Eligibility Information, February 1998

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Feed More Kids, Improve Program Participation

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Provision 2 Guidance: National School Lunch and School Breakfast Programs, Summer 2002
Eligibility Guidance for School Meals Manual, August 2001

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Nutrition Services Division: <http://www.cde.ca.gov/ls/nu>
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>
California Project LEAN (Leaders Encouraging Activity and Nutrition): <http://www.californiaprojectlean.org>
U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

Policy Adopted:



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Other Food Sales

The Governing Board believes that sales of foods and beverages at school during the school day should be aligned with the district's goals to promote student wellness. Any food sales conducted outside the district's food service program shall meet nutritional standards specified in law, Board policy, and administrative regulation and shall not reduce student participation in the district's food service program and do not impair student participation in the district's nutrition services program. Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities law as set forth in Health Code 113700-114455.

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5030 - Student Wellness)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

The Board authorizes the Superintendent or designee to approve the sale of foods and beverages outside the district's food service program, including sales by student or school-connected organizations, sales through vending machines, and/or sales at secondary school student stores for fundraising purposes. Other conditions regarding the number of items sold and preparation of the food must also be satisfied; see the accompanying Administrative Regulation. In addition, Ed Code 48931 and 51520 provide that the Board must approve the sale of food to students during school hours by the PTA and other groups not under direct control of school authorities. The Board authorizes the school food authority to approve the sale of food items by:

1. Student organizations in accordance with 5 CCR 15500 and 15501.
2. Nonprofit groups not under the direct control of school authorities pursuant of Ed Code 51520.
3. All other school-related groups.

A minimum of 50% of the items sold by any organization on school grounds shall be from the foods listed in Ed. Code 38085.

No foods of minimal nutritional value shall be sold in food service areas during breakfast and lunch periods (7 CFR 210.11, 220.12)

(cf. 1230 - School-Connected Organizations)
(cf. 1321 - Solicitations of Funds from and by Students)

When vending machines are sponsored by the district or a student or adult organization, the Superintendent or designee shall determine how and where vending machines may be placed at school sites, district offices, or other school facilities.

(cf. 3312 - Contracts)

Legal Reference:

EDUCATION CODE
35182.5 Contracts, non-nutritious beverages
48931 Authorization and sale of food
49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001
51520 School premises; prohibited solicitations

Policy Adopted:



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CODE OF REGULATIONS, TITLE 5

15500 Food sales in elementary schools

15501 Sales in high schools and junior high schools

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

UNITED STATES CODE, TITLE 42

1751-1769h National School Lunch Act, including:

1751 Note Local wellness policy

1771-1791 Child nutrition, School Breakfast Program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

Management Resources:

CSBA PUBLICATIONS

Nutrition Standards for Schools: Implications for Student Wellness, Policy Brief, rev. October 2007

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

06-110 Restrictions on Food and Beverage Sales Outside of the School Meal Program, August 2006

FISCAL CRISIS AND MANAGEMENT ASSISTANCE TEAM PUBLICATIONS

Associated Student Body Accounting Manual and Desk Reference, 2002

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

WEB SITES

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

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Fiscal Crisis and Management Assistance Team: <http://www.fcmat.org>

National Association of State Boards of Education (NASBE): <http://www.nasbe.org>

U.S. Dept. of Agriculture, Food and Nutrition Information Center: <http://www.nal.usda.gov/fnic>



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Board Policy: #4112.8, 4212.8,
4312.8

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Employment of Relatives

The Governing Board desires to maximize staff and community confidence in district hiring, promotion, and other employment decisions by promoting practices that are free of conflicts of interest or the appearance of impropriety.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 9270 - Conflict of Interest)

The Board prohibits the appointment of any person to a position for which his/her relative maintains management, supervisory, evaluation, or promotion responsibilities and prohibits an employee from participating in any decision that singularly applies to any of his/her relatives.

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)

For purposes of this policy, relative includes the individual's spouse, domestic partner, parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse or domestic partner.

In addition, the Superintendent or designee may determine, on a case-by-case basis, whether to appoint a person to a position in the same department or facility as an employee with whom he/she maintains a personal relationship when that relationship has the potential to create (1) an adverse impact on supervision, safety, security, or morale of other district employees or (2) a conflict of interest for the individuals involved which is greater because of their relationship than it would be for another person.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

An employee shall notify his/her supervisor within 30 days of any change in his/her circumstances that may constitute a violation of this policy.

Legal Reference:

EDUCATION CODE

35107 School district employees

FAMILY CODE

297-297.5 Rights, protections, benefits under the law; registered domestic partners

GOVERNMENT CODE

1090-1098 Prohibitions applicable to specified officers

12940 Unlawful employment practices

CODE OF REGULATIONS, TITLE 2

7292.0-7292.6 Marital status discrimination, especially:

7292.5 Employee selection

Management Resources:

WEB SITES

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

Institute for Local Government: <http://www.cacities.org/index.jsp?zone=ilsg>

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Board Policy: #4144, 4244, 4344
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Complaints

The Governing Board recognizes the need to establish a process to allow employees and job applicants to have their concerns heard in an expeditious and unbiased manner. The Board expects that employees will make every effort to resolve complaints and disagreements informally before filing a formal complaint.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 1312.4 - Williams Uniform Complaint Procedures)
(cf. 3320 - Claims and Actions Against the District)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

The Board prohibits retaliation against complainants. The Superintendent or designee may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint.

(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

All matters related to a complaint shall be kept confidential and any document, communication, or record regarding the complaint shall be placed in a separate file and shall not be placed in an employee's personnel file.

