

**WPUSD**

**Board Packet**

**Part 2**

**10-06-20**

# **PUBLIC HEARING**

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

## DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

### SUBJECT:

Public Hearing Regarding the Western Placer Unified School District Intent to Adopt the 2020 School Facility Needs Analysis and Justification Study (SFNA) and Level II Developer Fees

### AGENDA ITEM AREA:

Public Hearing

### REQUESTED BY:

Michael Adell  
Director of Facilities

### ENCLOSURES:

Yes

### DEPARTMENT:

Facilities

### FINANCIAL INPUT/SOURCE:

Developer Fees

### MEETING DATE:

October 6, 2020

### ROLL CALL REQUIRED:

No

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### BACKGROUND:

Based on meeting certain criteria set forth in Senate Bill 50, the District is authorized to collect residential developer fees over-and-above the Level I rate established by the State Allocation Board. This fee is commonly referred to as a Level II Fee. In order to qualify to collect Level II Fees, the District must complete a School Facility Needs Analysis and Justification Study (SFNA) and have it adopted by the Board of Trustees.

The 2020 SFNA calculates justification for the District to begin collecting Level II Fees of \$5.17 per square foot of conditioned living space for residential construction outside the boundaries of any existing Mello-Roos District.

Per California Government Code 66016-66018.5, prior to adoption of the study, the Board of Trustees must hold a public hearing. At this public hearing the Board shall consider oral statements and/or written documentation made or filed by any interested party for or against the adoption of the Level II fees. This public hearing was noticed in a local newspaper and posted in the District Office kiosk and District website prior to the hearing.

The Level II fee goes into effect immediately after adoption by the Board of Trustees.

### RECOMMENDATION:

Staff recommends the Board of Trustees hold a public hearing regarding the Western Placer Unified School District intent to adopt the 2020 School Facility Needs Analysis and Justification Study and Level II Fee.

NOTICE OF PUBLIC HEARING  
AND  
NOTICE OF PROPOSAL FOR ADOPTING  
A SCHOOL FACILITY NEEDS ANALYSIS AND JUSTIFICATION STUDY PURSUANT TO  
GOVERNMENT CODE SECTIONS 65995.5, 65995.6, and 65995.7

NOTICE IS HEREBY GIVEN that a public hearing will be held on October 6, 2020 at 6:00 pm., during a regularly scheduled Board of Trustees Meeting of the Western Placer Unified School District located at the Western Placer Unified School District Office, 600 Sixth Street, Lincoln, CA on the matter of the Western Placer Unified School District's proposed adoption of a School Facility Needs Analysis and Justification Study (Level II/III Fees) as required by Government Code section 65995.6. Copies of the proposed study, including proposed fee amounts, are available for review at the District's Administrative Office, 600 Sixth Street, Suite 400, Lincoln, CA during normal business hours. To request a copy of the proposed study, you can contact the Facilities Department at the WPUSD District Office at (916) 645-5100. Please submit any written comments to Michael Adell, Director of Facilities, WPUSD, 600 Sixth Street, Suite 400, Lincoln, CA 95648.

Immediately following the public hearing, a proposed resolution will be considered by the Governing Board of the Western Placer Unified School District which, if approved by the Board, will establish school facility fees to be levied against residential construction and reconstruction as authorized by Government Code sections 65995.5 and 65995.7. The establishment of the Level II/III fees, if approved by the Governing Board, will become effective on October 7, 2020.

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**SCHOOL FACILITY NEEDS ANALYSIS AND  
JUSTIFICATION STUDY**

for the

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

October 2020

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*Prepared by*  
**School Facility Consultants**

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**DRAFT**

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**SCHOOL FACILITY NEEDS ANALYSIS AND  
JUSTIFICATION STUDY**

for the

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

October 2020

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*Prepared for*

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**DRAFT**

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## **Executive Summary**

The Western Placer Unified School District is authorized to collect \$5.17 per square foot of residential development pursuant to Government Code Section 65995.5 and \$10.34 per square foot pursuant to Government Code Section 65995.7 (also known as Level II and III fees, respectively).

The District meets the eligibility requirements in Government Code Section 65995.5(b) regarding the collection of Level II and III fees. The dollar amounts of the fees are based on the following facts and projections:

1. The student generation rate of residential housing units projected to be built in the District, calculated in accordance with Government Code Section 65995.6(a), is 0.354 for single-family units and 0.638 for multi-family units.
2. This report estimates the number of new residential housing units subject to Level II and Level III fees projected to be built in the District over the next five years is 400 single-family and 270 multi-family units.
3. Multiplying the appropriate terms in (1) and (2) shows that future single- and multi-family residential development is projected to add 189 K-6 students, 46 7-8 students and 79 9-12 students.
4. The District has zero excess pupil capacity at the K-6 and 9-12 grade levels available for pupils generated by future residential development even when accounting for capacity added through the construction of the Twelve Bridges Elementary School, Foskett Ranch Elementary School, Lincoln Crossing Elementary school, Twelve Bridges Middle School, Lincoln High School Addition projects and the inclusion of capacity provided by relocatable classrooms on various campuses. At the 7-8 grade levels the District has 322 seats available for students generated by future residential development.
5. The total number of unhoused pupils generated by future development equals 189 K-6 students, zero 7-8 student and 79 9-12 students from future single- and multi-family residential development.
6. The per-pupil allowable costs for the Level II fee equation equal \$22,302.50, \$23,322.00 and \$33,332.00 for elementary, middle and high school students, respectively. These figures are equal to the per-pupil grant amounts in the State School Facility Program plus allowable per-pupil site development and site acquisition costs calculated pursuant to Government Code Section 65995.5(c) and 65995.6(h).
7. Total allowable costs for the Level II fee equation equal \$6,848,400.50 (unhoused students generated by future development times the appropriate allowable per-pupil cost).
8. The total amount of residential square footage projected to be built in the District over the next five years is 1,324,000 square feet, based on an average square footage of 2,500 square feet for single-family units and 1,200 square feet for multi-family units projected to be built in the District and subject to Level II fees.
9. The District has no local funds available to dedicate to school facilities necessitated by future residential development.

As shown in the body of this Report, the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees (the nexus requirements).

## **End of Summary**

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## Introduction

The purpose of this Report is to calculate the fee amount that the Western Placer Unified School District (District) is authorized to collect on residential development projects pursuant to Government Code Sections 65995.5 and 65995.7. *School Facility Consultants* has been retained by the District to conduct the analysis and prepare this Report.

State law gives school districts the authority to charge fees on new residential developments if those developments generate additional students and cause a need for additional school facilities. All districts with a demonstrated need may collect fees pursuant to Education Code Section 17620 and Government Code Section 65995 (referred to as Level I fees). Level I fees are currently capped at \$4.08 per square foot of new residential development. Government Code Sections 65995.5 and 65995.7 authorize districts to collect fees (referred to as Level II and Level III fees) in excess of Level I fees, provided that the districts meet certain conditions. Government Code Section 66001 requires that a reasonable relationship exist between the amount and use of developer fees and the developments on which they are to be charged.

This Report is divided into three sections. The first summarizes the specific requirements in State law regarding Level II and Level III fees and establishes the District's authority to collect them. The second calculates the dollar amounts of Level II and Level III fees that the District is authorized to collect. The third explains how the District satisfies the requirements of Government Code Section 66001 with respect to Level II and III fees, summarizes other potential funding sources for school facilities, and presents recommendations regarding the collection of developer fees.

**End of Section**

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## **I. Authority to Collect Level II and Level III Fees**

State law establishes several requirements in order for school districts to collect Level II fees. Specifically, districts must: (1) apply to the State Allocation Board and be deemed eligible for State funding for new school construction, (2) adopt a school facility needs analysis and justification study, and (3) satisfy at least two of the four criteria set forth in Government Code Section 65995.5(b)(3)(A-D).

The general conditions required for collecting Level III fees are the same as those for Level II fees. Before districts can collect Level III fees, however, the State Allocation Board must no longer be approving apportionments for new construction pursuant to Article 5 (commencing with Section 17072.20) of Chapter 12.5 of Part 10 of the Education Code.

The District satisfies the three conditions listed above in the following ways.

### **A. Eligibility for State Funding for New Construction**

The District has been deemed eligible to receive State funding for construction of new school facilities as outlined in Government Code Section 65995.5(b)(1). The District's most recent eligibility approval was at the August 26, 2020, meeting of the State Allocation Board.

### **B. Adoption of School Facility Needs Analysis and Justification Study**

This Report meets the requirements of Government Code Section 65995.6 for a School Facility Needs Analysis and Justification Study, that is, a study that shall "determine the need for new school facilities for unhoused pupils that are attributable to projected enrollment growth from the development of new residential units over the next five years." By adopting this study, the District will satisfy this requirement.

### **C. Criteria in Government Code Section 65995.5(b)(3)(A-D)**

The District meets the criterion outlined in 65995.5(b)(3)(C) in that it has issued debt equal to at least 30% of its bonding capacity.

The District also meets the criterion outlined in 65995.5(b)(3)(D), that is, that at least twenty percent of a district's classrooms are relocatable. According to the District's current Office of Public School Construction Form SAB 50-02, 46.53 percent (67 out of 144) of the total classrooms in the District are relocatable. The District has also added capacity through the construction of Twelve Bridges Elementary School (30 permanent teaching stations), Foscett Ranch Elementary School (29 permanent teaching stations), Foscett Ranch Elementary Addition (two modular teaching stations), Lincoln Crossing Elementary School (27 permanent teaching stations), Twelve Bridges Middle School (39 permanent teaching stations), Lincoln High School Addition (five modular teaching Stations) and the addition of 22 relocatable classrooms on various campuses. Including these projects in the District's capacity indicates that 29.9 percent (89 out of 298) of the total classrooms in the District are relocatable.

**End of Section**

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## **II. Amount of Level II and Level III Fees**

State law outlines the method by which Level II fees are calculated. The intent of the law is that the Level II fee represents half the cost of providing new school facilities, as defined in the State School Facility Program. The methods defined in State law for calculating the Level II fee, however, underestimate the District's true cost of providing school facilities. Additional sources of funds are necessary to fully fund the facilities that are required as a result of new development and the generation of students from such development activity within the District.

The Level II fee is calculated by (1) determining the allowable cost for new school facilities as outlined in the State School Facility Program, and (2) dividing that cost by the amount of new residential square footage projected to be built in the District over the next five years.

### **A. Allowable Cost for New School Facilities**

State law prescribes the following process for calculating the allowable cost for new school facilities:

- (1) determine the number of unhoused students attributable to future residential development;
- (2) multiply the number of unhoused students by the per-pupil grant costs of new elementary, middle, or high schools as outlined in Education Code Section 17072.10;
- (3) determine the amount of site acquisition and development costs to be included as allowed by Government Code Section 65995.5(h); and
- (4) subtract the amount of local funds dedicated to school facilities necessitated by future residential development from the sum of (2) and (3).

#### **1) Number of Unhoused Students**

The number of unhoused students generated by future development equals the total number of students generated by future development minus the District's existing excess pupil capacity.

As required by Government Code Section 65995.6(a), this Report estimates the number of students generated by new development based on the historical student generation rates of residential units constructed during the previous five years.

This Report estimates the number of students that will be generated by each new single- and multi-family housing unit by (1) counting the number of students in the District who live in housing units constructed between July 2014 and June 2019, and (2) dividing that number by the total number of housing units constructed over the same time period. This Report uses district developer fee collection record data to

derive the housing counts and a April 2020 District-provided student list to derive the student counts.

Addresses for units that were constructed from July 2019 to the present date are not used in the calculation because (1) student address files may not reflect residents' address changes for approximately one year, (2) students who have moved from a nearby district may continue to attend their previous school until the end of the school year and (3) units listed may not have been completed and occupied by the time the student address list was compiled.

It is noted that student generation rates are a calculation of students per residential unit at any one moment in time. Therefore, student generation rates are constantly changing based on increases and decreases in enrolled students and the number of residential units within the District at the time of calculation. As such, the District should be cautious with regards to using student generation rates for long-term planning and development and should adjust such planning and development based on updated student generation rates that are more in line with the current conditions at the time of evaluation.

Table 1-1 summarizes the student generation rates for single- and multi-family units.

**Table 1-1  
Student Generation Rates**

<b>Grade Group</b>	<b>Single-Family</b>	<b>Multi-Family</b>
K-6	0.193	0.413
7-8	0.066	0.075
9-12	0.095	0.150
<b>Total</b>	<b>0.354</b>	<b>0.638</b>

This report estimates that 400 single-family units and 270 multi-family units subject to Level II and Level III fees will be built in the District within the next five years. These estimates do not include residential units that are projected to be built within a school district Community Facilities District (CFD), as CFD units are not charged Level II fees and Level III fees.

Table 1-2 shows the total number of students projected to enter the District from new housing units subject to Level II and Level III fees built over the next five years.

*(Continued on the next page)*

**Table 1-2**  
**Students Generated by Future Development**

	K-6 Students	7-8 Students	9-12 Students
Single-Family	$0.193 \times 400 = 77$	$0.066 \times 400 = 26$	$0.095 \times 400 = 38$
Multi-Family	$0.413 \times 270 = 112$	$0.075 \times 270 = 20$	$0.150 \times 270 = 41$
<b>Total</b>	<b>189</b>	<b>46</b>	<b>79</b>

In determining how many of the students in Table 1-2 are unhoused, the District must consider any existing excess capacity. State law requires districts to calculate their total pupil capacity according to the method described in Section 17071.10 of the Education Code. As stated on the District's current Office of Public School Construction Form SAB 50-02, the District's pupil capacity, as calculated pursuant to Education Code Section 17071.10 is 1,251 in grades K-6, 567 in grades 7-8 and 675 in grades 9-12. These capacities are inclusive of the Special Day Class capacity identified on the District's Office of Public School Construction Form SAB 50-02. In addition to the capacity reflected on the District's Form SAB 50-02, the District has added capacity through the State School Facility Program funding and construction of Twelve Bridges Elementary School (738 K-6 seats), Foskett Ranch Elementary School (713 K-6 seats), Foskett Ranch Elementary Addition (22 K-6 seats), Lincoln Crossing Elementary (663 K-6 seats) and Twelve Bridges Middle School (313 K-6 seats and 685 7-8 seats), Lincoln High School Addition Projects (297 9-12 seats & 162 9-12 seats) and the addition of relocatable classrooms (651 K-12 seats) on various campuses for a total of 4,000 K-6 seats, 1,495 7-8 seats and 1,080 9-12 seats as shown in Table 1-3 below.

**Table 1-3**  
**Total Seats Through School Facility Program**

Project Name	K-6	7-8	9-12
Baseline 50-02	1,251	567	675
Twelve Bridges Elementary School	738		
Foskett Ranch Elementary School	713		
Foskett Ranch Elementary Addition	22		
Lincoln Crossing Elementary	663		
Twelve Bridges Middle School	313	685	
Lincoln High School Additions			297
Various Portable Additions	300	243	108
Lincoln HS Addition			162
<b>Total Capacity</b>	<b>4,000</b>	<b>1,495</b>	<b>1,242</b>

At the K-6 grade group the District's 2019/20 enrollment (4,079) and five-year projected enrollment (5,212) is greater than the K-6 capacity of 4,000. No excess

capacity is available for K-6 pupils generated by future non-mitigated residential development.

At the 7-8 grade group the District's 2019/20 enrollment (1,173) and five-year projected enrollment (1,244) is not greater than the 7-8 capacity of 1,495. The District therefore has existing capacity available at the 7-8 grade level to house the 46 pupils identified in Table 1-2 as being generated by future residential development.

At the 9-12 grade group the District's 2019/20 enrollment (2,201) and five-year projected enrollment (2,462) is greater than the 9-12 capacity of 1,242. No excess capacity is available for 9-12 pupils generated by future non-mitigated residential development.

**Table 1-3**  
**Existing Capacity**

Grade Group	2019/20 Enrollment	Five Year Projected Enrollment*	Current Capacity	Existing Capacity Available for Students from Future Development	Unhoused Students From Future Development
K-6	4,097	5,236	4,000	0	189
7-8	1,173	1,257	1,495	322	0
9-12	2,201	2,498	1,242	0	79
<b>Total</b>	<b>7,471</b>	<b>8,991</b>	<b>6,737</b>	<b>322</b>	<b>268</b>

\*Based on a State Cohort Survival Enrollment Projection

## 2) Allowable Grant Costs

Table 1-4 shows the total allowable grant costs for new facilities. The per-pupil grant costs are taken from Education Code Section 17072.10 and include adjustments as required by Labor Code Section 1771.3 and Education Code Section 17074.56(a) (see Appendix A for details regarding grant cost funding).

**Table 1-4**  
**Allowable Grant Costs for Pupils Generated from**  
**Future Residential Development**

Grade Group	Per-Pupil Grant Cost	Number of Unhoused Students	Total Grant Cost
K-6	\$13,179.50	189	\$2,490,925.50
7-8	\$14,046.00	0	\$0.00
9-12	\$17,455.00	79	\$1,378,945.00
<b>Total</b>	<b>N/A</b>	<b>268</b>	<b>\$3,869,870.50</b>

The per-pupil grant does not include all cost items that the local community may deem important to meeting the quality of facilities in the District. Because the per-

pupil grants do not address certain costs, the actual funding will likely not be adequate to fund school facilities to the quality and level required by the District. Therefore, the final calculation of Level II fees will likely understate the funding required by the District.

3) Allowable Site Acquisition and Development Costs

Table 1-5 shows the per-pupil site acquisition and development costs for elementary, middle and high school students. The site sizes for the District's elementary, middle and high school cost models are based on acreage amounts that are consistent with the guidelines in the "School Site Analysis and Development Handbook" published by the California State Department of Education (CDE).

Site acquisition costs for the District's planned elementary, middle and high school cost model projects are based on (1) per acre land prices from recent appraisals of future school sites and future land acquisition costs estimated by District administrators, and (2) applicable increases pursuant to Section 1859.74 of Title 2 of the California Code of Regulations for appraisals, surveys, site testing, CDE review/approval, preparation of the POESA and PEA and DTSC cost for review, approval and oversight of the POESA and the PEA.

Site development costs for elementary, middle and high school projects are consistent with the guidelines in Government Code Section 65995.5(h). For more detail regarding site acquisition and site development cost estimates, see Appendix B.

**Table 1-5**  
**Calculation of Per-Pupil Site Acquisition and Development Costs**

<b>Grade Group</b>	<b>Per-Pupil Site Acquisition Costs</b>	<b>Per-Pupil Site Development Costs</b>	<b>Per-Pupil Acquisition and Development Costs</b>
K-6	\$5,250	\$12,996	\$18,246
7-8	\$6,417	\$12,135	\$18,552
9-12	\$14,279	\$17,475	\$31,754

Pursuant to Government Code Sections 65995.5(c) and 65995.5(h), the allowable cost for site acquisition and development is calculated by (1) multiplying the per-pupil cost by one-half and (2) multiplying that result by the number of unhoused elementary, middle and high school students. Table 1-6 shows the total allowable site acquisition and development costs.