(cf. 4112.6/4212.6/4312.6 - Personnel Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex
35186 Williams uniform complaint procedures
44110-44114 Reporting by school employees of improper governmental activity

GOVERNMENT CODE

3543 Public school employees' rights
3543.1 Rights of employee organizations
53296-53299 Disclosure of confidential information; whistleblower
54957 Closed session; personnel matters

LABOR CODE

1102.5-1106 Whistleblower protections
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in district programs and activities

Management Resources:

WEB SITES

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



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OPEN CAMPUS

In order to give students an opportunity to demonstrate responsibility and positive citizenship, the Board of Education establishes an open campus at all district high schools for grades 10-12. High schools may implement closed campus for all 9th grade students with the approval of the board of education.

The privilege of open campus may be revoked from individual students for disciplinary and/or academic reasons.

(cf. 5144 - Discipline)

Students shall not leave the school grounds at any other time during the school day without written permission of their parents/guardians and school authorities. Students who leave school or who fail to return following lunch without authorization shall be classified truant and subject to disciplinary action.

(cf. 5113 - Absences and Excuses)

Legal Reference:

EDUCATION CODE

35160 Authority of the Board

35160.1 Broad authority of school district

44808.5 Permission for pupils to leave school grounds; notice



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Board Policy: #5113.2

Section: 5000

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Work Permits

The Governing Board recognizes that part-time employment can provide students with income as well as job experience that can help them develop appropriate workplace skills and attitudes. Upon obtaining an offer of employment, district students who are minors shall obtain work permits from the Superintendent or designee in accordance with law, regardless of whether the employment will occur when school is in session and/or not in session.

(cf. 6178 - Career Technical Education)

In determining whether to grant or continue a work permit, the Superintendent or designee shall consider whether employment is likely to significantly interfere with the student's schoolwork. Students granted work permits must demonstrate and maintain a 2.0 grade point average and satisfactory school attendance. On a case-by-case basis, the Superintendent or designee may approve a maximum work hour limit that is lower than the limit specified in law and administrative regulation.

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

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

(cf. 5112.1 - Exemptions from Attendance)

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

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

(cf. 6178.1 - Work Experience Education)

(cf. 6184 - Continuation Education)

Legal Reference:

EDUCATION CODE

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

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

49100-49101 Compulsory attendance

49110-49119 Permits to work

49130-49135 Permits to work full time

49140-49141 Exceptions

49160-49165 Employment of minors; duties of employers

49180-49183 Violations

51760-51769.5 Work experience education

52300-52499.66 Career technical education

LABOR CODE

1285-1312 Employment of minors

1391-1394 Working hours for minors

CODE OF REGULATIONS, TITLE 5

16023-16027 District records, retention and destruction

Policy Adopted:



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CODE OF REGULATIONS, TITLE 8

11701-11707 Prohibited and dangerous occupations for minors

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

CODE OF FEDERAL REGULATIONS, TITLE 29

570.1-570.129 Child labor regulations

ATTORNEY GENERAL OPINIONS

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Child Labor Laws, 2000

WEB SITES

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

California Department of Education, Office of Regional Occupational Centers and Programs and Workforce

Development: <http://www.cde.ca.gov/ci/ct/wd>

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



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**Administrative
Regulation:**

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Work Permits

Before accepting employment, a student under the age of 18 who is subject to the state's compulsory attendance law, including students who have not yet graduated from high school or have not passed the High School Proficiency Examination, shall obtain a work permit.

(cf. 5112.1 - Exemptions from Attendance)

(cf. 6146.1 - High School Graduation Requirements)

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

The Superintendent or designee may issue a permit authorizing employment while school is in session, including employment connected with a work experience education program pursuant to Education Code 51760-51769.5, to a minor student between the ages of 14 and 18. The Superintendent or designee also may issue a permit to any minor between the ages of 12 and 18 to be employed during a regular school holiday, during a regular or specified occasional public school vacation, and when the student is exempt from compulsory school attendance because he/she arrived from another state within 10 days before the end of the school term pursuant to Education Code 48231. (Education Code 49111, 49113, 49160)

(cf. 6178.1 - Work Experience Education)

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

A student shall not be required to obtain a permit to work at odd jobs such as yard work and baby-sitting in private homes where the student is not regularly employed; at a public school or other governmental agency; in connection with volunteer work; when self-employed; when age 14 or older and working as a newscarrier; or when otherwise exempted by law.

Approval of Work Permits

The Superintendent may, in writing, delegate the authority to issue work permits to an employee holding a services credential with a specialization in pupil personnel services or to a certificated work experience education teacher or coordinator. If the designee is not available, and delay in issuing a permit would jeopardize a student's ability to secure work, the Superintendent may authorize another person to issue the permit. (Education Code 49110)

No work permit shall be issued until the student's parent/guardian, foster parent, caregiver with whom the student resides, or residential shelter services provider has filed a written request with the district. (Education Code 49110)

The request form shall be completed by the student, employer, and, unless the student is an emancipated minor, the parent/guardian. The form shall be submitted to the Superintendent or designee, who shall have discretion to determine whether or not to issue the work permit.

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

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

Regulation Approved:



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Awards For Achievement

The Governing Board encourages excellence as a goal for all students and wishes to publicly recognize students for unique or exemplary achievements in academic, extracurricular or community service activities. The purpose of such awards shall be consistent with school goals.

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

(cf. 5127 - Graduation Ceremonies and Activities)

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

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

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

44015 Awards to employees and students

CODE OF REGULATIONS, TITLE 5

Management Resources:

WEB SITES

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

Policy Adopted:



CONDUCT

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds, at school activities, while going to or coming from school, and while on district transportation, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.

(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.

Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or students

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5142 - Safety)

2. Behavior that disrupts the orderly classroom or school environment

(cf. 5131.4 - Campus Disturbances)

3. Harassment of students or staff, including bullying, intimidation, cyber-bullying, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering

(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to the district, staff or students

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Profane, vulgar or abusive language



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(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.4 - Student Use of Technology)

8. Inappropriate dress

(cf. 5132 - Dress and Grooming)

9. Tardiness and unexcused absence from school

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Possession of Cellular Phones and Other Personal Electronic Signaling Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess on school campus personal electronic signaling devices, including but not limited to pagers, beepers and cellular/digital telephones.

Permitted devices shall:

1. Be turned off during class time and at any other time directed by a district employee
2. Not disrupt the educational program or school activity
3. Not be used for illegal or unethical activities

If a disruption occurs, the employee shall direct the student to turn off the device and/or confiscate it. If a school employee finds it necessary to confiscate a device, he/she may either return it at the end of the class period or school day or keep it until the principal or designee has consulted with the student's parent/guardian.

A student who violates this policy may be prohibited from possessing a personal electronic signaling device at school or school-related events and may be subject to discipline in accordance with Board policy.

Enforcement of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.



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Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation and contact with local law enforcement as appropriate. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

- (cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 5020 - Parent Rights and Responsibilities)
- (cf. 5138 - Conflict Resolution/Peer Mediation)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6020 - Parent Involvement)
- (cf. 6164.2 - Guidance/Counseling Services)
- (cf. 6182 - Opportunity School/Class/Program)
- (cf. 6184 - Continuation Education)
- (cf. 6185 - Community Day School)

Legal Reference:

EDUCATION CODE

- 32050 Hazing
- 35181 Governing board policy on responsibilities of students
- 35291-35291.5 Rules
- 44807 Duty concerning conduct of students
- 48900-48925 Suspension or expulsion, especially:
- 48908 Duties of students

CIVIL CODE

- 1714.1 Liability of parents and guardians for willful misconduct of minor

PENAL CODE

- 417.25-417.27 Laser scope

CODE OF REGULATIONS, TITLE 5

- 300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

- 2000h-2000h6 Title IX, 1972 Education Act Amendments

Management Resources:

CSBA PUBLICATIONS

- Protecting Our Schools: Board of Education Strategies to Combat School Violence, 1999

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

- Preventing Bullying: A Manual for Schools and Communities, 1998

WEB SITES

- California Department of Education, Safe Schools and Violence Prevention Office:
<http://www.cde.ca.gov/spbranch/safety>
- CSBA: <http://www.csba.org>



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POSITIVE SCHOOL CLIMATE

The Board of Education desires to enhance student learning by providing an orderly, caring and nondiscriminatory learning environment in which all students can feel safe and take pride in their school and their achievements.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5132 - Dress and Grooming)
(cf. 5144 - Discipline)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

The Board encourages staff to teach students the meaning of equality, human dignity, mutual respect, fairness, honesty and citizenship, and to employ strategies that foster positive interactions in the classroom among students from diverse backgrounds.

(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6141.6 - Multicultural Education)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Legal Reference:

EDUCATION CODE

233.5 *Duty concerning instruction of students*
32230-32239 *School violence reduction program*
35160 *Authority of governing boards*
35160.1 *Broad authority of school districts*



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Food Allergies/Special Dietary Needs

The Governing Board desires to prevent exposure of students to foods to which they are allergic and to provide for prompt and appropriate treatment in the event that a severe allergic reaction occurs at school.

Parents/guardians shall be responsible for notifying the Superintendent or designee, in writing, regarding any food allergies or other special dietary needs of their child in accordance with administrative regulation. This information must be shared with SFA and noted in the district's point of sale system.

(cf. 5125 - Student Records)

Students with serious dietary needs that qualify as a disability under Section 504 of the federal Rehabilitation Act or the Individuals with Disabilities Education Act shall be provided reasonable accommodation or services, as appropriate, in accordance with his/her accommodation plan or individualized education program.

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

Students shall not be excluded from school activities based solely on their food allergy.

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

Legal Reference:

EDUCATION CODE

49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49423 Administration of prescribed medication for student
CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students
15562 Reimbursement for meals, substitutions
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

701-795a Rehabilitation Act, including:
794 Rehabilitation Act of 1973, Section 504
UNITED STATES CODE, TITLE 42

1751-1769h National School Lunch Program
1771-1791 Child nutrition, especially:
1773 School Breakfast Program
CODE OF FEDERAL REGULATIONS, TITLE 7
210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
225.16 Meal programs, individual substitutions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004
FOOD ALLERGY AND ANAPHYLAXIS NETWORK (FAAN) PUBLICATIONS
School Guidelines for Managing Students with Food Allergies
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Policy Adopted:



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Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff, Fall 2001

WEB SITES

American Dietetic Association: <http://www.eatright.org>

American School Food Service Association: <http://www.asfsa.org>

California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

Food Allergy and Anaphylaxis Network: <http://www.foodallergy.org>

International Food Information Council: <http://ific.org>

National School Boards Association, School Health Programs: <http://www.nsba.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov>



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Food Allergies/Special Dietary Needs

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(cf. 5125 - Student Records)

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(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

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

Legal Reference:

EDUCATION CODE

49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49423 Administration of prescribed medication for student

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students
15562 Reimbursement for meals, substitutions
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

701-795a Rehabilitation Act, including:
794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1751-1769h National School Lunch Program
1771-1791 Child nutrition, especially:
1773 School Breakfast Program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program
220.1-220.21 National School Breakfast Program
225.16 Meal programs, individual substitutions

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004
FOOD ALLERGY AND ANAPHYLAXIS NETWORK (FAAN) PUBLICATIONS
School Guidelines for Managing Students with Food Allergies
U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

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Accommodating Children with Special Dietary Needs in the School Nutrition Programs: Guidance for School Food Service Staff, Fall 2001

WEB SITES

American Dietetic Association: <http://www.eatright.org>

American School Food Service Association: <http://www.asfsa.org>

California Department of Education, Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

Food Allergy and Anaphylaxis Network: <http://www.foodallergy.org>

International Food Information Council: <http://ific.org>

National School Boards Association, School Health Programs: <http://www.nsba.org>

U.S. Department of Agriculture: <http://www.fns.usda.gov>



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Suicide Prevention

The Governing Board recognizes that suicide is a major cause of death among youth and that all suicide threats must be taken seriously.

Staff shall promptly report suicidal threats or statements to the principal or designee or counselor, who shall promptly report the threats or statements to the student's parents/guardians. These statements shall otherwise be kept confidential.

(cf. 5141 - Health Care and Emergencies)

The Board endorses the use of peer counselors who can provide an effective support system for students who may be uncomfortable communicating with adults. Peer counselors shall first complete a suicide prevention curriculum and demonstrate that they are able to identify the warning signs of suicidal behavior and rapidly refer a suicidal student to appropriate adults.

Legal Reference:

EDUCATION CODE

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

Management Resources:

CDE PUBLICATIONS

Suicide Prevention Program for California Schools, 1987

Health Framework for California Public Schools, 1994

Policy Adopted:



SUN SAFETY

The Governing Board recognizes that overexposure to ultraviolet (UV) radiation from the sun and artificial sources such as sunlamps and tanning beds is linked to the development of skin cancer, eye damage, premature aging, and a weakened immune system and that children are particularly vulnerable to the effects of overexposure. The Board desires to support the prevention of excessive UV radiation exposure by students and to assist students in developing sun-safe habits to use throughout their lives.

Students shall be encouraged to take reasonable measures to protect their skin and eyes from overexposure to the sun while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees.

(cf. 6142.7 - Physical Education)
(cf. 6153 - School-Sponsored Trips)

To encourage and assist students to avoid overexposure to the sun when they are outdoors:

1. Students shall be allowed to wear school appropriate sun-protective clothing, including, but not limited to, hats. (Education Code 35183.5)

(cf. 5132 - Dress and Grooming)

2. Students shall be allowed to wear UV-protective sunglasses outdoors.
3. Students shall be allowed to use sunscreen during the school day without a physician's note or prescription. (Education Code 35183.5)

Those students using sunscreen may apply sunscreen at least 15-20 minutes prior to any outdoor activity that will require prolonged exposure to the sun. School personnel shall not be required to assist students in applying sunscreen.

4. Students shall be allowed to use UV-protective lip balm.

The Superintendent or designee may monitor the UV Index and modify outdoor school activities with regard to the risk of harm associated with the Index level.

Staff may be encouraged to model recommended sun-safe behaviors, such as avoiding excessive sun exposure, using sunscreen, and wearing hats and other sun-protective clothing.

The Superintendent or designee shall inform school staff and parents/guardians of the district's sun safety measures and shall encourage parents/guardians to provide sunscreen, lip balm, hats, and other sun-protective clothing for their children to use at school. The Superintendent or designee also may provide information to parents/guardians about the risks of overexposure to UV radiation and preventive measures they may take to protect their children during nonschool hours.

Legal Reference:

EDUCATION CODE
35183.5 Sun protection
51210 Courses of study, grades 1-6
51220 Courses of study, grades 7-12
51890-51891 Comprehensive health education programs

Policy Adopted:



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Board Policy: #5141.7

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Management Resources:

CSBA GOVERNANCE AND POLICY SERVICES BRIEFS

Sun Safety in Schools, July 2006

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS

School Systems: The Importance of Promoting and Providing Sun Protection, 2006

California Early Childhood Sun Protection Curriculum, rev. April 1999

CALIFORNIA STATE PTA RESOLUTIONS

Sun Safety: Skin Cancer Prevention Measures at School, May 1, 2005

CENTERS FOR DISEASE CONTROL PUBLICATIONS

Guidelines for School Programs to Prevent Skin Cancer, April 26, 2002

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION

Fit, Healthy and Ready to Learn: Part II: Policies to Promote Sun Safety and Prevent Skin Cancer, 2002

WORLD HEALTH ORGANIZATION PUBLICATIONS

Sun Protection and Schools: How to Make a Difference, 2003

Sun Protection: A Primary Teaching Resource, 2003

WEB SITES

American Association for Health Education: <http://www.aahperd.org/aahe>

American Cancer Society: <http://www.cancer.org>

American School Health Association: <http://www.ashaweb.org>

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

California Department of Health Services, Skin Cancer Prevention Program: <http://www.dhs.ca.gov/ps/cdic/cpns/skin>

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

Centers for Disease Control and Prevention: <http://www.cdc.gov>

National Association of State Boards of Education: <http://www.nasbe.org>

National Council on Skin Cancer Prevention: <http://www.skincancerprevention.org>

National Safety Council, Environmental Health Center: <http://www.nsc.org/ehc/sunwise.htm>

Sun Safety for Kids: <http://www.sunsafetyforkids.org>

U.S. Consumer Product Safety Commission: <http://www.cpsc.gov>

U.S. Environmental Protection Agency, Sunwise Program: <http://www.epa.gov/sunwise>

UV Index: <http://www.epa.gov/sunwise/uvindex.html>

World Health Organization: <http://www.who.int>



Insurance

The Governing Board believes that all students should have health and accident insurance protection to ensure that they receive needed health care services in the event of illness or injury.