**Table 1-6**  
**Allowable Site Acquisition and Development Costs**

<b>Grade Group</b>	<b>One-Half of Per-Pupil Costs</b>	<b>Number of Unhoused Students from Future Development</b>	<b>Allowable Cost</b>
K-6	\$9,123.00	189	\$1,724,247.00
7-8	\$9,276.00	0	\$0.00
9-12	\$15,877.00	79	\$1,254,283.00
<b>Total</b>	<b>N/A</b>	<b>268</b>	<b>\$2,978,530.00</b>

4) Local Funds Dedicated to School Facilities Necessitated by Future Development

The District has no funds dedicated to school facilities necessitated by future non-mitigated development. All District funds available for additional school facilities, including those funds from the District's Measure N, Measure A and CFD bond that are currently budgeted for new capacity, are required to provide facilities for unhoused students.

In addition, the District has no surplus property that could be used for a school site or that is available for sale to finance school facilities.

According to District administrators, the amount of funds currently available in the District's capital facility accounts and all authorized but unissued bond funds budgeted for new capacity total approximately \$123.2 million. Funds not included in this total include amounts reserved for debt service related to the construction of school projects included in the capacity figures outlined in Table 1-3 and other amounts set aside for modernization projects.

As outlined in Table 1-7, the District has 2,492 unhoused students.

**Table 1-7**  
**Unhoused Pupils**

<b>Grade Group</b>	<b>Current Capacity</b>	<b>Five Year Projected Enrollment</b>	<b>Unhoused Pupils</b>
K-6	4,000	5,236	1,236
7-8	1,495	1,257	0
9-12	1,242	2,498	1,256
<b>Total</b>	<b>6,737</b>	<b>8,991</b>	<b>2,492</b>

Table 1-8 summarizes the cost of providing school facilities for unhoused pupils and reflects the District's anticipated per-pupil costs for the construction of facilities to house the Unhoused Pupils identified in Table 1-7 above.

**Table 1-8**  
**Cost of Providing School Facilities for Existing Unhoused Students**

<b>Grade Group</b>	<b>Unhoused Pupils</b>	<b>Local Cost Per-Pupil</b>	<b>Total Cost</b>
K-6	1,236	\$53,725	\$66,404,100
7-8	0	\$64,233	\$0
9-12	1,256	\$93,470	\$117,398,320
<b>Total</b>	<b>2,492</b>	<b>N/A</b>	<b>\$183,802,420</b>

Comparing all of the funds in the District's capital facility accounts and all authorized but unissued bond funds budgeted for new capacity (\$123.2 million) to the cost of providing school facilities for unhoused students (\$183,802,420) demonstrates that all District funds available for the construction of new facilities are required to provide facilities for unhoused pupils.

5) Total Allowable School Facility Cost for Level II Fees

Table 1-9 shows the total allowable cost for Level II fees for K-6, 7-8 and 9-12 students from future residential development.

**Table 1-9**  
**Total Allowable Cost for Level II Fees**

<b>Category</b>	<b>Amount</b>
SFP Grant	\$3,869,870.50
Site Acquisition and Development	\$2,978,530.00
Less Local Funds	N/A
<b>Total</b>	<b>\$6,848,400.50</b>

**B. Amount of Level II Fee**

The Level II fee is calculated by dividing the total allowable cost by the amount of new residential square footage projected to be built in the District over the next five years.

As stated in Section II.A.1. above, over the next five years, 400 single-family units and 270 multi-family units that will be subject to Level II and Level III fees are projected to be built in the District. This report estimates that new housing units in the District will have an average square footage of 2,500 and 1,200 for single- and multi-family units, respectively. Multiplying the average square footage by number of units projected produces a total of 1,324,000 square feet of new residential development to be built in the next five years. Dividing this total square footage into total allowable cost results in a Level II fee of \$5.17 per square foot of new residential development.

The calculation of Level II fees, in accordance with the formulas provided in the statutes, will likely be understated when measured against the actual calculation of costs due to the limited inclusion of cost categories to determine actual costs per student and the fluctuating student generation rates. The District needs to account for these issues when conducting a revenue/cost analysis utilizing the calculated Level II fee.

**C. Amount of Level III Fee**

Under certain circumstances, State law allows school districts to charge a fee higher than a Level II fee if: (1) the district meets the requirements for Level II fees and (2) the State Allocation Board is no longer approving apportionments for new construction pursuant to Article 5 (commencing with Section 17072.20) of Chapter 12.5 of Part 10 of the Education Code. In the District's case, this higher fee, referred to as a Level III fee, can be no more than twice the Level II fee. The maximum Level III fee the District is authorized to charge, therefore, is \$10.34 per square foot of new residential development.

**End of Section**

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### **III. Findings and Recommendations**

This Section (1) shows that the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees, (2) summarizes other potential funding sources for the District's capital projects, and (3) presents recommendations regarding the collection of developer fees.

#### **A. Findings**

##### **(1) Government Code Section 66001(a)(1)—Purpose of the Fee**

The purpose of collecting Level II and III fees on residential development is to acquire funds to construct or reconstruct school facilities for the students generated by future residential developments.

##### **(2) Government Code Section 66001(a)(2)—Use of the Fee**

The District use of the fee will involve constructing and/or reconstructing new elementary, middle and high school campuses and/or additional permanent facilities on existing elementary, middle, and high school campuses. In addition, the District may build other school related facilities or purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from Level II and III fees collected on residential development may be used to pay for all of the following:

- (1) land (purchased or leased) for school facilities,
- (2) design of school facilities,
- (3) permit and plan checking fees,
- (4) construction or reconstruction of school facilities,
- (5) testing and inspection of school sites and school buildings,
- (6) furniture for use in new school facilities, and
- (7) interim school facilities (purchased or leased) to house students generated by future development while permanent facilities are being constructed.

##### **(3) Government Code Section 66001(a)(3)—Relationship Between Fee's Use and the Type of Project Upon Which the Fee is Imposed**

All types of new residential development—including but not limited to single- and multi-family units in new subdivisions and in "in-fill" lots, single- and multi-family units in redevelopment projects, single- and multi-family units that replace demolished units (to the extent that the new units are larger than the demolished units), additions of residential space to existing single- and multi-family units, manufactured homes, mobile homes, and condominiums—are projected to cause new families to move into the District and, consequently, generate additional students in the District. As shown earlier in this Report, sufficient school facilities do not exist

for these students. All types of new residential development, therefore, create a need for additional school facilities. The fee's use (acquiring school facilities) is therefore reasonably related to the type of projects (new residential developments) upon which it is imposed.

(4) Government Code Section 66001(a)(4)—Relationship Between the Need for the Public Facility and the Type of Project Upon Which the Fee is Imposed

The District is currently operating over capacity, at the K-6 and 9-12 grade group and therefore, the District has no available capacity to house additional K-6 and 9-12 students from new residential development. Future residential development in the District will generate additional students and, consequently, a need for additional school facilities. A relationship exists, therefore, between the District's need to build additional school facilities and new residential development projects.

(5) Government Code Section 66001(b)—Relationship Between the Fee and the Cost of the Public Facility Attributable to the Development on Which the Fee is Imposed

This Report concludes that the methods prescribed by the State law for estimating school facility construction costs, and for calculating the Level II and Level III fees, supports the establishment of Level II and Level III fees which, when collected, will contribute to the District's cost of constructing and reconstructing school facilities to house students generated by future residential construction.

(6) Other Funding Sources

The following is a review of other potential funding sources for constructing school facilities:

a) General Fund

The District's General Fund budget is typically committed to instructional and day-to-day operating expenses and not used for capital outlay uses, as funds are needed solely to meet the District's non-facility needs.

b) State Programs

The District has applied for and received State funding for construction of new school facilities under the 1998 Leroy F. Greene School Facility Program. Even projects funded at 100 percent of the State allowance, however, often experience a shortfall between State funding and the District's actual facility needs. State funds for deferred maintenance may not be used to pay for new facilities. State law prohibits use of lottery funds for facilities.

c) General Obligation Bonds

School districts can, with the approval of either two-thirds or 55 percent of its voters, issue general obligation bonds that are paid for out of property taxes. In November 2016, the District passed Measure N for \$60M with a 56.45% vote. In November 2018, the District passed Measure A for \$60M with a 61.67% vote.

d) Parcel Taxes

Approval by two-thirds of the voters is required to impose taxes that are not based on the assessed value of individual parcels. While these taxes have been occasionally used in school districts, the revenues are typically minor and are used to supplement operating budgets.

e) Mello-Roos Community Facilities Districts

This alternative uses a tax on property owners within a defined area to pay long-term bonds issued for specific public improvements. Mello-Roos taxes require approval from two-thirds of the voters (or land owners if fewer than 12) in an election.

f) Surplus Property

The District has no properties that could be sold to create a significant source of capital outlay funds.

g) Alternatives for Reducing Facility Costs

Alternatives to reducing facility costs, which have been used and/or explored by the District, include additional portable classrooms, joint-use of facilities, multi-track-year-round education, and other measures. These options remain available to the District in the future.

**B. Recommendations**

Based on the findings outlined above, it is recommended that the Board of Trustees, as provided for in Government Code Sections 65995.5 and 65995.7, approve a resolution to levy Level II and Level III fees on future residential development in the amounts of \$5.17 and \$10.34 per square foot, respectively.

**End of Report**

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## **Appendix A**

### **Calculation of Allowable Per-Pupil Grant Costs**

**Appendix A**  
**Calculation of Allowable Per-Pupil Grant Costs**

The per-pupil grant costs, calculated per the provisions of Government Code Section 65995.5(c)(1), include the School Facility Program (SFP) grants outlined in Education Code Section 17072.10, fire alarm and sprinkler grants mandated by Education Code Section 17074.56(a).

Table A-1 increases the SFP base grant amounts by per-pupil grant increases mandated by SB 575 (fire alarm and sprinkler grants). The sum of SFP base grant amounts, per-pupil grant increases mandated by SB 575, will be used in calculating the District's Level II/III fees.

**Table A-1**  
**SFP Per-Pupil Grants Plus Fire Alarm/Sprinkler Funding**

<b>Grade Group</b>	<b>K-6</b>	<b>7-8</b>	<b>9-12</b>	<b>NS Special Day Class</b>	<b>Severe Special Day Class</b>
SFP Grant	\$12,451	\$13,169	\$16,756	\$23,399	\$34,987
SB 575 Fire Alarm Grant	\$15	\$20	\$34	\$44	\$62
SB 575 Sprinkler Grant	\$209	\$248	\$258	\$442	\$659
<b>50% Total Grant</b>	<b>\$12,675</b>	<b>\$13,437</b>	<b>\$17,045</b>	<b>\$23,885</b>	<b>\$35,708</b>
<b>100% Total Grant</b>	<b>\$25,350</b>	<b>\$26,874</b>	<b>\$34,096</b>	<b>\$47,770</b>	<b>\$71,416</b>
Regular Pupil Adjustment*	\$24,643	\$25,882	\$32,971	n/a	n/a
Non-Severe SDC Adjustment**	\$559	\$860	\$846	n/a	n/a
Severe SDC Adjustment***	\$1,157	\$1,350	\$1,093	n/a	n/a
<b>100%</b>	<b>\$26,359</b>	<b>\$28,092</b>	<b>\$34,910</b>	<b>n/a</b>	<b>n/a</b>

\*Based on the percentage of Non-Special Day Class Students currently enrolled in the District (i.e., percentage of K-6, 7-8 and 9-12 students).

\*\* Based on the percentage of Non-Severe Special Day Class Students currently enrolled in the District (i.e., percentage of K-6, 7-8 and 9-12 students).

\*\*\* Based on the percentage of Severe Special Day Class Students currently enrolled in the District (i.e., percentage of K-6, 7-8 and 9-12 students).

## **Appendix B**

### **Calculation of Allowable Per-Pupil Site Acquisition and Site Development Costs**

**Appendix B**  
**Calculation of Allowable Per-Pupil Site Acquisition and Site Development Costs**

**Site Acquisition Costs for Elementary, Middle and High School Projects**

The site sizes for the District's elementary, middle and high school cost models are based on acreage amounts that are consistent with the guidelines in the "School Site Analysis and Development Handbook" published by the California State Department of Education (CDE).

Site acquisition costs for the District's planned elementary, middle and high school cost model projects are based on (1) per acre land prices from recent appraisals of future school sites and future land acquisition costs estimated by District administrators, and (2) applicable increases pursuant to Section 1859.74 of Title 2 of the California Code of Regulations for appraisals, surveys, site testing, CDE review/approval, preparation of the POESA and PEA and DTSC cost for review, approval and oversight of the POESA and the PEA.

**Table B-1**  
**Calculation of Total Site Acquisition Cost**

<b>Grade Group</b>	<b>Site Acquisition Per Acre</b>	<b>Acreage</b>	<b>Total Site Acquisition Cost</b>
New Elementary School	\$350,000	12.0*	\$4,200,000
New Middle School	\$350,000	22.0**	\$7,700,000
New High School	\$357,780	52.6***	\$18,819,228

\*Based on 12 acres required for the District's Elementary Cost Model project with a student capacity of 800 K-6 pupils.

\*\*Based on 22.0 acres required for the District's Middle School Cost Model project with a student capacity of 1,200 7-8 pupils.

\*\*\*Based on 52.6 acres required for the District's New Comprehensive High School Cost Model project with a student capacity of 1,318 9-12 pupils in phase one.

Table B-2 calculates the per-pupil site acquisition costs by grade grouping by taking the per-pupil site acquisition costs for all of the above cost models and calculating the average cost per grade group.

*(Continued on the next page)*

**Table B-2**  
**Calculation of Per-Pupil Site Acquisition Costs by Grade Grouping**

<b>K-6 Cost Models</b>			
<b>School</b>	<b>Total Site Acquisition</b>	<b>K-6 Pupils</b>	<b>K-6 Per-Pupil Site Acq. Cost</b>
New Elementary School	\$4,200,000	800	\$5,250
		<b>100% Cost</b>	<b>\$5,250</b>
<b>7-8 Cost Models</b>			
<b>School</b>	<b>Total Site Acquisition</b>	<b>7-8 Pupils</b>	<b>7-8 Per-Pupil Site Acq. Cost</b>
New Middle School	\$7,700,000	1,200	\$6,417
		<b>100% Cost</b>	<b>\$6,417</b>
<b>9-12 Cost Models</b>			
<b>School</b>	<b>Total Site Acquisition</b>	<b>9-12 Pupils</b>	<b>9-12 Per-Pupil Site Acq. Cost</b>
New High School	\$18,819,228	1,318	\$14,279
		<b>100% Cost</b>	<b>\$14,279</b>

**Site Development Costs for a New Elementary School**

Service site development, off-site development, and utilities costs for new District K-6 school cost model projects are based on State Allocation Board (SAB) approved Site Development Costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's Twelve Bridges and Lincoln Crossing Elementary School projects. The Twelve Bridges project was approved on August 27, 2003, and has had the allowable costs adjusted by the percentage change in the SAB approved statewide cost index adjustment from 2003 to 2020. The Lincoln Crossing project was approved on September 27, 2006, and has had allowable costs adjusted by the percentage change in the SAB approved statewide cost index adjustment from 2006 to 2020. These costs are as follows:

*(Continued on the next page)*

**Table B-3**  
**Site Development Costs for New K-6 Cost Model Project**

<b>Twelve Bridges K-6 Elementary School Project</b>	<b>Site Development Costs</b>
Site Development Costs (Service Site, Off-Site and Utility Services)	\$5,513,138
SAB Approved Statewide Cost Index Adjustment (87.90%)	\$4,846,048
<b>Total</b>	<b>\$10,359,186</b>
<b>Total Capacity</b>	<b>738</b>
<b>Per-Pupil Site Development Costs</b>	<b>\$14,037</b>
<b>Lincoln Crossing K-6 Elementary School Project</b>	<b>Site Development Costs</b>
Site Development Costs (Service Site, Off-Site and Utility Services)	\$3,084,738
SAB Approved Statewide Cost Index Adjustment (54.96%)	\$1,695,372
<b>Total</b>	<b>\$4,780,110</b>
<b>Total Capacity</b>	<b>663</b>
<b>Per-Pupil Site Development Costs</b>	<b>\$7,210</b>
<b>Total Combined Site Development Cost</b>	<b>\$15,139,296</b>
<b>Total Combined Capacity</b>	<b>1,401</b>
<b>Average of District Per-Pupil Site Development Costs</b>	<b>\$10,806</b>

Estimated general site development costs for District K-6 school cost model projects are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's next planned school projects. These costs are as follows:

**Table B-4**  
**General Site Development Costs for K-6 Cost Model Project**

<b>K-6 Cost Model Projects</b>	<b>Acres</b>	<b>Per-Acre Cost</b>	<b>Pupils</b>	<b>Per-Pupil Cost</b>	<b>Costs</b>
<b>K-6 School</b>					
Per-Useable Acre General Site Cost	12	\$40,532	n/a	n/a	\$486,384
K-6 Per-Pupil General Site Cost	n/a	n/a	800	\$1,582*	\$1,265,600
<b>Totals</b>	<b>12</b>	<b>n/a</b>	<b>800</b>	<b>n/a</b>	<b>\$1,751,984</b>
<b>Average Per-Pupil General Site Development Cost**</b>					<b>\$2,190</b>

\*Equals 6% of the K-6 per-pupil base grant amount of \$26,359.

\*\*Equals the totals of the General Site Costs, divided by the pupil capacity of the District's proposed K-6 projects (800 students).

The total anticipated Site Development Costs for District K-6 school cost model projects equals the per-pupil service site, off-site and utilities development cost for the District's K-6 school cost model projects, plus the average per-pupil general site development costs related to the District's K-6 school cost model projects. The following table illustrates the total per-pupil site development costs for future District K-6 school cost model projects.

**Table B-5  
Total Site Development Costs for K-6 Cost Model Project**

<b>K-6 Cost Model Projects</b>	<b>Costs</b>
Average K-6 Per-Pupil Service Site, Off-Site and Utility Costs	\$10,806
Average K-6 Per-Pupil General Site Development Costs	\$2,190
<b>Total K-6 Per-Pupil Site Development Cost</b>	<b>\$12,996</b>

**Site Development Costs for a New Middle School**

Service site development, off-site development, and utilities costs for a new District 7-8 cost model project are based on SAB approved Site Development Costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's Twelve Bridges Middle School. The Twelve Bridges project was approved on June 22, 2005, and has had allowable costs adjusted by the percentage change in the SAB approved statewide cost index adjustment from 2005 to 2020. These costs are as follows:

**Table B-6  
Site Development Costs for a New 7-8 Cost Model Project**

<b>Twelve Bridges Middle School</b>	<b>Site Development Costs</b>
Site Development Costs (Service Site, Off-Site and Utility Services)	\$5,973,312
SAB Approved Statewide Cost Index Adjustment (62.16%)	\$3,713,011
<b>Total</b>	<b>\$9,686,323</b>
<b>Total Capacity</b>	<b>998*</b>
<b>Per-Pupil Site Development Cost</b>	<b>\$9,706</b>

\*Equals the total capacity of the District's Twelve Bridges Middle School.