The Superintendent or designee shall provide information to students and their parents/guardians about available insurance against injuries occurring during school-related activities, which may include printed matter furnished by the insurer or membership corporation. Parents/guardians shall not be required to enroll their children in insurance programs offered by the district.

(cf. 3530 - Risk Management/Insurance)
(cf. 3540 - Transportation)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.6 - Student Health and Social Services)
(cf. 6142.7 - Physical Education)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)

Athletic Teams

Each student participating on a school athletic team shall have insurance protection in the amounts specified in law and administrative regulation for medical and hospital expenses resulting from accidental bodily injury. (Education Code 32221)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

If a student does not have insurance protection or a reasonable equivalent of health benefits through other means, including, but not limited to, purchase by the student or his/her parent/guardian, the district shall offer a medical or hospital service or insurance program. (Education Code 32221)

The cost of the insurance protection shall be paid by the parent/guardian of an athletic team member or other persons on the student's behalf.

However, if the parent/guardian is financially unable to pay the costs, the costs shall be paid by the district and/or student body organization. (Education Code 32221)

(cf. 3260 - Fees and Charges)
(cf. 3452 - Student Activity Funds)

Field Trips/Excursions

The district shall offer medical and/or hospital service or insurance protection for students injured while participating in any excursion or field trip under the jurisdiction of, sponsored by, or controlled by the district. (Education Code 35331)

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 6153 - School-Sponsored Trips)

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Board Policy:

#5143

Section: 5000

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Parents/guardians choosing to participate in the insurance program offered by the district shall pay the costs of the medical or hospital service or insurance protection.

Legal Reference:

EDUCATION CODE

10900-10914.5 Community recreation activities

32220-32224 Insurance for athletic teams

33353.5 Interscholastic federation; insurance program; nontransaction of insurance

35331 Insurance for field trips and excursions

48980 Parental notifications

48985 Notices to parents in language other than English

49470-49474 District medical services and insurance

51760 Insurance, work experience programs

52530 Insurance for healing arts program students

INSURANCE CODE

10493 Benefit and relief association

CODE OF REGULATIONS, TITLE 22

51050-51190.5 Definitions of Medi-Cal providers and services

Management Resources:

WEB SITES

CSBA, Medi-Cal Services Program: http://www.csba.org/ds/medi_cal.htm

California Department of Health Services, Medical Care Services: <http://www.dhs.ca.gov/mcs>

California Department of Insurance: <http://www.insurance.ca.gov>

Centers for Medicare and Medicaid Services: <http://www.cms.hhs.gov>

Healthy Families Program: <http://www.healthyfamilies.ca.gov>

Medi-Cal: <http://www.medi-cal.ca.gov>

Policy Adopted:



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Dropout Prevention

The Governing Board recognizes that regular school attendance is critical to student learning and achievement. The Board desires to provide a learning environment that engages students, helps them become self-motivated, encourages regular attendance, and enables them to meet district standards and to graduate.

(cf. 5113 - Absences and Excuses)
(cf. 6011 - Academic Standards)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

Each school site shall utilize strategies to identify and serve students at all grade levels who are at risk of dropping out of school. Students may be identified on the basis of indicators such as frequent absenteeism, truancy, or tardiness; below-grade-level achievement; or personal, social, health, or economic concerns that may make a student more likely to drop out of school.

(cf. 5113.1 - Truancy)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 5149 - At-Risk Students)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - Work Experience Education)
(cf. 6179 - Supplemental Instruction)

Legal Reference:

EDUCATION CODE

35160 Authority of governing board
41505-41508 Pupil Retention Block Grant
48400-48403 Compulsory continuation education
48430-48438 Continuation education
48660-48667 Community day schools
51745-51749.3 Independent study
52300-52334 Regional Occupational Centers
52890 Qualifications and duties of outreach consultants
54690-54697 Partnership academies
64000-64001 Single plan for student achievement

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

52014 Inclusion of activities in plan
52015 Components of plan
52900-52904 Alternative education and work centers for school dropouts
54660-54669 Elementary and Secondary School Dropout Prevention Act
54720-54735 School-based pupil motivation and maintenance program
58550-58562 Educational clinics

UNITED STATES CODE, TITLE 20

6301-6322 Title I programs

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
California Dropout Prevention Network: <http://www.edualliance.org/cdpr>
National Dropout Prevention Center: <http://www.dropoutprevention.org>

Policy Adopted:



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Board Policy: #6145.5

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Student Organizations And Equal Access

The Governing Board believes that student groups or clubs reinforce the instructional program, give students experience in civics and government, and provide social and recreational activities. Student groups also serve to honor outstanding student achievement and enhance school spirit and students' sense of belonging. Prior to meeting on school grounds, all student groups shall be authorized by the principal or designee in accordance with Board policy and administrative regulation.

(cf. 1321 - Solicitation of Funds from and by Students)
(cf. 3452 - Student Activity Funds)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

The Board encourages students to pursue interests and clubs which may not directly relate to the district's curriculum and, to that end, has created a limited open forum.

All student-initiated groups shall be given equal access to meet on school premises during noninstructional time without regard to their religious, political, philosophical, or other speech content. The Board shall ensure that: (20 USC 4071, 4072)

1. The meeting shall be voluntary and student-initiated.
2. There shall be no sponsorship of the meeting by the school or staff. The term sponsorship means that school staff are promoting, leading, or participating in a meeting. The assignment of a teacher, administrator, or other school employee to a meeting for custodial purposes shall not constitute sponsorship of the meeting.
3. Employees of the school shall be present at religious meetings only in a nonparticipatory capacity.
4. The meeting shall not materially and substantially interfere with the orderly conduct of educational activities within the school.
5. Nonschool persons shall not direct, conduct, control, or regularly attend activities of student groups.

(cf. 1330 - Use of School Facilities)
(cf. 3515.2 - Disruptions)
(cf. 5145.2 - Freedom of Speech/Expression)

All student clubs or groups shall have equal access to the school media to announce meetings, including the public address system, the school newspaper, bulletin boards, and school web site. However, the principal or designee may issue a disclaimer that such activities are not school-sponsored.

All noncurriculum-related student groups shall be given equal access to meeting space, school equipment, and supplies.

No school shall deny equal access or a fair opportunity to meet, or otherwise discriminate against, any group officially affiliated with the Boy Scouts of America, or with any other youth group listed as a patriotic society in Title 36 of the United States Code, for reasons based on the membership or leadership criteria or oath of allegiance to God and country. (20 USC 7905)

Legal Reference:

EDUCATION CODE
52 Designation of secondary schools

Policy Adopted:



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53 Designation of high schools
200-262.3 Prohibition of discrimination on the basis of sex
38130-38138 Civic Center Act
48900 Hazing
48907 Student exercise of free expression
48930-48938 Student organizations
48950 Freedom of speech
49020-49023 Athletic programs
PENAL CODE
627-627.10 Access to school premises
CODE OF REGULATIONS, TITLE 5
2 Definitions
5531 Supervision of extracurricular activities of students
UNITED STATES CODE, TITLE 20
4071-4074 Equal Access Act
7904 School prayer
7905 Boy Scouts equal access
UNITED STATES CODE, TITLE 36
20101-240112 Patriotic organizations
COURT DECISIONS
Prince v. Jacoby, (2001) 303 F.3d 1074
Culbertson et al. v. Oakridge School District, (2002) 258 F.3d 1061
Good News Club et al. v. Milford Central School, (2001) 121 S.Ct. 2093
Ceniceros v. Board of Trustees of the San Diego Unified School District, (1997) 106 F.3d 878
Board of Education of Westside Community School District v. Mergens By and Through Mergens (1989, 8th Cir.) 867 F.2d 1076
Perumal et al v. Saddleback Valley Unified School District, (1988) 198 Cal. App. 3d 64
Student Coalition for Peace v. Lower Merion School District Board of Directors, (1985) 776 F.2d. 431
Hartzell v. Connell, (1984) 35 Cal. 3d 899
Management Resources:
WEB SITES
U.S. Department of Education: <http://www.ed.gov>



Career Technical Education

The Governing Board desires to provide a comprehensive career technical education (CTE) program in grades 7-12. The district's CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy.

(cf. 6143 - Courses of Study)
(cf. 6200 - Adult Education)

The Board shall review and approve district applications for the use of state and/or federal funds supporting CTE as required by law.

The Superintendent or designee may develop partnerships with local businesses and industries to connect classroom instruction to real-world relevance that reflects labor market needs and priorities. He/she also shall work to develop connections with employers to provide students with work-based learning opportunities.

(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5113.2 - Work Permits)
(cf. 6178.1 - Work Experience Education)

The Superintendent or designee is encouraged to collaborate with postsecondary institutions so that the district's program is articulated with postsecondary programs in order to provide a sequential course of study.

The Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. Teachers and administrators are encouraged to engage in professional development designed to enhance their knowledge of standards-aligned CTE and ways to integrate technical and occupational instruction with academic instruction.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4331 - Staff Development)

The district shall provide services to support students in the CTE program, including career guidance and academic counseling. Counselors are encouraged to engage in professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the district's CTE program, work experience opportunities, and postsecondary education and employment options following high school.

(cf. 5145.6 - Parental Notifications)
(cf. 6164.2 - Guidance/Counseling Services)

Nondiscrimination

The district's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency. (20 USC 2302, 2354, 2373)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)

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Prior to the beginning of each school year, the Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to race, color, national origin, gender, sexual identity, or disability. (34 CFR 104.8, 106.9)

The above notification shall be disseminated in languages other than English as needed and shall state that the district will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the district's CTE program. (20 USC 2354)

Advisory Committee

The Board shall appoint a CTE advisory committee to develop recommendations on the district's CTE program and to serve as a liaison between the district and potential employers. The committee shall consist of one or more representatives of the general public knowledgeable about the disadvantaged; students; teachers; business; industry; school administration; and the field office of the California Department of Employment Development. (Education Code 8070)

(cf. 1220 - Citizen Advisory Committees)

Program Evaluation

The Superintendent or designee shall annually review program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields as defined in 20 USC 2302; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

8006-8156 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants

41505-41508 Pupil Retention Block Grant

41540-41544 Targeted instructional improvement block grant

44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential

48430 Legislative intent; continuation education schools and classes

48980 Parental notifications

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52300-52499.66 Career technical education