Estimated general site development costs for District 7-8 school cost model projects are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's next planned school projects. These costs are as follows:

**Table B-7  
General Site Development Costs for 7-8 Cost Model Project**

<b>7-8 Cost Model Projects</b>	<b>Acres</b>	<b>Per-Acre Cost</b>	<b>Pupils</b>	<b>Per-Pupil Cost</b>	<b>Costs</b>
7-8 School					
Per-Useable Acre General Site Cost	22	\$40,532	n/a	n/a	\$891,704
7-8 Per-Pupil General Site Cost	n/a	n/a	1,200	\$1,686*	\$2,023,200
<b>Totals</b>	<b>22</b>	<b>n/a</b>	<b>1,200</b>	<b>n/a</b>	<b>\$2,914,904</b>
<b>Average Per-Pupil General Site Development Cost**</b>					<b>\$2,429</b>

\*Equals 6% of the 7-8 per-pupil base grant amount of \$28,092.

\*\*Equals the totals of the General Site Costs, divided by the pupil capacity of the District's proposed 7-8 projects (1,200 students).

The total anticipated Site Development Costs for District 7-8 school cost model projects equals the per-pupil service site, off-site and utilities development cost for the District's 7-8 school cost model projects, plus the average per-pupil general site development costs related to the District's 7-8 school cost model projects. The following table illustrates the total per-pupil site development costs for future District 7-8 school cost model projects.

**Table B-8**  
**Total Site Development Costs for 7-8 Cost Model Project**

<b>7-8 Cost Model Projects</b>	<b>Costs</b>
Average 7-8 Per-Pupil Service Site, Off-Site and Utility Costs	\$9,706
Average 7-8 Per-Pupil General Site Development Costs	\$2,429
<b>Total 7-8 Per-Pupil Site Development Cost</b>	<b>\$12,135</b>

**Site Development Costs for a New High School**

Service site development, off-site development, and utility costs for the District's New High School are based on the District Architect's estimate of allowable costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations. These costs are as follows:

**Table B-9**  
**Site Development Costs for a New High School**

<b>New High School Project</b>	<b>Site Development Costs</b>
Site Development Costs (Service Site, Off-Site and Utility Services)	\$18,783,125
SAB Approved Statewide Cost Index Adjustment (2.08%)	\$390,689
<b>Subtotal</b>	<b>\$19,173,814</b>
<b>Total Capacity</b>	<b>1,318</b>
<b>Per-Pupil Site Development Cost*</b>	<b>\$14,548</b>

\*Represents the Total Site Development Cost divided by the pupil capacity of Phase One the project (1,318 pupils).

Estimated general site development costs for District 9-12 school cost model project are based on the average allowable general site development costs, as defined in Section 1859.76 of Title 2 of the California Code of Regulations, for the District's next planned school projects. These costs are as follows:

*(Continued on the next page)*

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**Table B-10**  
**General Site Development Costs for a New High School**

<b>9-12 Cost Model Projects</b>	<b>Acres</b>	<b>Per-Acre Cost</b>	<b>Pupils</b>	<b>Per-Pupil Cost</b>	<b>Costs</b>
New 9-12 School					
Per-Useable Acre General Site Cost	52.6	\$40,532	n/a	n/a	\$2,131,983
9-12 Per-Pupil General Site Cost	n/a	n/a	1,318	\$1,309*	\$1,725,262
<b>Totals</b>	<b>52.6</b>	<b>n/a</b>	<b>1,318</b>	<b>n/a</b>	<b>\$3,857,245</b>
<b>Average Per-Pupil General Site Development Cost**</b>					<b>\$2,927</b>

\*Equals 3.75% of the 9-12 per-pupil base grant amount of \$34,910.

\*\*Equals the totals of the General Site Costs, divided by the total pupil capacity of the District's proposed 9-12 projects.

The total anticipated Site Development Costs for District 9-12 school cost model projects equals the per-pupil service site, off-site and utilities development cost for the District's 9-12 school cost model projects, plus the average per-pupil general site development costs related to the District's 9-12 school cost model projects. The following table illustrates the total per-pupil site development costs for future District 9-12 school cost model projects.

**Table B-11**  
**Total Site Development Costs for 9-12 Cost Model Project**

<b>9-12 Cost Model Projects</b>	<b>Costs</b>
Average 9-12 Per-Pupil Service Site, Off-Site and Utility Costs	\$14,548
Average 9-12 Per-Pupil General Site Development Costs	\$2,927
<b>Total 9-12 Per-Pupil Site Development Cost</b>	<b>\$17,475</b>

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**SCHOOL FACILITY NEEDS ANALYSIS AND  
JUSTIFICATION STUDY**

for the

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

October 2020

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*Prepared by*  
**School Facility Consultants**

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**DRAFT**

**INFORMATION**

**DISCUSSION**

**ACTION**

**ITEMS**

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEES MEETING FACT SHEET

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

## DISTRICT GLOBAL GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Adoption of Resolution No. 20/21.12 To Establish  
School Facility Fees Per the 2020 School Facility  
Needs Analysis and Justification Study

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Michael Adell  
Director of Facilities

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Facilities

**FINANCIAL INPUT/SOURCE:**

Developer Fees

**MEETING DATE:**

October 6, 2020

**ROLL CALL REQUIRED:**

Yes

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Based on meeting certain criteria set forth in Senate Bill 50, the District is authorized to collect residential developer fees over-and-above the Level I rate established by the State Allocation Board. This fee is commonly referred to as a Level II Fee. In order to qualify to collect Level II Fees, the District must annually complete a School Facility Needs Analysis and Justification Study (SFNA) and have it adopted by the Board of Trustees.

The 2020 SFNA calculates justification for the District to begin collecting Level II Fees of \$5.17 per square foot of conditioned living space for residential construction outside the boundaries of any existing Mello-Roos District.

Following the preceding Public Hearing, the Board of Trustees can adopt a resolution accepting the School Facility Needs Analysis and Justification Study and establishing the Level II Fees.

**RECOMMENDATION:**

Staff recommends the Board of Trustees adopt Resolution No. 20/21.12 to establish school facility fees in accordance with the provision of Senate Bill 50 and as justified in the School Facility Needs Analysis and Justification Study.

RESOLUTION NO. 20/21.12

A RESOLUTION OF THE GOVERNING BOARD OF THE  
WESTERN PLACER UNIFIED SCHOOL DISTRICT  
ESTABLISHING SCHOOL FACILITY FEES IN  
ACCORDANCE WITH THE PROVISIONS OF SENATE BILL 50

WHEREAS, under Government Code Section 65995.5 which was enacted pursuant to Chapter 407, Statutes of 1998 (“Senate Bill 50” or “SB 50”), a school district’s governing board may establish fees to offset the cost of school facilities made necessary by new construction following the making of certain findings by such governing board; and

WHEREAS, the Western Placer Unified School District (“District”) has undertaken a review of its eligibility to establish fees under the provisions of SB 50; and

WHEREAS, separate and apart from determining its eligibility to establish such fees, the District has prepared an analysis entitled “School Facility Needs Analysis and Justification Study” dated October 2020 (the “Needs Analysis”) in accordance with the provisions of SB 50; and

WHEREAS, the District seeks to establish fees in accordance with and under the authority of Senate Bill 50 for the purpose of funding the construction of school facilities made necessary by development within the District’s boundaries; and

WHEREAS, the District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Government Code section 65995.5(b)(1); and

WHEREAS, the District has issued debt for capital outlay equal to at least 30% of its bonding capacity in accordance with the provisions of Government Code section 65995.5(b)(3)(C); and

WHEREAS, at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms in accordance with the provisions of Government Code section 65995.5(b)(3)(D); and

WHEREAS, in accordance with Government Code section 65995.5, a purpose of this Resolution is to declare the District’s eligibility for, and to establish fees under the provisions of SB 50 consistent with the information and data set forth in the School Facility Needs Analysis and upon such other information and documentation prepared by or on file with the District, as presented and described to the Board.

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Western Placer Unified School District as follows:

Section 1. Procedure. This Board hereby finds that prior to the adoption of this Resolution; the Board conducted a public hearing at its October 6, 2020 meeting at which oral and written presentations were made. Notice of the time and place of the public hearing, including a general explanation of the matter to be considered, has been published in a newspaper of general circulation in accordance with Government Code section 65995.6(d), and a notice, including a statement that the School Facility Needs Analysis required by Government Code section 65995.6 was available, was mailed at least 30 days prior to the public hearing to any interested party who had filed a written request with the District for mailed notice of the meeting on new or increased fees or service charges within the period specified by law. At least 30 days prior to the public

hearing, the District made available to the public in its School Facility Needs Analysis, data indicating the amount of the cost, or estimated cost, required to provide the facilities for which the fee is to be levied pursuant to this Resolution. By way of such public meeting, the Board received oral and written presentations by District staff which are summarized and contained in the District's School Facility Needs Analysis along with the District's related facility planning documents (the "Plan") and along with other materials which formed the basis for the action taken pursuant to this Resolution.

Section 2. Findings. The Board has reviewed the provisions of the School Facility Needs Analysis and the Plan as they relate to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, the Board hereby approves and adopts the School Facility Needs Analysis and makes the following findings:

- (a) Enrollment at the various District schools is presently at or exceeding capacity.
- (b) Additional development projects within the District involving increases in habitable areas will increase the need for school facilities.
- (c) Without the addition of new school facilities, further residential development projects within the District will result in a significant decrease in the quality of education presently offered by the District.
- (d) New residential development is projected within the District's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the District. Projected development within the District, without additional school facilities, will result in conditions of overcrowding which will impair the normal functioning of the District's educational programs.
- (e) The fees proposed in the School Facility Needs Analysis and levied pursuant to this Resolution are for the purpose of providing adequate school facilities and related support facilities to maintain the quality of education offered by the District.
- (f) The fees proposed in the School Facility Needs Analysis and levied pursuant to this Resolution will be used for the construction of school facilities and support facilities as identified in the School Facility Needs Analysis.
- (g) The uses of the fees proposed in the School Facility Needs Analysis and levied pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed.
- (h) The fees proposed in the School Facility Needs Analysis and levied pursuant to this Resolution bear a reasonable relationship to the need for school and support facilities created by the types of development projects on which the fees are imposed.
- (i) The fees proposed in the School Facility Needs Analysis and levied pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction of school and support facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues.
- (j) The fees will be collected for school and support facilities for which an account has been established and funds appropriated and for which the District has adopted a construction schedule or in some instances, will be used to reimburse the District for expenditures previously made.

Section 3. Fee. Based upon the foregoing findings, the Board hereby establishes a new fee upon residential construction, to be known as the “Level II Fee”, as follows:

(a) The Level II Fee for residential units is hereby established and set at the rate of \$5.17 per square foot of residential development.

(b) The Level II Fee shall be collected as a precondition to the issuance of any building permit for construction within the District’s boundaries.

Section 4. Determination of Eligibility.

(a) The District continues to submit applications to the State Allocation Board of California for new construction funding when necessary and has been determined by the State Allocation Board to meet the eligibility requirements for new construction in accordance with the provisions of Education Code section 17071.10 et seq. and section 17071.75 et seq. along with Government Code section 65995.5(b)(1); and

(b) In accordance with the provisions of Government Code section 65995.5(b)(3)(C), the District has issued debt for capital outlay equal to at least 30% of its local bonding capacity.

(c) In accordance with the provisions of Government Code section 65995.5(b)(3)(D), at least 20% (twenty percent) of the teaching stations within the District are relocatable classrooms.

(d) The Board has reviewed the provisions of the School Facility Needs Analysis along with such oral and written information as has been presented by District staff and consultants and has determined that the School Facility Needs Analysis meets the requirements of Government Code section 65995.6 and is a suitable basis for the establishment of Level II fees in accordance with the provisions of Government Code section 65995.5.

Section 5. Determination of “Level III Fee”. In accordance with the provisions of Government Code section 65995.7, the District’s Board is authorized to establish a fee in an amount higher than the Level II fee in the event the State Allocation Board is no longer approving apportionments for new construction in accordance with Education Code section 17072.20 due to lack of funds and the State Allocation board has notified the Secretary of the Senate and Chief Clerk of the Assembly, in writing, of the determination that such funds are no longer being allocated. In the event that on or before the Anniversary Date of this Resolution as defined below, the State Allocation Board is no longer approving apportionments due to inadequate funding and such fact is relayed to the appropriate state representatives, the Level II fee shall be supplemented with an additional fee amount which when combined with the Level II fee shall be known as the “Level III Fee” as follows:

(a) The Level III Fee for residential development shall be \$10.34 per square foot of residential development.

(b) The Level III Fee shall be placed in effect immediately by action of the Superintendent, without any additional action by the Board other than the approval of this Resolution upon a determination by the Superintendent that the requirements of Government Code section 65995.7 as outlined above have been met.

Section 6. Fee Adjustments and Limitations. The fees established herewith shall be subject to the following:

(a) The District’s Level II Fee (or the Level III Fee in the event it is implemented by the Superintendent) shall be effective for a period of one year following the adoption date of this Resolution as set

forth below (the "Anniversary Date") and shall be reviewed on or before the Anniversary Date, and annually thereafter to determine if such fee is to be re-established or revised.

(b) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a subdivider or builder and the District, or any applicable city or county on or before January 1, 1987, that requires the payment of a fee, charge or dedication for the construction of school facilities as a condition to the approval of residential development.

(c) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply during the term of any mitigation agreement entered into between a person and the District or any applicable city or county, after January 1, 1987 but before November 4, 1998 that requires payment of a fee, charge, or dedication for school facilities mitigation.

(d) The Level II Fee established hereby (or the Level III Fee in the event it is implemented by the Superintendent) shall not apply to any construction that is not subject to a mitigation agreement such as described above, but that is carried out on real property for which residential development was made subject to a condition relating to school facilities imposed by a state or local agency in connection with a legislative act approving or authorizing such residential development after January 1, 1987 but before November 4, 1998. Any such construction shall be required to comply with such condition until January 1, 2000. On and after January 1, 2000, such construction shall be subject to the Level II Fee or the Level III Fee as applicable.

Section 7. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive, and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code §§53311, et seq.) and such other funding mechanisms as are authorized by Government Code section 65996. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

Section 8. Implementation. For construction projects within the District, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

Section 9. California Environmental Quality Act. The Board hereby finds that the fees established pursuant to this Resolution are exempt from the provisions of the California Environmental Quality Act (CEQA).

Section 10. Commencement Date. The Board orders that the fees established hereby shall take effect immediately.

Section 11. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution along with a map of the District's boundaries to the planning commission and city council of the City of Lincoln, the planning commission and board of supervisors of Placer County and to file a Notice of Exemption from the California Environmental Quality Act with the Placer County Clerk.

Section 12. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Western Placer Unified School District this 6<sup>th</sup> day of October 2020, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

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President, Governing Board  
Western Placer Unified School District

ATTEST:

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Secretary, Governing Board  
Western Placer Unified School District

**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING FACT SHEET**

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**DISTRICT GLOBAL GOALS**

1. **Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students**
2. **Foster a safe, caring environment where individual differences are valued and respected.**
3. **Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.**
4. **Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.**
5. **Promote student health and nutrition in order to enhance readiness for learning.**

**SUBJECT:**

Consider Approval of Memorandum of Understanding (MOU) Between Western Placer Unified (WPUSD) and Western Placer Teacher's Association (WPTA)

**AGENDA ITEM AREA:**

Discussion/Action

**REQUESTED BY:**

Gabe Simon, Ed.D.  
Assistant Superintendent of  
Personnel Services

GS

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

October 6, 2020

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

This MOU is related to in-person learning and was written through collaborative negotiations between WPTA and the District. The agreement outlines important information including instructional expectations and safety.

**RECOMMENDATION:**

Administration recommends the Board of Trustees approve the MOU between WPUSD and WPTA as submitted.

## **MEMORANDUM OF UNDERSTANDING REGARDING IN-PERSON INSTRUCTION**

### **WESTERN PLACER UNIFIED SCHOOL DISTRICT AND THE WESTERN PLACER TEACHERS' ASSOCIATION**

September 18, 2020

The Memorandum of Understanding (MOU) is entered into by and between the Western Placer Unified School District (District) and the Western Placer Teachers' Association (Association). The District and Association are hereinafter collectively referred to as "the Parties".

The Parties have entered into this MOU to reflect the agreements reached regarding the response to the COVID-19 (also known as novel coronavirus) pandemic. Together the Parties recognize the importance of maintaining the educational program, as well as safe facilities and operations for the benefit of the students, staff, and communities served by the District.

As of the date of this MOU, the Parties recognize that the COVID-19 pandemic necessitates significant modifications to the operation of schools. The mutual goal is to minimize the health risks associated with COVID-19 infection for all students and staff while also providing equitable access to quality education for students. This agreement only applies to the temporary effects due to COVID-19 in the 2020-2021 school year and shall not be precedent setting for future contract negotiations.

The parties also agree that the safety of staff and students is the top priority. The parties agree in-person teaching and learning is important for the educational and social-emotional needs of our students. To meet both of these important needs the parties agree to the following:

#### **Recitals**

1. The District and Association are parties to a collective bargaining agreement that expires on June 30, 2021.
2. SB 98 defines distance learning as "instruction in which the pupil and instructor are in different locations and pupils are under the general supervision of a certificated employee." It encourages Districts to provide in-person instruction "to the greatest extent possible", where students are under the immediate physical supervision and control of a certificated employee while engaged in educational activities.

3. On March 16, 2020, the District announced the temporary pause in some operations for District schools and facilities due to COVID-19. The effects of the COVID-19 pandemic are a matter the Parties wish to address through this MOU. The Parties recognize the need to address the District's learning environment and instructional models given the continuing pandemic. The Parties acknowledge local health orders must be followed per the law. The District will utilize local health recommendations and the California Department of Public Health metrics to determine the safe reopening of schools for in-person learning and continued implementation of the distance learning model (InterCONNECT). It is the goal of the District and Association to offer in-person learning and distance learning (InterCONNECT) to the greatest extent possible. Therefore, the Parties agree as follows:

### **Closure and Reopening**

4. The Parties agree that, during the 2020-2021 school year, instruction may transition from one model to another as a result of any State/County/District orders and/or recommendations. If eligible, the district will begin an in-person instruction model October 6, 2020. A transition plan leading up to this date may be in place.
5. Bargaining unit members will be notified by email or phone about any changes in instructional models in a timely manner.
6. Before students return to in-person instruction, reasonable technology must be in place in order for the unit member to perform the duties of live and online instruction. Unit members may also request a portable white board and oversized markers. A list of the available technology will be provided to the members. Unit members will be reimbursed up to \$75 for purchasing compatible technology for their classroom. This may also be used for PPE.
7. Unit members will receive 1 day to prepare their classrooms before the initial opening of in-person instruction. This one day will be October 1, 2020 and will replace the previous non-ADA work day of November 2, 2020 which was the District Staff Development Day. This will include unit members preparing their 6 foot physical distancing space and delineators. Unit members will be provided with tape and supplies to delineate their "safe zones."

### **In-Person/Distance Learning Instructional Model**

8. In-person learning shall include but is not limited to the following:
  - a. In-person instruction will occur from approximately 8AM-12:30PM daily based on a modified bell schedule as determined by each school site's leadership (or teacher representative team).
  - b. The half hour required live interaction for InterCONNECT students may occur during In-Person instruction.
  - c. In order to meet the needs of students, special education teachers may arrange schedules which do not conform to the 8-12:30 timeline with agreement between the teacher and special education administration.
  - d. Versions of in-person/distance learning may be implemented depending on current health recommendations. If district initiated, the District will consult with WPTA ten days prior to implementing a model(s).
9. All unit members will adhere to the District Structures/Expectations for Teaching & Learning via Distance as applicable to their roles and job duties. (some students in-person and some students InterCONNECT (100% distance)) [Appendix A]
10. Although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective access to the curriculum or services provided to other students with District approval, including through in-person cohort scheduling during a closure. Cohorts must meet all stipulations outlined in the "Cohort Guidance document" [Appendix B]. SDC and ILS teachers will present the district with a schedule meeting the needs of their unique populations which will be granted if feasible.
11. RSP and SDC service providers may select an alternative District approved-platform and/or be assigned as a co-teacher to support collaboration with the general education teacher and related service providers.

### **Leaves While on In-Person/Distance Learning Instructional Model**

12. Unit members will use AESOP, the District's online absence management system to

document absences related to personal necessity or illness. If a unit member experiences symptoms related to COVID-19, they will request a substitute and the following procedure will be followed:

- a. If symptoms resolve, the substitute will be charged against the 80 hours of COVID leave until it has been exhausted at which time the sick day will be charged against the unit member's sick leave.
- b. If a unit member obtains a test, he or she will submit proof of test results to the District. After receiving the results, the District will advise the unit member on next steps. A unit member's leave balance will not be affected under this scenario. If the unit member is tested, none of the absence will be charged against the unit member's leave balance.

13. Due to the COVID-19 pandemic, bargaining unit members shall receive full compensation and benefits as provided for in Senate Bill (SB) 117. Bargaining unit members who were in leave status prior to the COVID-19 pandemic will remain in leave status for the duration of their leave and compensation laws and regulations related to the type of leave will remain intact.

14. Bargaining unit members may use any additional paid or differential leave provided by Federal or State governments during the COVID-19 national and state pandemic if applicable, and the District will assist the unit member in applying for such leave. For additional leave options including leaves related to Family Medical Leave Act/California Family Rights Act, unit members should refer to the "Available Leaves for Certificated" document [Appendix C].

15. Medically able bargaining unit members who refuse to perform professional duties shall follow the District's appropriate leave request procedures set forth in Article VII, or herein as applicable.

16. The District agrees to initiate the modified interactive process when applicable for employees whose physician designates them as "high risk" or "vulnerable" as related to exposure to COVID-19 or who reside with an individual who has been designated as "high risk" or "vulnerable".

17. Bargaining unit members who feel they are unable to complete their duties may request a leave in writing and/or by scheduling a meeting with the Superintendent or Assistant Superintendent of Personnel Services. The WPTA president, or a designated representative of the unit member's choosing (not familially related) from the Association will be present at these meetings if a meeting takes place.

## **Hours/Work Day/Work Year**

18. Preparation time in the current collective bargaining agreement will be maintained but may be delivered in another format. Any additional time outside of live student interaction time (in-person or virtual) will be used for the purposes of developing effective in-person and distance learning instruction and meeting the needs of students. Unit members at elementary sites will be excused from the after school duties schedule for the time between the end of the in-person instructional day and work day. Each elementary schedule will provide a time period of time not less than fifteen consecutive minutes, mid morning, without supervision duties for the unit member to attend to personal needs. High and Middle schools will provide not less than 10 minutes. Middle and high school classes will receive prep as an assigned period.

- a. A non-instructional advisory period of 30 minutes or less will not be counted in the calculation of total teaching periods.

19. Bargaining unit members will monitor their District email accounts throughout the work day. In the event the District or individual school sites choose to hold required in person or online meetings or trainings, bargaining unit members will receive at least 24 hours notice in order to make the necessary accommodations to be available. IEPs, SSTs, and 504s, will still be scheduled in coordination with the teacher.

20. IEPs, SSTs, and 504s will not start later than 3:15PM unless mutually agreed upon by all participants. If a late start is agreed upon, compensation for the first hour will not be provided. Both virtual and in-person meetings may be offered. Unit members will be given a virtual meeting option upon request. IEPs, SSTs, and 504s can be held prior to 3PM with mutual agreement of all parties required to be in attendance.

21. Extracurricular duties shall be cancelled unless such duties, assignments, or positions can be reasonably and safely performed in an in-person or virtual setting. Bargaining unit members shall not be required to make up extracurricular duties missed because of COVID-19 curtailment. Stipends connected to activities will remain intact if the connected activities and duties are still performed.

22. Unit members shall be present at their school site to access instructional resources and perform their duties for in-person instruction time (as noted in Article VII) unless their school site or classroom is under quarantine, or on distance learning. Duties can be performed remotely if it does not represent an interruption in or inability to complete duties.

- a. Unit members shall follow the same contractual day and have the same contractual meeting expectations during in-person learning as noted in Article VII:

Unit Member Hours (staff meetings, IEPs, 504s, etc.). Social distancing and PPE protocols will be followed.

- b. When instructing at a school site, unit members shall limit activities to their classroom, restrooms, and resource areas (library, workroom, office) and should limit any social interactions.

23. All contractual limits for class size, and overages remain in effect. Students on InterCONNECT will be considered part of the teacher's class size.

24. In accordance with public health guidelines, the district will support unit members in providing student work areas which allow for the maximum amount of physical distance between students. In areas where three or more feet of distance between students (nose to nose) is not feasible the district will provide alternative safety protection to mitigate virus transmission. Solutions may include:

- a. Providing a monitor and second room for students. If a teacher agrees to serve as a monitor they will be entitled the half of the District hourly rate.
- b. Installing additional safety aids or protocols to mitigate disease transmission.
- c. Providing appropriate outdoor coverings and supervision.
- d. Other solutions as can be arranged.
- e. Site admin will work with the teacher to resolve concerns.

25. A 6 foot physically distanced teaching space shall be available to unit members at all times. Members should take concerns to site administration as a primary step in resolution. Site administration will respond in writing within 24 hours.

26. Generally, students may only transition from InterCONNECT to in-person at the beginning of a new Trimester or Semester. In special circumstances, a student may need to be added to an in-person learning setting. A parent/teacher re-engagement meeting may occur if needed prior to this transition. Unit members will be given 10 work days notice prior to said transfer. The window for this notice may be less if mutually agreed upon.

### **Safety/Sanitation**

27. California Department of Public Health's most recent guidelines will be followed by district sites as we strive to maximize staff and student safety. Areas of emphasis:

- a. Promoting healthy hygiene practices
- b. Intensifying cleaning and disinfecting
- c. Implementing distancing inside and outside the classroom as practicable
- d. Limiting the sharing of materials and supplies
- e. Training for all staff and students on best practices
- f. Checking for signs and symptoms
- g. Planning for instances of illness or death on campus

28. Staff may be asked to refrain from bringing personal items/furniture or may be asked to remove them unless required for instruction or meeting a health need in order to maximize the physical space in the classroom.

29. The District will ensure that every common use area is cleaned and sanitized daily and frequently touched surfaces are cleaned as needed during the Coronavirus pandemic. At a minimum, the District shall ensure that all classroom spaces, restrooms, common spaces, and workspaces are cleaned and disinfected daily, including but not limited to desks, doorknobs, light switches, faucets, copy machines and other high touch fixtures, using the safest and most effective disinfectant necessary, as recommended by federal, state, and/or local health officials. Unit members may request additional sanitation in high incidence areas.

30. If, in the course of a unit member's day they use shared equipment, they will be required to clean that equipment after their use only. Unit members will not otherwise be required to sanitize common or student areas, and will alert administration to changes in regular sanitation needs. Sanitation supplies which do not require PPE's or specialized training for application will be provided at teacher request if available.

31. The District shall take appropriate health and safety measures regarding decontamination and sanitation, installation of signage (maximum physically distanced room occupancy) and delineators (markings), following guidelines before any bargaining unit members or students are required to return upon the reopening of their workplace or school site. As long as in-person learning occurs, the District will continue daily sanitation which follows local health guidelines.

32. Prior to entering a school site, unit members will complete the District's daily health screening online each day. If a unit member responds "Yes" to any of the questions on the screening document, he/she will immediately contact his/her supervisor and will not report to the site.

- a. A unit member can complete the screening on their personal device (computer or phone). The personal device shall not be searchable by the district.
- b. See "Leaves 12.a." in this MOU.

33. Unit members will adhere to orders and/or protocols regarding wearing appropriate PPE in schools or workspaces. If a unit member cannot wear a face covering due to medical reasons, he/she will contact his/her supervisor and an alternative will be provided.

34. Unit members, with the support of their administrators, will facilitate students adhering to protocols regarding face coverings. Unit members will not be required to enforce compliance but will notify administration or a compliance monitor.

35. Unit members will be provided a list of appropriate and available PPE (goggles, masks, face shields, etc.) to meet guidelines, and may be reimbursed up to \$25 if they choose to purchase additional appropriate PPE. This allotment may also be used for the purchase of technology. If a bargaining unit member would like to request an additional safety aid or personal protective equipment, he/she will contact his/her site administrator who will work with the District and consider the request. If denied, reasons for denial will be given to the teacher in writing as soon as possible or within a maximum of 5 work days.

36. The Parties affirm that proper ventilation is necessary to minimize the transmission and infection from COVID-19 especially for individuals in a closed space for extended periods of time by reducing the airborne concentration of the virus and thus the risk of transmission and infection of COVID-19 through the air.

37. The District shall ensure all HVAC systems operate on the mode which delivers the most fresh air changes per hour as HVAC systems safely permit.

38. HVAC systems shall be equipped with air filters meeting a minimum of MERV13, or comparable UVC filtration wherever possible and changed at the recommended intervals. If the District is unable to complete the upgrade of all filters, they will meet with WPTA to discuss options. In the case of an HVAC failure, the affected member will be notified as soon as possible and the District will contact WPTA to discuss needed accommodations.

39. Indoor common areas and meeting rooms will be marked with physical distance maximum occupancy for social distancing of adults.

40. Students who after a series of warnings from administration fail to comply with safety protocols and who present a risk to unit members will be moved to InterCONNECT. In

the case of a special education student, an IEP will be held at the earliest possible opportunity in order to address the concern.

41. A COVID-19 testing and response program will be provided prior to, and any time in-person instruction is required throughout the duration of the pandemic. Unit members will not incur any out of pocket costs for any District required testing.

42. Parents, students, and unit members will receive guidance on district safety protocols and changes in protocols prior to commencing in-person instruction, and throughout the duration of the pandemic. This includes COVID-19 self monitoring, sanitation, reporting, and response procedures.

43. District emergency response procedures (lockdown, lockout, evacuation, etc.) will be developed in consideration of COVID-19 CDPH recommendations.

### **Evaluations**

44. Timelines and documentation related to certificated evaluations found in Article XII will remain intact and will be followed during in-person instruction and/or distance learning. Distance learning lessons may be observed by an administrator formally or informally. Since distance learning is new to all unit members, consideration shall be given to the fact that unit members will be learning new modalities of instructional services. Unit members may exercise the option to submit an unedited recorded live class, not to exceed 55 minutes in lieu of a live visit through mutual agreement. The intent of evaluation is to improve instruction with that in mind, administration will provide the time and support necessary for appropriate growth. The provisions of Article XII, C1.a, and D.5.a will be suspended if formal observation is conducted during a distance learning lesson, unless waived by the employee.

### **Assignment/Music and Science/Relief**

45. Elementary music and science teachers who voluntarily or involuntarily were transferred/reassigned for the 2020-2021 school year will have first right of refusal to return to their former music and science assignments for the 2021-2022 school year. The four teachers who voluntarily or involuntarily transferred/reassigned into a general education classroom will be afforded up to 2 days of paid time at their individual daily rates and be reimbursed for up to \$100 for classroom supplies. These days and supply money are not precedence setting and do not impact the District's future contractual obligations. It is anticipated that relief positions will not be available for the 2021-2022

school year. For the 2020-2021 school year, remaining music and science teachers will push out lessons to classroom teachers in grades 1-5, provide distance learning and student engagement support, and serve as relief teachers to fill in for classroom teachers who are absent and unable to fulfill their instructional duties.

### **Saving Provisions**

46. The Parties understand that the coronavirus (COVID-19) pandemic situation is very fluid and mutually agree to review the provisions of the MOU as necessary, and a review may be initiated by either party by submitting in writing to the Superintendent's designee, or WPTA President. The items in this MOU supersede any language in the current agreement between WPTA and WPUSD that may be contrary to current language in the collective bargaining agreement.

This MOU establishes no past practice or precedence and shall be in effect upon ratification. This MOU will expire in full on June 30, 2021 unless extended by mutual written agreement.

In the event any term of this MOU shall, to any extent, be found to be invalid or unenforceable, the remainder of this MOU shall remain valid and enforceable.

This MOU shall be governed by and controlled in accordance with the laws of the State of California.

The MOU is contingent and shall become effective upon approval by the Western Placer Teacher's Association and the Western Placer Unified School District as evidenced by the signature of WPTA and WPUSD designees below.

Dated: \_\_\_\_\_

For WPTA:

\_\_\_\_\_  
Tim Allen, President (WPTA)

Dated: \_\_\_\_\_

For WPTA:

\_\_\_\_\_  
Barret Hess, Chief Negotiator (WPTA)

Dated: \_\_\_\_\_

For the District:

\_\_\_\_\_  
Gabe Simon, Assistant Superintendent  
of Personnel Services

# APPENDIX A



# Structures/Expectations for Teaching & Learning via Distance

- some students *in-person* and some students *InterCONNECT (100% distance)* -

TEACHING/LEARNING	ELEMENTARY	SECONDARY
<p><b>Online Platform</b></p>	<p>The primary learning platform will be Google Classroom and Google Meet. All teachers must set up and maintain Google Classroom. Google Classroom should be organized by week for ease of use by students and parents, with all resources, etc. needed for success during that week included in the document.</p> <p>Teachers will utilize and incorporate other online resources/tools to engage students in learning. Other free or district purchased tools that are available for teacher use include but are not limited to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Screencastify</a></li> <li>• <a href="#">Google Tools</a></li> <li>• <a href="#">Flipgrid</a></li> <li>• <a href="#">Kami</a></li> <li>• <a href="#">ParentSquare</a></li> <li>• <a href="#">Seesaw</a></li> <li>• <a href="#">Nearpod</a></li> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">YouTube</a> (can use <a href="#">safe YouTube</a> or <a href="#">ViewPure</a> to ensure safer experience)</li> <li>• <a href="#">PBS Learning Media</a></li> <li>• <a href="#">EdPuzzle</a></li> <li>• <a href="#">PebbleGo</a></li> </ul>	<p>The primary learning platforms will be Schoology and Google Meet (or Schoology Conference). All teachers must set up and maintain Schoology. Schoology should be well organized for ease of use by students and parents, with all resources, etc. needed for weekly success easily accessible to students.</p> <p>Teachers will utilize and incorporate other online resources/tools to engage students in learning. Other free or district purchased tools that are available for teacher use include but are not limited to:</p> <ul style="list-style-type: none"> <li>• <a href="#">Screencastify</a></li> <li>• <a href="#">Google Tools</a></li> <li>• <a href="#">Flipgrid</a></li> <li>• <a href="#">Kami</a></li> <li>• <a href="#">ParentSquare</a></li> <li>• <a href="#">Seesaw</a></li> <li>• <a href="#">Nearpod</a></li> <li>• <a href="#">Khan Academy</a></li> <li>• <a href="#">YouTube</a> (can use <a href="#">safe YouTube</a> or <a href="#">ViewPure</a> to ensure safer experience)</li> <li>• <a href="#">EdPuzzle</a></li> </ul>

<p><b>Online Platform (continued)</b></p>	<p>Daily online student meetings will be conducted through Google Meet. Norms of behavior will be established for student meetings.</p> <p>Teachers will also provide daily learning activities for students to engage in. In addition to virtual student meetings, teachers will provide instructional videos and other digital resources to support successful completion of learning activities. Instructional videos may be live or prerecorded - prerecorded videos do not have to be self created; you may provide links to videos created by others.</p> <p>Teachers should work together via PLC to share the necessary work to create an effective online learning platform for students.</p>	<p>Daily online student meetings will be conducted through Google Meet (or Schoology Conference). Norms of behavior will be established for student meetings.</p> <p>Teachers will also provide daily learning activities for students to engage in. In addition to virtual student meetings, teachers will provide instructional videos and other digital resources to support successful completion of learning activities. Instructional videos may be live or prerecorded - prerecorded videos do not have to be self created; you may provide links to videos created by others.</p> <p>Teachers should work together via PLC to share the necessary work to create an effective online learning platform for students.</p>
<p><b>Daily/Weekly Routines</b></p>	<p>Structure for teaching/learning should be consistent and predictable for students on a daily/weekly basis. ROUTINES are critical for teacher/student success. Consistency of routines across grade levels, content areas, and schools is also critical to support families with multiple children in multiple grades, and sometimes multiple schools.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Provide students with a daily learning schedule with login times for live interactions and with daily assignments and other details</li> </ol>	<p>Structure for teaching/learning should be consistent and predictable for students on a daily/weekly basis. ROUTINES are critical for teacher/student success. Consistency of routines across grade levels, content areas, and schools is also critical to support families with multiple children in multiple grades, and sometimes multiple schools.</p> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Provide students with a weekly learning schedule that outlines the learning activities to be completed for the week and the</li> </ol>