52519-52520 Adult education, occupational training

53080-53084 School-to-career initiatives

53086 California Career Resource Network

54690-54697 California Partnership Academies

56363 Related services for students with disabilities; specially designed career technical education

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66205.5-66205.9 Approval of career technical education courses for admission to California colleges
88500-88551 Community college economic and workforce development program
GOVERNMENT CODE
54950-54963 Brown Act
LABOR CODE
3070-3099.5 Apprenticeships
CODE OF REGULATIONS, TITLE 5
1635 Credit for work experience education
3051.14 Specially designed career technical education for students with disabilities
10070-10075 Work experience education
10080-10092 Community classrooms
10100-10111 Cooperative vocational education
11500-11508 Regional occupational centers and programs
11535-11538 Career technical education contracts with private postsecondary schools
11610-11611 Regional adult and vocational education councils
CODE OF REGULATIONS, TITLE 8
200-240 Apprenticeships
UNITED STATES CODE, TITLE 20
2301-2414 Carl D. Perkins Career and Technical Education Act of 2006
6301-6578 Improving the Academic Achievement of the Disadvantaged
CODE OF FEDERAL REGULATIONS, TITLE 34
80.32 Equipment acquired with federal funds
100.B Appendix B Guidelines for eliminating discrimination in career technical education programs
104.1-104.39 Section 504 of the Rehabilitation Act of 1973
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Orientation to Apprenticeship Overview, Construction Management Task Force Fact Sheet, November 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

2008-2012 State Plan for Career Technical Education

Career Technical Education Framework for California Public Schools, Grades Seven Through Twelve, January 2007

California Career Technical Education Model Curriculum Standards, Grades Seven Through Twelve, May 2005

Management of Vocational Education Equipment, April 2000

CALIFORNIA DEPARTMENT OF INDUSTRIAL RELATIONS, DIVISION OF APPRENTICESHIP STANDARDS PUBLICATIONS

Orientation to Apprenticeships: A Guide for Educators, January 2001

WEB SITES

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

Association for Career and Technical Education: <http://www.acteonline.org>

California Association of Regional Occupational Centers and Programs: <http://www.carocp.org>

California Career Resource Network: <http://www.californiacareers.info>

California Department of Education, Career Technical Education: <http://www.cde.ca.gov/ci/ct>

California Department of Employment Development: <http://www.edd.ca.gov>

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

California Workforce Investment Board: <http://www.calwia.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, Office of Vocational and Adult Education:

<http://www.ed.gov/about/offices/list/ovae/pi/cte/index.html>

U.S. Department of Labor, Bureau of Labor Statistics: <http://www.bls.gov>

Policy Adopted:



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Board Policy: #6178.1

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WORK EXPERIENCE EDUCATION

In order to provide students with valuable instruction in the skills, attitudes and understandings necessary for successful employment, the District High Schools may offer a program of work experience education. Students enrolled in this program shall receive guidance and supervision designed to ensure maximum educational benefit from placement in suitable work experience education courses.

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 5147 - Dropout Prevention)
(cf. 6030 - Integrated Academic and Vocational Education)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6178 - Vocational Education)

Work experience education shall include the part-time employment of students in jobs which are selected or approved as having educational value for the employed students and which are coordinated by school employees. (Education Code 51764)

Legal Reference:

EDUCATION CODE

46144 Minimum school day for vocational training and work experience program
46300 Method of computing ADA
48402 Enrollment in continuation education, minors not regularly employed
49110-49119 Permits to work
51760-51769.5 Work experience education
54720-54734 School-Based Pupil Motivation and Maintenance Program and Dropout Recovery Act

LABOR CODE

3070-3099 Apprenticeship
3200-6002 Workers' compensation and insurance

CODE OF REGULATIONS, TITLE 5

10070-10075 Work experience education

Management Resources:

WEB SITES

CDE: www.cde.ca.gov



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MEETINGS AND NOTICES

Meetings of the Board of Education are conducted for the purpose of accomplishing district business.

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

In accordance with state open meeting laws, the Board shall hold its meetings in public and shall conduct closed sessions during these meetings only to discuss confidential matters specified by law. To encourage community involvement in the schools, meetings shall provide opportunities for questions and comments by members of the public and shall be conducted in accordance with law and Board-adopted bylaws.

Direct communication, personal intermediaries, and technological devices shall not be used by a majority of Board members to develop a collective concurrence as to an action that members will take on any item of district business. (Government Code 54952.2)

Meetings shall be held within district boundaries, except when otherwise allowed by law. (Government Code 54954)

Meetings shall be held in a facility that is accessible to all persons, including disabled persons, without charge. (Government Code 54961)

In order to help ensure participation in the meeting by disabled individuals, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Meeting notices and agendas shall specify that an individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Each agenda shall also list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

Regular Meetings

The Board may hold two regular meetings each month. At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

If a fire, flood, earthquake or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the president or designee, who shall so inform, by the most rapid available means of communication, all news media who have requested notice of special meetings. (Government Code 54954)

Special Meetings

Special meetings of the Board may be called by the presiding officer or a majority of the Board members. (Government Code 54956)



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Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed; no other business shall be considered at these meetings. (Education Code 35144; Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or after the item's consideration. (Government Code 54954.3)

Public notice shall be given at least 72 hours before any retreats, study sessions or training sessions held by the Board. All such meetings shall be held within district boundaries and action items shall not be included.