<p><b>Daily/Weekly Routines (continued)</b></p>	<p>that support daily structure. This may be done as part of the "Weekly Engagement Log" (see #2).</p> <ol style="list-style-type: none"> <li>2. Provide a "Weekly Engagement Log" that outlines the learning activities (and time values) to be completed for the week.</li> <li>3. Deliver a daily message to:               <ol style="list-style-type: none"> <li>a. connect - say hello, encourage, etc.</li> <li>b. review expectations for learning</li> <li>c. highlight available resources</li> <li>d. reinforce availability for support</li> </ol> </li> <li>4. Conduct a daily, live interaction with students each afternoon for at least 30 minutes via Google Meet. In lieu of the afternoon live interaction, teachers may allow distance learning students to login during in-person instruction.</li> <li>5. Require students to regularly reflect on their learning.</li> <li>6. Provide regular, timely feedback (formal and informal) to students on learning progress.</li> </ol> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Adhere to the daily learning schedule - login for live interaction and work on assigned learning activities.</li> <li>2. Read/watch the daily message.</li> <li>3. Complete learning activities and submit work products (when applicable) as aligned with the teachers "Weekly Engagement Log".</li> <li>4. Engage with the teacher and peers during daily, live interaction via Google Meet.</li> </ol>	<p>schedule for live interactions. This may be done as part of the "Weekly Engagement Log" (see #2).</p> <ol style="list-style-type: none"> <li>2. Provide a "Weekly Engagement Log" that outlines the learning activities (and time values) to be completed for the week.</li> <li>3. Deliver a weekly message to:               <ol style="list-style-type: none"> <li>a. connect - say hello, encourage, etc.</li> <li>b. review expectations for learning</li> <li>c. highlight available resources</li> <li>d. reinforce availability for support</li> </ol> </li> <li>4. Conduct a daily, live interaction with students via Google Meet or Schoology Conference. This may be done through Advisory and/or daily office hours. All students need a required daily live interaction for no less than 30 minutes. Teachers may allow distance learning students to login during in-person instruction. Decisions regarding live interactions during in-person in lieu of alternate sessions (advisory/office hours) will need to be coordinated carefully at each site to ensure all distance learning students participate in a live interaction daily.</li> <li>5. Require students to regularly reflect on their learning.</li> <li>6. Provide regular/timely feedback (formal and informal) to students on learning progress.</li> </ol> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Adhere to the weekly learning schedule - login for live interaction and work on</li> </ol>
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Daily/Weekly Routines (continued)	<div>5. Complete assigned reflections of learning.</div> <div>6. Reach out to the teacher when they have questions or need additional support.</div>	<div>assigned learning activities.</div> <div>2. Read/watch the weekly message.</div> <div>3. Complete learning activities and submit work products (when applicable) as aligned with the teachers "Weekly Engagement Log".</div> <div>4. Engage with the teacher and peers during daily, live interaction via Google Meet or Schoology Conference.</div> <div>5. Complete assigned reflections of learning.</div> <div>6. Reach out to teachers when they have questions or need additional support.</div>						
Student Engagement  (reflects language and requirements directly from the <u>AB 77 Trailer Bill</u> )	<div>DAILY LEARNING SCHEDULE:</div> <div>Students are expected to engage in learning activities a minimum amount of minutes each day:</div> <table><tr><td>TK/K</td><td>180 minutes per day</td></tr><tr><td>Gr. 1, 2 &amp; 3</td><td>230 minutes per day</td></tr><tr><td>Gr. 4 &amp; 5</td><td>240 minutes per day</td></tr></table> <div>Learning activities include, but are not limited to:</div> <div><div>Viewing instructional videos</div><div>Keeping a reading journal</div><div>Taking notes</div></div>	TK/K	180 minutes per day	Gr. 1, 2 & 3	230 minutes per day	Gr. 4 & 5	240 minutes per day	<div>DAILY LEARNING SCHEDULE:</div> <div>Students in grades 6-12 are expected to engage in learning activities for no less than 240 minutes per day.</div> <div>Learning activities include, but are not limited to:</div> <div><div>Viewing instructional videos</div><div>Keeping a reading journal</div><div>Taking notes</div><div>Participating in live Google Meets or Schoology Conferences</div><div>Participating in discussion boards and other online activities</div><div>Completing assignments</div><div>Engaging in and logging daily physical activity</div></div>
TK/K	180 minutes per day							
Gr. 1, 2 & 3	230 minutes per day							
Gr. 4 & 5	240 minutes per day							

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<p><b>Student Engagement (continued)</b></p>	<ul style="list-style-type: none"> <li>• Participating in live Google Meets</li> <li>• Participating in discussion boards and other online activities</li> <li>• Completing assignments</li> <li>• Engaging in and logging daily physical activity</li> <li>• Making videos to describe their work or understanding of content</li> <li>• Taking an assessment</li> </ul> <p>Teachers will complete a “Weekly Engagement Log” and will provide students with a daily learning schedule for engaging in learning activities that meet the expected daily minutes. These will include required times for student/teacher meetings as well as recommended times for completing other (independent) learning activities.</p> <p>Teachers will spend no less than 30 minutes per day checking in with distance learning students via Google Meet. Teachers are encouraged to have distance learning students (when feasible) login for live interactions with peers during in-person instruction hours.</p> <p>Students who are unable to login to live Google Meet sessions should have options for accessing what they missed. Teachers are encouraged to record Google Meet sessions and post them for absent students to view later. This is helpful not only for revisit a session to clarify learning, etc.</p>	<ul style="list-style-type: none"> <li>• Making videos to describe their work or understanding of content</li> <li>• Taking an assessment</li> </ul> <p>Teachers will complete a “Weekly Engagement Log” and will provide students with a weekly learning schedule for engaging in learning activities that meet the expected daily minutes. These will include required times for student/teacher meetings as well as recommended times for completing other (independent) learning activities.</p> <p>Teachers will spend no less than 30 minutes daily checking in with distance learning students via Google Meet or Schoology Conference. Teachers are encouraged to have distance learning students (when feasible) login for live interactions with peers during in-person instruction hours.</p> <p>Students who are unable to login to live Google Meet or Schoology Conference sessions should have options for accessing what they missed. Teachers are encouraged to record Google Meet or Schoology Conference sessions and post them for absent students to view later. This is helpful not only for revisit a session to clarify learning, etc.</p> <p><b>WEEKLY ENGAGEMENT LOG:</b></p> <p>Teachers will provide a “Weekly Engagement Log” that outlines the learning activities to be completed for the week. All learning activities must be given a</p>
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**Student Engagement  
(continued)**

**WEEKLY ENGAGEMENT LOG:**

Teachers will provide a "Weekly Engagement Log" that outlines the learning activities to be completed for the week. All learning activities must be given a time value for completion. Learning activities and time values must be consistent for subjects/grade levels within a school site.

Students are expected to complete learning activities and submit work products (when applicable) as aligned with the teachers "Weekly Engagement Log".

Each week, teachers will provide administration with their "Weekly Engagement Log" for the purpose of attendance/record keeping. In addition, teachers will ensure they have a system to track and validate student completion of learning activities as related to their weekly logs.

**LEARNING REFLECTIONS:**

Students need to reflect on their learning progress. Teachers will provide avenues for students to engage in frequent reflections/self assessments of learning. This could be done in a variety of ways:

- As a regular assignment, "Today/This week I learned..."
- A component of assignment submissions, "In this assignment, I learned..."

time value for completion. All learning activities must be given a time value for completion. Learning activities and time values must be consistent for subject courses within a school site.

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- As a regular assignment, "Today I learned..."
- A component of assignment submissions, "In this assignment, I learned..."
- Using a grading rubric for an assignment to self assess their mastery level

<p><b>Student Engagement (continued)</b></p>	<ul style="list-style-type: none"> <li>Using a grading rubric for an assignment to self assess their mastery level</li> </ul> <p><b>STUDENT PARTICIPATION:</b></p> <p>Engaging daily in distance learning is not optional for students - compulsory education is alive and well</p> <ul style="list-style-type: none"> <li>- there is no hold harmless for attendance and grading.</li> </ul> <p>Teachers will monitor (informally) students' daily participation and validate (formally) their weekly engagement. Daily participation may include, but not be limited to: evidence of participation in online activities (i.e. present during Google Meet sessions, timestamps from i-Ready, etc.), completion of regular assignments, completion of assessments, and/or contacts between employees and students or parents.</p> <p>Students who fail to meet the minimum daily/weekly minutes of engagement will be considered absent for the portion of time missed. Any student consistently failing to meet minimum engagement requirements should be flagged and progressive interventions strategies should be implemented to address engagement concerns. First, teachers should solicit parent support in ensuring student participation. If teacher efforts to engage students/parents have failed to improve student participation, then teachers should refer students to administration for further intervention.</p>	<p><b>STUDENT PARTICIPATION:</b></p> <p>Engaging daily in distance learning is not optional for students - compulsory education is alive and well</p> <ul style="list-style-type: none"> <li>- there is no hold harmless for attendance and grading.</li> </ul> <p>Teachers will monitor (informally) students' daily participation and validate (formally) their weekly engagement. Daily participation may include, but not be limited to: evidence of participation in online activities (i.e. present during Google Meet or Schoology Conference sessions, timestamps from i-Ready, etc.), completion of regular assignments, completion of assessments, and/or contacts between employees and students or parents.</p> <p>Students who fail to meet the minimum daily/weekly minutes of engagement will be considered absent for the portion of time missed. Any student consistently failing to meet minimum engagement requirements should be flagged and progressive interventions strategies should be implemented to address engagement concerns. First, teachers should solicit parent support in ensuring student participation. If teacher efforts to engage students/parents have failed to improve student participation, then teachers should refer students to counseling/administration for further intervention.</p>
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**“Learning Activities”  
(Curriculum/Instruction)**

The goal is still for students to make one year’s worth of growth. All necessary and essential content must be covered over the course of the year. Learning activities should focus on students’ mastery of essential standards/skills.

Learning expectations for students need to be consistent across like grade levels - students need to take courses, not teachers. Therefore, the pace of learning for like grade levels must closely match among site colleagues.

Content delivery and evidence of learning should reflect the many virtual learning resources and tools available for teachers to effectively instruct and for students to effectively demonstrate learning.

Teachers are all tackling this enormous task from different starting points. One step at a time!

Direct instruction will be provided through live video feed or recorded video. Students cannot be expected to teach themselves - they need explicit instruction and modeling. Prerecorded videos do not have to be self created; you may provide links to videos created by others.

Non-content learning activities may include relationship-building, understanding how to practically use digital tools, and/or classroom procedures/expectations.

The goal is still for students to make one year’s worth of growth. All necessary and essential content must be covered over the course of the year. Learning activities should focus on students’ mastery of essential standards/skills.

Learning expectations for students need to be consistent across like content areas - students need to take courses, not teachers. Therefore, the pace of learning for like courses must closely match among site colleagues.

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Non-content learning activities might include relationship-building, understanding how to practically use digital tools, and/or classroom procedures/expectations.

<p><b>“Learning Activities” (continued)</b></p>	<p>All learning activities must be assigned a time value for completion. This will be critical for the completion of the required “Weekly Engagement Log”, which will validate the minimum daily/weekly instructional minutes provided. Completion of learning activities needs to easily equate to completion of required instructional minutes.</p>	<p>All learning activities must be assigned a time value for completion. This will be critical for the completion of the required “Weekly Engagement Log”, which will validate the minimum daily/weekly instructional minutes provided. Completion of learning activities needs to easily equate to completion of required instructional minutes.</p>
<p><b>Assessment/Feedback/ Grading</b></p>	<p>Assessments, feedback and grading will be similar. Learning counts and students will need to be provided regular feedback on learning progress and graded on their understanding/mastery of content. However, adjustments will need to be made to accommodate for online/distance learning students.</p> <p>Teachers will follow the district’s regular grading timelines and procedures (i.e. - progress reports, report cards) for distance learning. Expectations for learning and assessment/grading of learning must be consistent among teachers of like grade levels within a school site.</p> <p>Assessment in a traditional setting may not mean the same thing in an online setting. That being said, assessment in a traditional setting shouldn’t always have a traditional meaning - assessment should always be more than just a multiple choice, short answer test. In an online setting, assessment other than a multiple choice or short answer test will be imperative. Traditional tests may still be viable in online learning, but students should be given a variety of other ways to demonstrate mastery.</p>	<p>Assessments, feedback and grading will be similar. Learning counts and students will need to be provided regular feedback on learning progress and graded on their understanding/mastery of content. However, adjustments will need to be made to accommodate for online/distance learning.</p> <p>Teachers will follow the district’s regular grading timelines and procedures (i.e. - progress reports, report cards) for distance learning. Expectations for learning and assessment/grading of learning must be consistent among teachers of like courses within a school site.</p> <p>Assessment in a traditional setting may not mean the same thing in an online setting. That being said, assessment in a traditional setting shouldn’t always have a traditional meaning - assessment should always be more than just a multiple choice, short answer test. In an online setting, assessment other than a multiple choice, short answer test will be imperative. Traditional tests may still be viable in online learning, but students should be given a variety of other ways to demonstrate mastery.</p>

<b>Assessment/Feedback/ Grading (continued)</b>	<p>Teachers need to consider the <u>purpose of student work</u> when determining how such work will be reflected in students' overall grades. Not all student work needs a specific grade for the gradebook. Below are some examples of how work might be "count" in an in-person or online format.</p> <p>Practice or Review = No Feedback/No Grade</p> <p>Work Toward a Product = Feedback/No Grade</p> <p>Assessment/Final Product = Grade</p> <p>Students should be given the opportunity to self-assess during practice or review. They should receive timely, targeted feedback when they are completing work toward a finished product. They should be graded on final products/assessments.</p>	<p>Teachers need to consider the <u>purpose of student work</u> when determining how such work will be reflected in students' overall grades. Not all student work needs a specific grade for the gradebook. Below are some examples of how work might be "count" in an in-person or online format.</p> <p>Practice or Review = No Feedback/No Grade</p> <p>Work Toward a Product = Feedback/No Grade</p> <p>Assessment/Final Product = Grade</p> <p>Students should be given the opportunity to self-assess during practice or review. They should receive timely, targeted feedback when they are completing work toward a finished product. They should be graded on final products/assessments.</p>
<b>Communication</b>	<p>Teachers will make multiple attempts, across multiple platforms (if necessary), to contact parents if a student is not regularly engaging in/attending the daily online meetings, completing their assigned work, or who is struggling academically. If attempts are unsuccessful, the teacher will inform the principal.</p> <p>Teachers will establish a process to respond to student and parent communications in a timely manner. Every effort should be made to respond to</p>	<p>Teachers will make multiple attempts, across multiple platforms (if necessary), to contact parents if a student is not regularly engaging in/attending the daily online meetings, completing their assigned work, or who is struggling academically. If attempts are unsuccessful, the teacher will inform the principal.</p> <p>Teachers will establish a process to respond to student and parent communications in a timely manner. Every effort should be made to respond to</p>

<p><b>Communication (continued)</b></p>	<p>communications on the same day they are received, or the next day if communications were received late in the work day.</p> <p>Teachers should consider providing “office hours” weekly, creating opportunities for students to drop in, ask questions, and seek support.</p>	<p>communications on the same day they are received, or the next day if communications were received late in the work day.</p> <p>Teachers should consider providing “office hours” weekly, creating opportunities for students to drop in, ask questions, and seek support.</p>
<p><b>Meeting Individual Student Needs</b>  (reflects language and requirements directly from the <u>AB 77 Trailer Bill</u>)</p>	<p>Supports/accommodations will continue for students in general who are not performing at grade level standard, for English Learners, and for those participating in Special Education or on a 504 accommodations plan.</p> <p>Designated/Integrated ELD will be provided for English Learners.</p> <p>Teachers, working with school site admin, should address academic and other supports of pupils in foster care or experiencing homelessness, and pupils requiring mental health support.</p> <p>Special education or related services will include accommodations necessary to ensure that individualized education plans can be executed in a distance learning environment.</p> <p>Teachers, along with other school staff and parents, will support distance learning students by helping to determine a pupil’s technology needs, and will communicate with site administration to make sure they are aware of those needs.</p>	<p>Supports/accommodations will continue for students in general who are not performing at grade level standard, for English Learners, and for those participating in Special Education or on a 504 accommodations plan.</p> <p>Designated/Integrated ELD will be provided for English Learners.</p> <p>Teachers, working with school site admin, should address academic and other supports of pupils in foster care or experiencing homelessness, and pupils requiring mental health support.</p> <p>Special education or related services will include accommodations necessary to ensure that individualized education plans can be executed in a distance learning environment.</p> <p>Teachers, along with other school staff and parents, will support distance learning students by helping to determine a pupil’s technology needs, and will communicate with site administration to make sure they are aware of those needs.</p>

## APPENDIX B



State of California—Health and Human  
Services Agency  
**California Department of  
Public Health**



GAVIN NEWSOM  
Governor

September 4, 2020

**TO:** All Californians

**SUBJECT:** Guidance Related to Cohorts - UPDATED September 4, 2020

This guidance applies to groups of children and youth in controlled, supervised, and indoor environments operated by local educational agencies, non profits, or other authorized providers, including, but not limited to, public and private schools; licensed and license-exempt child care settings; organized and supervised care environments, i.e., "distance learning hubs"; recreation programs; before and after school programs; youth groups; and day camps. **Guidance and directives related to schools, child care, day camps, youth sports, and institutions of higher education are not superseded by this document and still apply to those specified settings.**

**Purpose:** To provide guidance for necessary in-person child supervision and limited instruction, targeted support services, and facilitation of distance learning in small group environments for a specified subset of children and youth, and for those programs to understand the required health and safety practices needed to prevent the spread of COVID-19 in their settings.

## Definitions:

Cohort: a cohort is a stable group of no more than 14 children or youth and no more than two supervising adults (or a configuration of no more than 16 individuals total in the cohort) in a supervised environment in which supervising adults and children stay together for all activities (e.g., meals, recreation, etc.), and avoid contact with people outside of their group in the setting.

Supervising adult: an adult assigned to one cohort of children or youth, who does not physically interact with any other cohorts. This includes child care staff, certificated or classified school staff, volunteers, participating parent or caregiver, or other designated supervising adult(s).

Supervised care environment: an environment where multiple children or youth, from multiple families or households, are being supervised simultaneously by an adult. This includes, but is not limited to, licensed child care facilities, licensed exempt child care programs, supervised programs on a school site while a school is not in session or is providing curriculum in a distance-learning format, or where some educational services are being offered to a subgroup of students as identified by a local educational agency on a school campus.

## Considerations for Cohorts

Utilizing cohorts minimizes the number of people exposed if a COVID-19 case is identified in a child or youth attendee, provider, other instructional support provider, or staff member of a particular cohort.

Children or youth, attendees and adults in supervised care environments during the COVID-19 pandemic must be in groups as small as possible. This practice decreases opportunities for exposure to or transmission of the virus; facilitates more efficient contact tracing in the event of a positive case; and allows for targeted testing, quarantine, and isolation of a single cohort instead of an entire population of children or youth and supervising adults in the event of a positive case or cluster of cases.

While present at the supervised care environment, children or youth and supervising adults in one cohort must not physically interact with children or youth and supervising adults in other cohorts, other child facility staff, or parents of children or youth in other cohorts.

#### *Cohort Size*

- Cohorts must be limited to no more than 14 children and youth and no more than two supervising adults, or a configuration of no more than 16 individuals total (children and youth or adults) in the cohort.
- Requirements for adult to child ratios continue to apply for licensed child care programs.
- Cohorts can be divided, as needed, into subgroups of children and youth from the same cohort, as long as the 14-to-2 ratio is not exceeded.
- The maximum cohort size applies to all children and youth in the cohort, even when all children are not participating at the same time. For example:
  - A cohort may not include 6 children or youth who attend full-time, 6 children on Mon/Wed/Fri, and 6 children on Tue/Thu (total of 18).
  - A cohort may not include 8 children or youth who attend for the entire day, 4 who attend mornings only, and 4 who attend afternoons only (total of 16).

#### *Cohort Mixing*

- Prevent interactions between cohorts, including interactions between staff assigned to different cohorts.
  - Assign children and youth who live together or carpool together to the same cohort, if possible.
  - Avoid moving children and youth from one cohort to another, unless needed for a child's overall safety and wellness.
  - Cohorts must be kept separate from one another for special activities such as art, music, and exercise. Stagger playground time and other activities so that no two cohorts are in the same place at the same time.
- The requirement to prevent interaction between cohorts can be met either by having each cohort in a separate room or space created by partitions.
- One-to-one specialized services can be provided to a child or youth by a support service provider that is not part of the child or youth's cohort.
- Specialized service includes but not limited to occupational therapy services, speech and language services, and other medical, behavioral services, or educational support services as part of a targeted intervention strategy.
- Services must be provided consistent with the industry guidance for Limited Services (PDF).

## **Considerations for Staff**

Supervising adults should be assigned to one cohort and must work solely with that cohort, unless serving children five years of age and younger in which case an adult may be assigned to no more than 2 cohorts. Avoid changing staff assignments to the extent practicable. Substitute providers who are covering for short-term staff absences are allowed but must only work with one cohort of children per day.

Meetings among the staff from different cohorts must be conducted remotely, outdoors, or in a large room in which all providers wear cloth face coverings and maintain at least 6 feet distance from other providers. Outdoor meetings and meetings in large rooms with the windows open are preferred over meetings in small rooms with windows closed.

## Precautions and Considerations

Physical distancing, in combination with the use of face coverings, decreases the risk of COVID-19 from respiratory droplets. Physical distancing between adults must be maintained as much as possible, and adults and students must use face coverings at all times, pursuant to the CDPH Schools Guidance regarding face coverings. Physical distancing between young children in the same cohort should be balanced with developmental and socio-emotional needs of this age group. Supervised care settings should follow applicable industry guidance on appropriate use of face coverings by children and youth.

See the CDPH Guidance on Schools and School Based Programs (PDF) and on Child Care (PDF) for additional considerations regarding, face masks, meals, cleaning, drop off and pick up and health screening.

California Department of Public Health  
PO Box, 997377, MS 0500, Sacramento, CA 95899-7377  
Department Website ([cdph.ca.gov](http://cdph.ca.gov))



Page Last Updated : September 5, 2020

# APPENDIX C

### Available Leaves for Certificated

*\*These leaves are subject to change based on state and federal regulations, FFCRA legislation expires 12/31/2020*

Unit Member Information	Leave(s) Available	Duration of Leave	Is Sick Leave Impacted?
● Unit member is directed to self-quarantine by doctor or is subject to state, local, or federal quarantine/isolation order	❶ Fully Paid leave, not to exceed \$511 per day (Families First Coronavirus Response Act or FFCRA)	● Up to 80 hours of fully paid leave	● No
● Unit member is caring for someone who has been quarantined/isolated due to doctor's or state/federal/local order	❶ Paid leave at 2/3rds pay up to \$200 per day (FFCRA), can use available personal necessity leave for remaining 1/3 <sup>rd</sup> (charged at ½ per day)	● Up to 80 hours of paid leave at 2/3rds pay	● No, unless an employee elects to use available personal necessity leave for the remaining 1/3 <sup>rd</sup> (charged at ½ per day).
● Unit member is seeking a diagnosis after experiencing COVID-19 symptoms	❶ Fully Paid leave, up to \$511 per day. (FFCRA) May be supplemented by regular sick leave if wages exceed \$511 per day.	● Up to 80 hours of fully paid leave (not to exceed \$511/day)	● Possibly, depending on income
● Unit member is caring for a child whose school or place of care is closed	❶ Paid leave at 2/3rds pay up to \$200 per day (FFCRA) Can use available personal necessity leave for remaining 1/3 <sup>rd</sup> (charged at ½ per day).	● Up to 12 weeks of paid leave at 2/3rds pay – the first two weeks (80 hours) are covered by Emergency Paid Sick Leave, and the next ten weeks are covered by Expanded Family Medical Leave.	● No, unless an employee elects to use available personal necessity leave for the remaining 1/3 <sup>rd</sup> (charged at ½ per day).
● Unit member provides documentation of their own high-risk condition	<p>❶ If the "high risk" condition requires quarantine/isolation, Fully Paid leave, up to \$511 per day. (FFCRA, see Row 1, above). May be supplemented by regular sick leave if wages exceed \$511 per day.</p> <p><i>then</i></p> <p>❷ Modified interactive process for reasonable accommodations</p> <p><i>or</i></p> <p>❸ If the condition qualifies as a "serious health condition" under the Family and Medical Leave Act (FMLA)/California Family Rights Act (CFRA), Leave is unpaid but can use sick leave for full pay until exhausted, then is paid at sub differential rate</p> <p><i>then</i></p> <p>❹ Unpaid leave request</p>	<p>● Up to 80 hours of fully paid leave (not to exceed \$511 per day)</p> <p>● Depends on nature of any accommodation</p> <p>● Up to 12 weeks of leave</p> <p>(Note: If the leave is due to the employee's serious health condition entitling them to FMLA/CFRA, the FMLA/CFRA leave would run concurrently with the 80 hours of leave granted under the FFCRA)</p> <p>● Unit member can request total time needed and subject to approval by Superintendent and Board</p>	<p>● Possibly, depending on income</p> <p>● Possibly, depending on nature of accommodation</p> <p>● Yes</p> <p>(Note: If the leave is due to the employee's serious health condition, the employer can require the use of accrued sick leave/differential pay.)</p> <p>● No</p>



**WESTERN PLACER UNIFIED SCHOOL DISTRICT  
BOARD OF TRUSTEES MEETING FACT SHEET**

**MISSION STATEMENT:** Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.

**DISTRICT GLOBAL GOALS**

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2. Foster a safe, caring environment where individual differences are valued and respected.
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5. Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Consider Approval of Revised Calendar for the  
2020-2021 School Year

**AGENDA ITEM AREA:**

Discussion/Action

**REQUESTED BY:**

Gabe Simon, Ed.D.  
Assistant Superintendent of  
Personnel Services

GS

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Personnel

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

October 6, 2020

**ROLL CALL REQUIRED:**

No

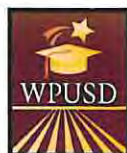
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**BACKGROUND:**

The previously Board approved 2020-2021 District calendar has been revised. The District Day has been cancelled due to COVID-19 and October 1, 2020 has been noted as a Teacher Work Day to prepare for in-person learning. The calendar has been reviewed and discussed with both bargaining units.

**RECOMMENDATION:**

Administration recommends the Board of Trustees approve the revised 2020-2021 District calendar.



# WESTERN PLACER UNIFIED SCHOOL DISTRICT

## 2020-2021 Student/Teacher Calendar

### DATES TO REMEMBER:

- First Day of School for Students August 20th
- Last Day of School for Students June 11th

New Teacher Day August 14th  
 Site/Teacher Day (1/2 Site 1/2 Teacher) August 17th  
 Certificated PD/Collab. Day August 18th  
 Teacher Day August 19th  
 Teacher Work Day for In-Person Learning October 1st

District Staff Dev. Day November 2nd

Public Safety Days (PS) \* Mar. 26th & Apr. 5th

### SCHOOL NOT IN SESSION:

Independence Day July 4th  
 Labor Day September 7th  
 Non ADA Days Aug. 17-19, Oct. 1st, Oct. 2nd, Oct. 5th, Feb. 12th  
 Veterans' Day November 11th  
 Thanksgiving Break November 23rd-27th  
 Winter Break-Christmas Dec. 21st - Jan. 4th  
 Martin Luther King, Jr. Day January 18th  
 President's Days February 15th  
 Spring Break Mar. 29th - Apr. 2nd  
 Memorial Day May 31st

### PUPIL DAYS

August = 8 February = 18  
 September = 21 March = 19  
 October = 19 April = 19  
 November = 15 May = 20  
 December = 14 June = 9  
 January = 18

**TOTAL PUPIL DAYS = 180**

**TOTAL TEACHER DAYS = 184**

- First Quarter Ends (MS/HS) - October 16th
- First Trimester Ends (Elem) - November 6th
- First Semester Ends (MS/HS) - December 18th
- Second Trimester Ends (Elem) - February 26th
- Third Quarter Ends (MS/HS) - March 19th
- Second Semester/Third Trimester Ends - June 11th

### Early Release Days:

November 16-20, 2020 Early Release for K-8 ONLY  
 December 14-18, 2020 Early Release for K-12  
 June 7-11, 2021 Early Release for K-12  
 (Early release time—see school schedules)

\* PS Days will be non student and non teacher work days unless they are needed as make-up days for prior Public Safety closures (smoke, power outage, etc.)

Pending Board Approval: October 6, 2020

JULY 2020				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
AUGUST 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	NT
ST	PD	16	20	21
24	25	26	27	28
31				
SEPTEMBER 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		
OCTOBER 2020				
M	T	W	T	F
			T	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
NOVEMBER 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				
DECEMBER 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
FEBRUARY 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
MARCH 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
APRIL 2021				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
MAY 2021				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
JUNE 2021				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

# WESTERN PLACER UNIFIED SCHOOL DISTRICT BOARD OF TRUSTEE MEETING FACT SHEET

<b>MISSION STATEMENT:</b> Empower Students with the skills, knowledge, and attitudes for Success in an Ever Changing World.	
<b>DISTRICT GLOBAL GOALS</b>	
1.	Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential, with a special emphasis on students
2.	Foster a safe, caring environment where individual differences are valued and respected.
3.	Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.
4.	Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.
5.	Promote student health and nutrition in order to enhance readiness for learning.

**SUBJECT:**

Adoption of Revised/New  
Exhibits/Policies/Regulations

**AGENDA ITEM AREA:**

Action

**REQUESTED BY:**

Scott Leaman  
Superintendent

**ENCLOSURES:**

Yes

**DEPARTMENT:**

Administration

**FINANCIAL INPUT/SOURCE:**

N/A

**MEETING DATE:**

October 6, 2020

**ROLL CALL REQUIRED:**

No

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**BACKGROUND:**

These new and/or revised exhibits/policies/regulations are now being presented for approval by the Board of Trustees.

- AR 5125 – Student Records
- BP/AR 5131.2 – Bullying
- BP/AR 5141.21 – Students
- BP/AR 6143 – Courses of Study
- BP 6154 – Homework/Makeup Work
- AR 6175 – Migrant Education

**RECOMMENDATION:**

Administration recommends the Board of Trustees approve the new and revised Exhibits, Policies, and Regulations as submitted.

**POLICY GUIDE SHEET**  
**December 2019**  
**Page 1 of 2**

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

**AR 5125 - Student Records**

(AR revised)

Regulation updated to reflect **NEW LAW (AB 711)** which requires districts to update the records of a former student who submits a written request or government-issued documentation of a name and/or gender change. Regulation also revised to reflect current law regarding the timeline for submitting the grade point average of students in grade 12 to the Student Aid Commission for use in the Cal Grant postsecondary financial aid program and the timeline for notifying students and parents/guardians of their right to opt out.

**BP/AR 5131.2 - Bullying**

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1127)** which requires a district to approve an intradistrict transfer request for a victim of bullying and, if the district does not have another school with the same grade level, allows a victim of bullying to transfer out of the district. Regulation updated to reflect **NEW LAW (AB 34)** which requires districts to make specified information on bullying and harassment prevention readily accessible on their web sites beginning in the 2020-21 school year.

**BP/AR 5141.21 - Administering Medication and Monitoring Health Conditions**

(BP/AR revised)

Policy updated to reflect **NEW LAW (SB 233)** which authorizes the board to adopt policy allowing a parent/guardian, but not school personnel, to administer medicinal cannabis in a nonsmokeable, nonvapeable form at a school site to a student who is a qualified patient. Policy explains the conflict between state and federal law and provides options for districts to authorize or not authorize administration of medicinal cannabis at a school site. For districts that choose to authorize medicinal cannabis, policy reflects the components that are mandated to be in policy, including requirements for parents/guardians to provide a written medical recommendation for the student to be administered medicinal cannabis, sign in at the school before administering the cannabis, and remove any remaining cannabis from the school site. Regulation reflects **NEW LAW (AB 743)** which requires districts to accept a physician statement for inhaled asthma medication from a health plan operating under the laws of Mexico that is licensed in California.

**BP/AR 6143 - Courses of Study**

(BP/AR revised)

Policy updated to include the prohibition against providing any course separately on the basis of specified characteristics or refusing the participation of a student on any such basis. Policy also reflects the requirement to provide a list of courses certified as meeting California college admission criteria (i.e., "a-g" course requirements) to parents/guardians as well as students in grades 9-12. Regulation updates the list of course offerings for grades 7-12 to revise the description of the Bracero program, update the terminology for "foreign language" to "world language" consistent with current state law, reflect **NEW LAW (AB 1595)** which replaces references to "homemaking" with "family and consumer sciences," and delete outdated date for beginning instruction in compression-only cardiopulmonary resuscitation. Regulation also adds requirement, effective in the 2020-21 school year, to provide specified information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the Dream Act application, as appropriate, at least once before grade 12.

## **POLICY GUIDE SHEET**

**December 2019**

**Page 2 of 2**

### **BP 6154 - Homework/Makeup Work**

(BP revised)

Policy updated to reflect **NEW LAW (AB 982)** which requires that, when a parent/guardian of a student who has been suspended for two or more days requests homework that the student would have otherwise been assigned, teachers must provide such homework.

### **AR 6175 - Migrant Education Program**

(AR revised)

Regulation updated to reflect **NEW LAW (AB 1319)** which requires the immediate enrollment of migrant students even if they have outstanding fees, fines, textbooks, or other items or monies due to the school last attended, do not have clothing normally required by the school, or are unable to produce records normally required for enrollment. Regulation also reflects provision of AB 1319 which grants migrant students the right to remain in their school of origin, or in a school within the district of origin, regardless of any change in residence of the student.

**STUDENT RECORDS****Definitions**

*Student* means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

*Attendance* includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

*Student records* are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of ~~his/her~~ **the employee's** duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (Education Code 49061, 49062; 5 CCR 430; 34 CFR 99.3)

Student records do not include: (Education Code 49061, 49062; ~~5 CCR 430~~; 34 CFR 99.3)

1. Directory information

(cf. 5125.1 - Release of Directory Information)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee

3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8

(cf. 3515 – Campus Security)

(cf. 3515.3 - District Police/Security Department)

4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student

5. Grades on peer-graded papers before they are collected and recorded by a teacher

*Mandatory permanent student records* are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

**STUDENT RECORDS** (continued)

*Mandatory interim student records* are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

*Permitted student records* are those records having clear importance only to the current educational process of the student. (5 CCR 430)

*Disclosure* means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records, to any party, by any means including oral, written, or electronic means. (34 CFR 99.3)

*Access* means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

*Personally identifiable information* includes but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

*Adult student* is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

*Parent/guardian* means a natural parent, an adopted parent, or legal guardian, surrogate parent, or foster parents. (Education Code 49061, 56050, 56055)

**STUDENT RECORDS** (continued)

*Legitimate educational interest* is an interest held by school official, employee, contractor, or consultant whose **official** duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require ~~him/her to have~~ access to **information contained in** student records.

*School officials and employees* are officials or employees, **including teachers**, whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require ~~that they have~~ access to student records. (34 CFR 99.31)

*Contractor or consultant* is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced ~~to him/her~~ by the district. Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

*Custodian of records* is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

*County placing agency* means the county social service department or county probation department. (Education Code 49061)

**Persons Granted Absolute Access**

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025))
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to ~~his/her~~ **the** student's records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

**Access for Limited Purpose/Legitimate Educational Interest**

The following persons or agencies shall have access to those particular records that are relevant to the legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of ~~a dependent student age 18 or older~~ is a dependent child as defined under 26 USC 152 (Education Code 49076; 34 CFR 99.31)

**STUDENT RECORDS** (continued)

2. Students who are age 16 or older or who have completed the 10th grade (Education code 49076; ~~34 CFR 99.31~~)
3. School officials and district employees, consistent with the definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) **appointed pursuant to Education Code 48321** who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

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

*(cf. 5113.12 – District School Attendance Review Board)*

5. Officials and employees of other public schools or school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR 99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at ~~his/her~~ **the** last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in grade 12 and, when ~~requested~~ **required**, verification of high school graduation or its equivalent to all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program.; However, such information shall not be submitted when students opt out **or** are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA (Education Code 69432.9, 69432.92)

No later than ~~October 15~~ **January 1** each year, the Superintendent or designee shall notify each student in grade ~~12~~ **11**, and ~~his/her~~ **the student's** parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission **by October 1** unless ~~he/she~~ **the student** opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

**STUDENT RECORDS** (continued)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number. (Education Code 69432.9)

7. Federal, state, and local officials, as needed for an audit, ~~or evaluation of~~, or compliance ~~with, activity related to~~ a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)
8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above (Education Code 49076)
9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)
12. Any probation officer or district attorney, or counsel of record for a ~~minor~~ student **who is a minor** for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

**STUDENT RECORDS** (continued)

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student, or for purposes of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

14. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined (Education Code 49076)

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district (Education Code 49069.3)

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

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

15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

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

16. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility **in accordance with state or tribal law** for the care and protection of a student, provided that **the individual is authorized by the agency or organization to receive the records and the information requested** is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))

18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a

**STUDENT RECORDS** (continued)

student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above. (Education Code 49076)

19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; ~~34 CFR 99.1-99.67~~)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district **in California or any other state** or to a California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code **49061**, 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

*(cf. 5021 - Noncustodial Parents)*

**Discretionary Access**

At ~~his/her discretion~~, the **discretion of the** Superintendent or designee, **information** may be released ~~information~~ from student records to the following:

**STUDENT RECORDS** (continued)

1. Appropriate persons, including parents/guardians of a student, in an emergency if the health and safety of a student or other persons are at stake (Education Code 49076; 34 CFR 99.31, 99.32, 99.36)

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made. (Education Code 49076; 34 CFR 99.32)

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations **in order to carry out their accrediting functions** (Education Code 49076; 34 CFR 99.31)
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that; (Education Code 49076; 34 CFR 99.31)
  - a. The study is conducted in a manner that does not permit personal identification of **students or** parents/guardians ~~and students~~ by individuals other than representatives of the organization who have legitimate interests in the information.
  - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
  - c. The district enters into a written agreement with the organization that complies with 34 CFR 99.31.
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34 (Education Code 49076; 34 CFR 99.31, 99.34)
5. Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made (Health and Safety Code 120440)

**STUDENT RECORDS (continued)**

6. Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract **with** ~~by~~ the district, excluding volunteers or other parties (Education Code 49076)

*(cf. 3600 - Consultants)*

7. Agencies or organizations in connection with a student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or ~~his/her~~ **the student's** parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid. (Education Code 49076; 34 CFR 99.31, ~~99.36~~)
8. County elections officials for the purpose of identifying students eligible to register to vote and offering such students an opportunity to register, subject to the ~~provisions of~~ **limits set by** 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency (Education Code 49076; 34 CFR ~~99.31, 99.37~~)

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

**Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)**

**De-identification of Records**

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; **20 USC 1232g**; 34 CFR 99.31)

**STUDENT RECORDS** (continued)**Process for Providing Access to Records**

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians **and adult students** shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative **policy** controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When required by law, ~~the a student's~~ parent/guardian **or an adult student** shall provide a written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian **or adult student**, the district shall provide ~~him/her~~ a copy of the records disclosed. (34 CFR 99.30)