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An *emergency situation* means either of the following: (Government Code 54956.5)

1. A work stoppage, crippling activity or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting under this section may endanger the public health and/or safety as determined by a majority of the members of the Board

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. (Government Code 54956.5)

In the case of a dire emergency, the Board president shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned Meetings

A majority vote by the Board may adjourn any meeting to a later time and place that shall be specified in the order of adjournment. (Government Code 54955)

If no Board members are present at any regular or adjourned regular meeting, the secretary or the clerk may



declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

A copy of the order or notice of adjournment shall be conspicuously posted on or near the door of the place where the meeting was held within 24 hours after the time of adjournment. (Government Code 54955)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Hearings

The Board may occasionally convene public hearings at which no Board action is to be taken. Such hearings are held solely to allow the Board and members of the public to receive information. A hearing may take place immediately prior to a Board meeting.

If a quorum of Board members is present at a hearing, notice of the hearing shall be provided according to procedures specified above for regular meetings.

Other Gatherings

Attendance by a majority of the Board members at any of the following events is not subject to state open meeting laws provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school Boards
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district or at a legislative body of another local agency



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4. A purely social or ceremonial occasion
 5. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to open meeting laws. (Government Code 54952.2)

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 54950-54957.9 Meetings, especially:
- 54953 Meetings to be open and public; attendance
- 54953.2 Compliance with Americans with Disabilities Act
- 54954 Time and place of regular meetings
- 54954.1 Mailed notices
- 54954.2 Agenda posting requirements, board actions
- 54954.3 Opportunity for public to speak
- 54956 Special meetings; call; notice
- 54956.5 Emergency meetings
- 54957.5 Agenda distribution
- 54961 Prohibition on use of certain facilities

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 Effective communications
- 36.303 Auxiliary aids and services\

ATTORNEY GENERAL OPINIONS

- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 1999

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies., California Attorney General's Office, 2002

WEB SITES

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

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



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AGENDA/MEETING MATERIALS

Board of Education meeting agendas shall state the meeting time and place and shall briefly describe each business item to be transacted or discussed, including items to be discussed in closed session. (Government Code 54954.2)

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. The agenda shall also provide members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board. (Education Code 35145.5; Government Code 54954.3)

Each meeting agenda shall list the address designated by the Superintendent or designee for public inspection of agenda documents that have been distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

The agenda shall specify that an individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing.

Agenda Preparation

The Superintendent, as Secretary to the Board, in consultation with the Board president, shall prepare the agenda for each regular and special meeting. Any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting.

Any member of the public may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request must be in writing and be submitted to the Superintendent or designee with supporting documents and information, if any, at least 10 days before the scheduled meeting date. Items submitted less than 10 days before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue.

The Board president and Superintendent shall decide whether a request is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board may not be placed on the agenda. In addition, the Board president and Superintendent shall determine if the item is merely a request for information or whether the issue is covered by an existing policy or administrative regulation before placing the item on the agenda.

The Board president and Superintendent shall decide whether an agenda item is appropriate for discussion in open or closed session, and whether the item should be an action item, informational item or consent item.

Any Board action that involves borrowing \$100,000 or more shall be discussed, considered and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)

All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.

Consent Items

In order to promote efficient meetings, the Board may act upon more than one item by a single vote through the use of a consent agenda. Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.



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In accordance with law, the public has a right to comment on any consent item. At the request of any member of the Board, any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item.

Agenda Dissemination

A copy of the agenda shall be forwarded to each Board member at least three days before each regular meeting, together with the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, citizens and others; and other available documents pertinent to the meeting.

When special meetings are called, the Superintendent and president shall make every effort to distribute the agenda and supporting materials to Board members as soon as possible.

Board members shall review agenda materials before each meeting. Individual members may confer directly with the Superintendent or designee to request additional information on agenda items.

Upon request, the Superintendent or designee shall make the agenda and/or agenda packet available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act. (Government Code 54954.1)

The Superintendent or designee shall mail a copy of the agenda, or a copy of all the documents constituting the agenda packet, to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

If a document is distributed to the Board less than 72 hours prior to a meeting, the Superintendent or designee shall make the document available for public inspection at the time the document is distributed to a majority of the Board provided that the document is a public record under the Public Records Act and relates to an agenda item for an open session of a regular Board meeting. The Superintendent or designee may also post the document on the district's web site in a position and manner that makes it clear that the document relates to an agenda item for an upcoming meeting. (Government Code 54957.5)

(cf. 1113 - District and School Web Sites)

(cf. 1340 - Access to District Records)

Any documents prepared by the district or the Board and distributed during a public meeting shall be made available for public inspection at the meeting. Any documents prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the Public Records Act. (Government Code 54957.5)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Legal Reference:

EDUCATION CODE

35144 *Special meetings*

11/16/05



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35145 Public meetings
35145.5 Right of public to place matters on agenda
GOVERNMENT CODE
53635.7 Separate item of business
54954.1 Mailed agenda of meeting
54954.2 Agenda posting requirements; board actions
54954.3 Opportunity for public to address legislative body
54954.5 Closed session item descriptions
54956.5 Emergency meetings
54957.5 Public records
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.160 Effective communications
36.303 Auxillary aids and services

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, 1999

ATTORNEY GENERAL PUBLICATIONS

The Brown Act: Open Meetings for Legislative Bodies., California Attorney General's Office, 2002

CALIFORNIA CITY ATTORNEY PUBLICATIONS

Open and Public III: A User's Guide to the Ralph M. Brown Act, 2000

WEB SITES

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

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