If the parent/guardian **or adult student** refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Within five business days following the date of request, ~~a parent/guardian or other~~ **the** authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

**STUDENT RECORDS** (continued)**Access Log**

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the school custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The custodian of records shall also make an entry in the log regarding any request for record(s) that was denied and the reason for the denial

The log shall include requests for access to records by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials or employees who have a legitimate educational interest
6. Law enforcement personnel seeking to enforce immigration laws

The log shall be ~~accessible~~ **open to inspection** only ~~to~~ **by** the parent/guardian, adult student, dependent adult student, ~~student who is age 16 years or older or who has completed the 10th grade,~~ custodian of records, and certain state **or** federal officials **specified in Education Code 49064**. (Education Code 49064; 5 CCR 432)

**Duplication of Student Records**

To provide copies of any student record, the district ~~may~~ **shall** charge a reasonable fee not to exceed the actual cost of furnishing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

*(cf. 3260 - Fees and Charges)*

**STUDENT RECORDS (continued)****Changes to Student Records**

Only a parent/guardian having legal custody of the student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

*(cf. 5125.3 - Challenging Student Records)*

No additions ~~or change except routine updating~~ shall be made to a student's record after high school graduation or permanent departure, **other than routine updating, unless required by law or with** ~~without~~ prior consent of the parent/guardian or adult student. (Education Code 49062.5, 49070; 5 CCR 437)

~~A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents~~

When a former student submits a state-issued driver's license, birth certificate, passport, social security card, court order, or other government-issued documentation demonstrating that the former student's legal name and/or gender has changed, the district shall update the former student's records to reflect the updated legal name and/or gender. Upon request by the former student, the district shall reissue any documents conferred upon the former student, including, but not limited to, a transcript, a high school diploma, a high school equivalency certificate, or other similar documents. The district is not required to modify records that the former student has not requested for modification or reissuance. (Education Code 49062.5)

*(cf. 5145.3 - Nondiscrimination/Harassment)*

If the former student's name or gender is changed and the requested records are reissued, a new document shall be added to the former student's file that includes all of the following information: (Education Code 49062.5)

1. The date of the request
2. The date the requested records were reissued to the former student
3. A list of the records that were requested by and reissued to the former student
4. The type of documentation, if any, provided by the former student to demonstrate a legal change to the student's name and/or gender

**STUDENT RECORDS** (continued)

5. The name of the employee who completed the request
6. The current and former names and/or genders of the student

**Any former student who submits a request to change the legal name or gender on the student's records but is unable to provide any government-issued documentation demonstrating the legal name or gender change, may request a name or gender change through the process described in Education Code 49070 and AR 5125.3 - Challenging Student Records.**

**Retention and Destruction of Student Records**

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date

*(cf. 5111 - Admission)*

3. Sex of student
4. Name and address of parent/guardian of minor student
  - a. Address of minor student if different from the above
  - b. Annual verification of parent/guardian's name and address and student's residence

*(cf. 5111.1 - District Residency)*

5. Entrance and departure date of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given **towards graduation**

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

**STUDENT RECORDS** (continued)

7. Verification of or exemption from required immunizations

*(cf. 5141.31 - Immunizations)*

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

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

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

2. A log identifying persons or ~~agencies~~ **organizations** who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry

*(cf. 5141.32 - Health Screening for School Entry)*

4. Information on participation in special education programs, including required tests, case studies, authorizations, and ~~evidence of~~ **actions necessary to establish** eligibility for admission or discharge

*(cf. 6159 - Individualized Education Program)*

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

5. Language training records

*(cf. 6174 - Education for English Language Learners)*

6. Progress slips/notices required by Education Code 49066 and 49067
7. Parental restrictions/stipulations regarding access to directory information
8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
9. Parent/guardian authorization or ~~denial~~ **prohibition** of student participation in specific programs

**STUDENT RECORDS** (continued)

10. Results of standardized tests administered within the past three years

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

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

*(cf. 6158 - Independent Study)*

*Permitted student records* may be destroyed six months after the student completes or withdraws from the educational program **and their usefulness ceases**, including: (5 CCR 432, 437)

1. Objective counselor/teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

*(cf. 5144 - Discipline)*

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

**Transfer of Student Records**

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of ~~his/her~~ rights regarding student records, including ~~the~~ **a parent/guardian's** right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in ~~his/her~~ **the student's** suspension or expulsion. (Education Code 48201)

**STUDENT RECORDS (continued)**

*(cf. 4158/4258/4358 - Employee Security)*

*(cf. 5119 – Students Expelled From Other Districts)*

When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

**Notification of Parents/Guardians**

Upon students' initial enrollment, and at the beginning of each year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities. (Education Code 49063, 48985; 34 CFR 99.7)

*(cf. 5145.6 - Parental Notifications)*

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record

**STUDENT RECORDS** (continued)

3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records, and the procedures for doing so
7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. The availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school

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

12. Any other rights and requirements set forth in Education Code 49060-49078 **49085**, and the right of parents/guardians to file a complaint with the U. S. Department of Education, concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

**Student Records from Social Media**

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

**STUDENT RECORDS** (continued)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from ~~his/her~~ **the student's** social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no longer enrolled in the district, whichever occurs first
4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or ~~his/her~~ **the student's** parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.
5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:
  - a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or ~~his/her~~ **the student's** parent/guardian
  - b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

Regulation  
approved: November 17, 2009  
revised: August 19, 2014  
revised: October 20, 2015  
revised: October 2, 2018  
revised: October 6, 2020

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

**BULLYING**

The Board of Trustees recognize the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide safe school environments that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*(cf. 6020 - Parent Involvement)*

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan, and other applicable district and school plans.

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

*(cf. 0450 - Comprehensive Safety Plan)*

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

Any complaints of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

*(cf. 1312.3 - Uniform Complaint Procedures)*

**BULLYING** (continued)

**If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.**

*(cf. 5116.1 - Intradistrict Open Enrollment)*

*(cf. 5117 - Interdistrict Attendance)*

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

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

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

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

*Legal Reference: (see next page)*

## BULLYING (continued)

### *Legal Reference:*

#### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

46600 Student transfers

48900-48925 Suspension or expulsion

48985 Translation of notices

52060-52077 Local control and accountability plan

#### PENAL CODE

422.55 Definition of hate crime

647 Use of camera or other instrument to invade person's privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's privacy; punishment

653.2 Electronic communication devices, threats to safety

#### CODE OF REGULATIONS, TITLE 5

4600-467087 Uniform complaint procedures

#### UNITED STATES CODE, TITLE 47

254 Universal service discounts (e-rate)

#### CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

#### CODE OF FEDERAL REGULATIONS, TITLE 34

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Notification of nondiscrimination on the basis of age

#### COURT DECISIONS

*Wynar v. Douglas County School District*, (2013) 728 F.3d 1062

*J.C. v. Beverly Hills Unified School District*, (2010) 711 F.Supp.2d 1094

*Lavine v. Blaine School District*, (2002) 279 F.3d 719

### *Management Resources:*

#### CSBA PUBLICATIONS

*Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014*

*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014*

*Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012*

*Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011*

*Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007 2010*

*Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009*

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

##### Bullying Module

*California's Social and Emotional Learning: Guiding Principles, 2018*

*Social and Emotional Learning in California: A Guide to Resources, 2018*

*Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008*

*Bullying at School, 2003*

*Management Resources: (see next page)*

## **BULLYING (continued)**

### *Management Resources: (continued)*

#### CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

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

Guidance to America's Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

#### WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>

Common Sense Media: <http://www.common Sense Media.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <https://www.partnerforchildren.org>

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

Policy  
adopted: November 5, 2013  
revised: February 17, 2015  
revised: June 18, 2019  
revised: October 6, 2020

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

**BULLYING****Definitions Examples of Prohibited Conduct**

*Bullying* is an ~~unwanted~~, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and **may involves a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).**

*Cyberbullying* includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6163.4 - Student Use of Technology)*

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:

1. Physical bullying: **An act** that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: **An act** that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: **An act** that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: **An act** such as sending demeaning or hateful text messages or emails, ~~sending~~ **spreading** rumors by email or by posting on social networking sites, or posting **or sharing** embarrassing photos, videos, web site, or fake profiles

**Measures to Prevent Bullying**

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

*(cf. 5131 - Conduct)*

*(cf. 5137 - Positive School Climate)*

**BULLYING** (continued)

2. Providing **information** to students, through student handbooks, **district and school web sites and social media**, and other age-appropriate means, ~~information about~~ district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as ~~classrooms~~, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

**Staff Development**

The Superintendent or designee shall **annually make available to all certificated staff and to other employees who have regular interaction with students** the California Department of Education's (CDE) online training module on the dynamics of bullying and cyberbullying, ~~which includes~~ the identification of bullying and cyberbullying and the implementation of strategies to address bullying, ~~available annually to all certificated staff and to other employees who have regular interaction with students.~~ (Education Code 32283.5)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed

**BULLYING (continued)**

5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

**Information and Resources**

The Superintendent or designee shall post on the district's web site, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

1. The district's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

*(cf. 5141.52 - Suicide Prevention)*

2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

3. Title IX information included on the district's web site pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's web site pursuant to Education Code 221.6

4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

6. A link to statewide resources, including community-based organizations, compiled by the CDE pursuant to Education Code 234.5.

7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

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

**BULLYING** (continued)**Student Instruction**

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, ~~character/values education~~ **development**, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

**Reporting and Filing of Complaints**

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

*(cf. 1312.3 - Uniform Complaint Procedures)*

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee

**BULLYING** (continued)

who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

**Discipline/Corrective Actions**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

*(cf. 5116.2 - Involuntary Student Transfers)*

*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. 6159.4 - Behavioral Interventions for Special Education Students)*

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

**Support Services**

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

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

**BULLYING** (continued)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

~~(cf. 5141.52—Suicide Prevention)~~

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

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

*(cf. 5113 - Absences and Excuses)*

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

~~The Board of Trustees recognizes that some students may need to take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program during the school day in order to be able to attend school. The Superintendent or designee shall develop processes for the administration of medication to these students. For any~~ **Any medication prescribed for a student with a disability, as defined who is qualified to receive services** under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, ~~necessary medication~~ shall be administered in accordance with the student's individualized education program or Section 504 services plan, **as applicable.**

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

*(cf. 6159 - Individualized Education Program)*

*(cf. 6116 Identification and Education under Section 504)*

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

~~If the parent/guardian so chooses, he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student on his/her behalf.~~

**Self-Administration and Monitoring**

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

*(cf. 1250 - Visitors/Outsiders)*

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

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.23 - Asthma Management)*

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

*(cf. 6116 - Classroom Interruptions)*

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

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

**Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.**

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

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

**Administration of Medication by School Personnel**

~~Any medication prescribed by an authorized health care provider, including, but not limited to, emergency antiseizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's parent/guardian and authorized health care provider. (Education Code 49414.7, 49423; 5 CCR 600)~~

~~When medically unlicensed school personnel are authorized by law to administer any medication to students, such as emergency antiseizure medication, auto-injectable epinephrine, insulin, or glucagon, the Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.5, 49414.7, 49423, 49423.1)~~

~~School nurses and other designated school personnel shall administer medications in accordance with law, Board policy, and administrative regulation and shall be afforded appropriate liability protection.~~

**When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized**

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

**administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.**

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

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

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

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

~~Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event that no such licensed school personnel is available, the district may contract with a licensed nurse from a public or private agency to administer insulin to the student.~~

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

~~When unlicensed personnel are authorized by law to administer a medication, such as emergency antiseizure medication, epinephrine auto-injector, or glucagon, the Superintendent or designee shall ensure that school personnel designated to administer it to students receive appropriate training from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.~~

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

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

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

~~In an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer medication to a student.~~

*Legal Reference: (see next page)*

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

*Legal Reference:*

**EDUCATION CODE**

48980 Notification at beginning of term

49407 Liability for treatment

49408 Emergency information

49414 Emergency epinephrine auto-injectors

**49414.3 Emergency medical assistance; administration of medication for opioid overdose**

49414.5 Providing school personnel with voluntary emergency training

~~49414.7 Emergency medical assistance; administration of epilepsy medication~~

49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student

49423.1 Inhaled asthma medication

49480 Continuing medication regimen; notice

**BUSINESS AND PROFESSIONS CODE**

2700-2837 Nursing, especially:

2726 Authority not conferred

2727 Exceptions in general

3501 Definitions

**4119.2 Acquisition of epinephrine auto-injectors**

**4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist**

**HEALTH AND SAFETY CODE**

**11362.7-11362.85 Medicinal cannabis**

**CODE OF REGULATIONS, TITLE 5**

600-611 Administering medication to students

~~620-927 Administration of emergency antiseizure medication by trained volunteer nonmedical school personnel~~

**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 21**

**812 Schedules of controlled substances**

**844 Penalties for possession of controlled substance**

**UNITED STATES CODE, TITLE 29**

794 Rehabilitation Act of 1973, Section 504

**COURT DECISIONS**

*American Nurses Association v. O'Connell*, (2010) 185 Cal.App.4th 393

**Management Resources:** (see next page)

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

### *Management Resources:*

#### CSBA PUBLICATIONS

*Pandemic Influenza, Fact Sheet, September 2007*

#### AMERICAN DIABETES ASSOCIATION PUBLICATIONS

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

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

#### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

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

*Program Advisory on Medication Administration, 2005*

*Training Standards for the Administration of Epinephrine Auto-Injectors, December 2004*

#### NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

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

#### WEB SITES

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

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

California Department of Education, ~~Health Services and School Nursing:~~

<http://www.cde.ca.gov/ls/he/hn>

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

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

Policy  
adopted: September 4, 2007  
revised: November 20, 2012  
revised: May 19, 2015  
revised: October 6, 2020

WESTERN PLACER UNIFIED SCHOOL DISTRICT  
Lincoln, California

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS****Definitions**

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

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

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

~~*Emergency medical assistance for a student suffering an epileptic seizure* means the administration of an emergency antiseizure medication such as diazepam rectal gel and other emergency medications approved by the federal Food and Drug Administration for patients suffering from epileptic seizures. (Education Code 49414.7)~~

*Epinephrine auto-injector* means a disposable drug delivery system with a spring-activated needle that is designed for emergency administration of epinephrine to provide rapid, convenient first aid for persons suffering a potentially fatal reaction to anaphylaxis. (Education Code 49414)

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

(cf. 5141.23 - Asthma Management)

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

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

**Notifications to Parents/Guardians**

At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the options available to students who need to take prescribed medication during the school day and the rights and responsibilities of parents/guardians regarding those options. (Education Code 48980)

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

*(cf. 5145.6 - Parental Notifications)*

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

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

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

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

### **Parent/Guardian Responsibilities**

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

1. ~~Each year, providing required~~ **Submitting the parent/guardian written statement** and the authorized health care provider's written statements **each school year** as described in the sections "Parent/Guardian Statement" and "Health Care Provider Statement" below. ~~In addition,~~ **The parent/guardian shall provide a new authorized health care provider's statement if the medication, dosage, frequency of administration, or reason for administration changes.** (Education Code 49414.5, 49414.7, 49423, 49423.1; 5 CCR 600, ~~626~~)
2. If the student is on a continuing medication regimen for a nonepisodic condition, informing the school nurse or other designated certificated employee of the medication being taken, the current dosage, and the name of the supervising physician. (Education Code 49480)

# ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

- ~~3. If the student suffers from epilepsy, notifying the principal or designee whenever the student has had an emergency antiseizure medication administered to him/her within four hours before a school day. (Education Code 49414.7)~~
- 3. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider. (5 CCR 606)**
- ~~4. Providing medications in properly labeled, original containers along with the authorized health care provider's instructions. For prescribed or ordered medication, the container also shall bear the name and telephone number of the pharmacy, the student's identification, and the name and phone number of the authorized health care provider.~~

## Parent/Guardian Statement

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

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

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

5. Contain an acknowledgment that the parent/guardian **understands** ~~may~~ **the right to** terminate consent for such administration at any time or for otherwise assisting the student in the administration of medication at any time.

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

1. Consent to the self-administration
2. Release the district and school personnel from civil liability if a student suffers an adverse reaction as a result of self-administering the medication

In addition to the requirements in items #1-5 above, if a parent/guardian wishes to designate an individual who is not an employee of the district to administer medication to ~~his/her child~~ **the student**, the parent/guardian's written statement shall clearly identify the individual and shall state:

1. The individual's willingness to accept the designation
2. That the individual is permitted to be on the school site
3. Any limitations on the individual's authority

### Health Care Provider Statement

When district employees are to administer **prescribed** medication to a student or when a student is to be allowed to carry and self-administer ~~prescription~~ **prescribed diabetes** medication, ~~auto-injectable epinephrine, or prescription inhaled asthma medication~~ during school hours, the authorized health care provider's written statement shall include:

1. Clear identification of the student (Education Code 49414.7, 49423, 49423.1; 5 CCR 602, 626)
2. The name of the medication (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)
3. The method, amount, and time schedules by which the medication is to be taken (Education Code 49414.7, 49423, 49423.1; 5 CCR 602)

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

4. If a parent/guardian has requested that ~~his/her child~~ **the student** be allowed to self-administer medication, confirmation that the student is able to self-administer the medication (Education Code 49423, 49423.1; 5 CCR 602)

~~(cf. 5141.23—Asthma Management)~~

~~(cf. 5141.27—Food Allergies/Special Dietary Needs)~~

5. For medication that is to be administered ~~on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation~~ **by unlicensed personnel, confirmation by the student's health care provider that the medication may safely and appropriately be administered by unlicensed personnel** (Education Code 49423, 49423.1; 5 CCR 602)
6. ~~Possible side effects of the medication~~ **For medication that is to be administered on an as-needed basis, the specific symptoms that would necessitate administration of the medication, allowable frequency for administration, and indications for referral for medical evaluation**
7. ~~Name, address, telephone number, and signature of the student's authorized health care provider~~ **Possible side effects of the medication**
8. Name, address, telephone number, and signature of the student's authorized health care provider

**For self-administration of inhaled asthma medication, the district shall accept a written statement from a physician or surgeon contracted with a health plan licensed pursuant to Health and Safety Code 1351.2. Such written statement shall be in English and Spanish, and shall include the name and contact information for the physician or surgeon. (Education Code 49423.1)**

~~When authorizing a district employee to administer emergency antiseizure medication to a student, the authorized health care provider's written statement shall also include the following: (Education Code 49414.7)~~

1. ~~Detailed seizure symptoms, including frequency, type, or length of seizures that identify when the administration of the medication becomes necessary~~
2. ~~Any potential adverse responses by the student and recommended mitigation actions, including when to call emergency services~~

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

3. ~~A protocol for observing the student after a seizure, including, but not limited to, whether he/she should rest in the school office or return to his/her class, the length of time for direct observation, and a requirement to contact the school nurse and the student's parent/guardian to continue the observation plan~~
4. ~~A statement that, following a seizure, a school administrator or other staff member shall contact the school nurse and the student's parent/guardian to continue the observation plan~~

### **District Responsibilities**

**The Superintendent or designee shall ensure that any unlicensed school personnel authorized to administer medication to a student receives appropriate training from the school nurse or other qualified medical personnel.**

The school nurse or other designated school personnel shall:

1. Administer or assist in administering the medication in accordance with the authorized health provider's written statement
2. Accept delivery of medication from the student's parent/guardian, ~~including counting and recording them~~ medication upon receipt
3. Maintain a list of students needing medication during the school day, including the ~~type of medication, times and dosage, as well as a list of students who are those~~ authorized to self-administer medication, **and note on the list the type of medication and the times and dosage to be administered**
4. ~~Maintain a medication log documenting the administration of medication including the student's name; name of medication the student is required to take; dose of medication; method by which the student is required to take the medication; time the medication is to be taken during the regular school day; date(s) on which the student is required to take the medication; authorized health care provider's name and contact information; and a space for daily recording of medication administration~~ **Maintain for each student a medication log which may:**  
  
~~— The daily record shall contain the date, time, amount of medication administered, and signature of the individual administering the medication.~~

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

- a. Specify the student's name, medication, dose, method of administration, time of administration during the regular school day, date(s) on which the student is required to take the medication, and the authorized health care provider's name and contact information
  - b. Contain space for daily recording of the date, time, and amount of medication administered, and the signature of the individual administering the medication
- 5. Maintain **for each student** a medication record **which may include** the authorized health care provider's written statement, the parent/guardian's written statement, the medication log, and any other written documentation related to the administration of medication to the student
  - 6. Ensure that student confidentiality is appropriately maintained

*(cf. 5125 - Student Records)*

- 7. Coordinate **and, as appropriate, ensure** the administration of medication during field trips and after-school activities

*(cf. 5148.2 - Before/After School Programs)**(cf. 6145.2 - Athletic Competition)**(cf. 6153 - School-Sponsored Trips)*

- 8. Report ~~any refusal of a~~ **to student's parent/guardian and the site administrator any refusal by the student to take his/her the medication to the parent/guardian and the site administrator.**
- 9. Keep all medication to be administered by the district in a locked drawer or cabinet
- 10. As needed, communicate with a student's ~~the~~ authorized health care provider and/or pharmacist regarding the medication and its effects
- 11. Counsel other designated school personnel regarding the possible effects of the medication on the student's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission or overdose.
- 12. Ensure that unused, discontinued and outdated medication is returned to the student's parent/guardian at the end of the school year or, if the medication cannot be returned, is disposed of in accordance with state laws and local ordinances

## ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

13. ~~Provide immediate medical assistance, if needed, and report to the site administrator and parent/guardian instances when the medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement.~~ **In the event of a medical emergency requiring administration of medication, provide immediate medical assistance, directly observe the student following the administration of medication, contact the student's parent/guardian, and determine whether the student should return to class, rest in the school office, or receive further medical assistance**

~~Upon receiving such notification, the site administrator may notify the student's authorized health care provider and shall document the error in the medication log.~~

14. **Report to the site administrator, the student's parent/guardian, and, if necessary, the student's authorized health care provider any instance when a medication is not administered properly, including administration of the wrong medication or failure to administer the medication in accordance with authorized health care provider's written statement**

### **Additional Requirements for Management of Epileptic Seizures**

~~In addition to other applicable provisions in preceding sections, the Superintendent or designee shall make arrangements for assisting students with epilepsy who may suffer a seizure at school. Such arrangements shall include the following: (Education Code 49414.7)~~

- ~~1. **Services or Accommodations:** Whenever a parent/guardian requests that a nonmedical district employee be trained to provide emergency medical assistance to his/her child, notification to the parent/guardian that the child may qualify for services or accommodations pursuant to 20 USC 1400-1482, the Individuals with Disabilities Education Act (IDEA), or 29 USC 794, Section 504 of the federal Rehabilitation Act of 1973 (Section 504).~~

~~(cf. 6159—Individualized Education Program)~~

~~(cf. 6164.4—Identification and Evaluation of Individuals for Special Education)~~

~~(cf. 6164.6—Identification and Education Under Section 504)~~

~~The Superintendent or designee shall assist the parent/guardian to explore that option and shall encourage him/her to adopt the option if the student is determined to be eligible for such service or accommodation.~~

**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

(continued)

~~If the student's parent/guardian refuses to have him/her assessed for services or accommodations under IDEA or Section 504, the Superintendent or designee may develop an individualized health plan, seizure action plan, or other appropriate health plan designed to acknowledge and prepare for the student's health care needs in school.~~

- ~~2. Request for Volunteers: The Superintendent or designee shall distribute an electronic notice to school staff no more than twice per school year per student whose parent/guardian has requested provision of emergency medical assistance pursuant to Education Code 49414.7. The notice shall be in bold print and, in accordance with Education Code 49414.7, shall contain a description of the request for a volunteer school employee, the training that such volunteer school employee will receive, the voluntary nature of the program, and the timelines for the volunteer school employee to rescind his/her offer. No other means of soliciting volunteer school employees shall be conducted.~~

~~(cf. 4112.9/4212.9/4312.9—Employee Notifications)~~

- ~~—— If no employee volunteers to administer emergency antiseizure medication to a student, the Superintendent or designee shall again notify the student's parent/guardian of the option to have the student assessed for services and accommodations under IDEA or Section 504.~~

- ~~3. Training: Any employee who volunteers to administer an emergency antiseizure medication shall receive from a licensed health care professional the training specified in 5 CCR 623 before administering such medication. The training shall include, but is not limited to:~~

- ~~a. Recognition and treatment of different types of seizures~~
- ~~b. Administration of an emergency antiseizure medication~~
- ~~c. Basic emergency follow-up procedures, including, but not limited to, a requirement for the principal or designee to call the emergency 911 telephone number and to contact the student's parent/guardian, but not necessarily to transport the student to an emergency room~~
- ~~d. Techniques and procedures to ensure student privacy~~

~~(cf. 4131—Staff Development)~~

~~(cf. 4234—Staff Development)~~

~~(cf. 4331—Staff Development)~~

~~(cf. 5022—Student and Family Privacy Rights)~~

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

- ~~When a trained employee has not administered an emergency antiseizure medication to a student within two years after completing the training and a student who may need the administration of an emergency antiseizure medication is enrolled in the school, the employee shall be retrained in order to retain the ability to administer an emergency antiseizure medication.~~
4. ~~Notification of Administration: The Superintendent or designee shall establish a process for notifying the credentialed school nurse, or the Superintendent or designee as applicable, whenever an employee administers an emergency antiseizure medication to a student at a school site.~~
5. ~~Supervision of Volunteers: Volunteer school employees shall be supervised by a licensed health care professional in accordance with 5 CCR 627.~~

### **Emergency Epinephrine Auto-Injectors**

The Superintendent or designee shall provide epinephrine auto-injectors to school nurses or other employees who have volunteered to administer them in an emergency and have received training. The school nurse, or a volunteer employee when a school nurse or physician is unavailable, may administer an epinephrine auto-injector to provide emergency medical aid to any person suffering, or reasonably believed to be suffering, from potentially life-threatening symptoms of anaphylaxis at school or a school activity. (Education Code 49414)

At least once per school year, the Superintendent or designee shall distribute to all staff a notice requesting volunteers to be trained to administer an epinephrine auto-injector and describing the training that the volunteer will receive. (Education Code 49414)

The principal or designee at each school may designate one or more volunteers to receive initial and annual refresher training, which shall be provided by a school nurse or other qualified person designated by a physician and surgeon authorized pursuant to Education Code 49414, and shall be based on the standards developed by the Superintendent of Public Instruction. Written materials covering the required topics for training shall be retained by the school for reference. (Education Code 49414)

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

A school nurse or other qualified supervisor of health, or a district administrator if the district does not have a qualified supervisor of health, shall obtain a prescription for epinephrine auto-injectors for each school from an authorized physician and surgeon. Such prescription may be filled by local or mail order pharmacies or epinephrine auto-injector manufacturers. Elementary schools shall, at a minimum, be provided one adult (regular) and one junior

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

epinephrine auto-injector. Secondary schools shall be provided at least one adult (regular) epinephrine auto-injector, unless there are any students at the school who require a junior epinephrine auto-injector. (Education Code 49414)

If an epinephrine auto-injector is used, the school nurse or other qualified supervisor of health shall restock the epinephrine auto-injector as soon as reasonably possible, but no later than two weeks after it is used. In addition, epinephrine auto-injectors shall be restocked before their expiration date. (Education Code 49414)

Information regarding defense and indemnification provided by the district for any and all civil liability for volunteers administering epinephrine auto-injectors shall be provided to each volunteer and retained in ~~his/her~~ **the employee's** personnel file. (Education Code 49414)

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

A school may accept gifts, grants, and donations from any source for the support of the school in carrying of the requirements of Education Code 49414, including, but not limited to, the acceptance of epinephrine auto-injectors from a manufacturer or wholesaler. (Education Code 49414)

*(cf. 3290 - Gifts, Grants and Bequests)*

The Superintendent or designee shall maintain records regarding the acquisition and disposition of epinephrine auto-injectors for a period of three years from the date the records were created. (Business and Professions Code 4119.2)

*(cf. 3580 - District Records)*

Regulation  
approved: September 4, 2007  
revised: September 4, 2012  
revised: May 19, 2015  
revised: October 20, 2015  
revised: October 6, 2020

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

## COURSES OF STUDY

The Board of Trustees recognizes that a well-articulated sequence of courses fosters academic ~~progress~~ **growth** and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful ~~in school, college, and the workplace~~ **academically, professionally, and personally**.

*(cf. 6011 – Academic Standards)*  
*(cf. 6141 – Curriculum Development and Evaluation)*  
*(cf. 6161.1 – Selection and Evaluation of Instructional Materials)*

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, ~~he/she also~~ **the Superintendent or designee** shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, **only utilizes prerequisites that are essential to success in a given program or course**, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

**The district shall not provide any course separately on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability or require or refuse participation by any of its students on any such basis. (5 CCR 4940)**

*(cf. 0415 – Equity)*  
*(cf. 5145.3 – Nondiscrimination/Harassment)*

### Elementary Grades

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

*(cf. 6146.5 – Elementary/Middle School Graduation Requirements)*

### Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 courses of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. (Education Code 51228)

*(cf. 5121 – Grades/Evaluation of Student Achievement)*  
*(cf. 6141.5 – Advanced Placement)*  
*(cf. 6146.1 – High School Graduation Requirements)*  
*(cf. 6162.52 – High School Exit Examination)*  
*(cf. 6178 – Vocational Career Technical Education)*

**COURSES OF STUDY** (continued)

In addition, the course of study for students in grades 9-12 shall include instructions in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years ~~before graduation~~, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities **prior to graduation**. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet college **California** admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. ~~He/she~~ **The Superintendent or designee** shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to ~~each~~ **all** students in grades 9-12, 12 **and their parents/guardians**, and shall make updated lists readily available. (Education Code 51229, 66204)

*Legal Reference: (see next page)*

**COURSES OF STUDY (continued)***Legal Reference:*EDUCATION CODE

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

48980 Parental notifications

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for student's needs

51204.5 History of California; contributions of men, women and ethnic groups to development of state and nations

51210-51212 Areas of study for grades 1-6

51220-51228 Course of study for grades 7-12

51241 Exemption from physical education

51911-51921 Comprehensive health educational plans

51940 Curriculum for brain and spinal cord injury prevention

53278-53280 Supplemental School Counseling Program

60040-60052 Requirements for instructional materials

66204 Certification of high school courses as meeting university admission criteria

HEALTH AND SAFETY CODE

11032 Definitions of dangerous drugs

CODE OF REGULATIONS, TITLE 5

4940 Nondiscrimination; course access

10020-~~10049~~ 10043 Automobile driver education and training

10060 Physical education program

UNITED STATES CODE, TITLE 20~~6101~~ 6111-6251 School-to-Work Opportunities Act of 1994*Management Resources:*WEB SITESCSBA: <http://www.csba.org>**American Health Association:** <https://www.heart.org>**American Red Cross, Hands-Only CPR:** <https://www.redcross.org/take-a-class>California Career Resource Network: <http://www.californiacareers.info>California Colleges.edu: <http://www.californiacolleges.edu>California Department of Education: <http://www.cde.ca.gov>California State University, Admission Requirements: [http://www.csumentor.edu/planning/high\\_school](http://www.csumentor.edu/planning/high_school)University of California, a-g Course Submissions: <http://www.ucop.edu/a-g>~~Guide/ag/course\_submissions~~ <https://hs-articulation.ucop.edu/guide/update-your-a-g-list/submitting-courses>

University of California, List of Approved a-g Courses:

~~Courses: <http://www.universityofcalifornia.edu/admissions/freshman/requirements>~~ <https://hs-articulation.ucop.edu/agcourselist>

Policy

adopted: September 4, 2007

revised: January 20, 2015

revised: October 6, 2020

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**

Lincoln, California

**COURSES OF STUDY****Grades 1-5-1-6**

Courses of study for grades 1-6 shall include the following:

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition (Education Code 51210)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Mathematics: concepts, operational skills and problem solving (Education Code 51210)

*(cf. 6142.92 - Mathematics Instruction)*

3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

- a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of men and women, Native Americans, African-Americans, American Indians, Mexicans Americans, Asians Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

- b. The development of the American economic system, including the role of the entrepreneur and labor
    - c. The relations of persons to their human and natural environments
    - d. Eastern and western cultures and civilizations
    - e. Contemporary issues
    - f. The wise use of natural resources

**COURSES OF STUDY** (continued)*(cf. 6142.5 - Environmental Education)*

4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems (Education Code 51210)

*(cf. 6142.93 - Science Instruction)*

5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

*(cf. 6142.6 - Visual and Performing Arts Education)*

6. Health: principles and practices of individual, family, and community health including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
  - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

*(cf. 6142.8 - Comprehensive Health Education)*

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of our environment
- d. Venereal disease

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

*(cf. 5131.6 - Alcohol and Other Drugs)*

- f. Violence as a public health issue

7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind (Education Code 51210)

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

8. Violence awareness and prevention

**COURSES OF STUDY** (continued)**9. Career awareness exploration**

*(cf. 6178 - Career Technical Education)*

**Grades 7-12**

Courses of study for grades 7-12 shall include the following:

*(cf. 6146.1 - High School Graduation Requirements)*

*(cf. 6146.5 - Elementary/Middle School Graduation Requirements)*

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

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening, and speaking (Education Code 51220)

*(cf. 6142.91 - Reading/Language Arts Instruction)*

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, with instruction in: (Education Code 51220)

- a. The history, resources, development, and government of California and the United States, including instruction in:

- (1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)
- (2) World War II, including the role of Americans and Filipinos Americans who served in the United State Army during that time
- (3) The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
- (4) The Bracero program, ~~under which temporary contract laborers were imported pursuant to,~~ **in which there was** a 1942 agreement between the United States and Mexico **authorizing the temporary migration of laborers to the United States**

**COURSES OF STUDY** (continued)

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program.  
(Education Code 51220.2)

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

- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

*(cf. 6142.5 - Environmental Education)*

- e. Eastern and western cultures and civilizations
- f. Human rights issues, with particular attention to the study of the inhumanity of genocide, slavery (which may include, but not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust
- g. Contemporary issues

*(cf. 6141.2 - Recognition of Religious Beliefs and Customs)*

*(cf. 6142.3 - Civic Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

- 3. **Foreign World** language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)

*(cf. 6142.2 - World/~~Foreign~~ Language Instruction)*

- 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

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

- 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

*(cf. 6142.93 - Science Instruction)*

**COURSES OF STUDY** (continued)

6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra (Education Code 51220, 51224.5)

*(cf. 6142.92 - Mathematics Instruction)*

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

*(cf. 6142.6 - Visual and Performing Arts Education)*

8. Applied arts: consumer and homemaking education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

*(cf. 6178 - Career Technical Education)*

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

*(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)*

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available

~~Beginning in the 2018-19 school year, instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice. Such instruction shall be based on national evidence-based guidelines and shall include hands-on practice in compression-only CPR.~~  
(Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of our environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and ~~and upon prenatal development~~

**COURSES OF STUDY (continued)***(cf. 5131.6 - Alcohol and Other Drugs)**(cf. 6142.8 – Comprehensive Health Education)*

- f. Prenatal care
  - g. Violence as a public health issue
- 12. Violence awareness and prevention
  - 13. Ethnic studies

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

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

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

- 1. Vehicle Code provisions and other relevant state laws
- 2. Proper acceptance of personal responsibility in traffic
- 3. Appreciation of the causes, seriousness and consequences of traffic accidents
- 4. Knowledge and attitudes necessary for the safe operation of motor vehicles
- 5. The safe operation of motorcycles
- 6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
- 7. The rights and duties of a motorist ~~pertaining as they pertain~~ to pedestrians and the rights and duties of pedestrians ~~pertaining as they pertain~~ to traffic laws and traffic safety

**Certification of College Preparatory Courses**

The Superintendent or designee shall identify **district** courses **that may qualify for designation as "a-g" college preparatory courses, including courses** in history-social

**COURSES OF STUDY (continued)**

science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. ~~that may qualify for designation as "a-g" college preparatory courses. He/she~~ **The Superintendent or designee** shall submit ~~course information~~ **any necessary information regarding each identified course** to the University of California (UC) for **"a-g" designation**. ~~including, but not necessarily limited to, the course title, subject area, grade level(s), unit value, a brief course description, prerequisites and co-requisites, texts and supplemental instructional materials used in the course, whether the school is seeking designation of the course as an honors course, and whether the course is classified as a career technical education or regional occupational program course. He/she also shall electronically submit updates to UC whenever course content changes or a course will not be offered in a particular year.~~

**Notification and Information to Students in Grades 9-12**

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

**The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the Dream Act application at least once before grade 12. (Education Code 51225.8)**

**COURSES OF STUDY (continued)**

*(cf. 5145.6 - Parental Notifications)*

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

Regulation  
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revised: January 16, 2018  
revised: October 6, 2020

**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California

**HOMEWORK/MAKEUP WORK**

~~The Board of Trustees recognizes that homework contributes toward building responsibility, self-discipline and life long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.~~ **The Governing Board of Trustees recognizes that meaningful homework assignments can be a valuable extension of student learning time and assist students in developing good study habits. Homework shall be assigned when necessary to support classroom lessons, enable students to complete unfinished assignments, or review and apply academic content for better understanding.**

~~(cf. 6011 - Academic Standards)~~

~~The Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom learning objectives. Teachers' expectations related to homework may be addressed in their evaluations. The Superintendent or designee shall collaborate with school administrators and teachers to develop and regularly review guidelines for the assignment of homework and the related responsibilities of students, staff, and parents/guardians.~~

**Homework assignments shall be reasonable in length and appropriate to the grade level and course. The Board expects that the number, frequency, and degree of difficulty of homework assignments will increase with the grade level and the maturity of students. Teachers shall assign homework only as necessary to fulfill academic goals and reinforce current instruction.**

~~(cf. 6011 - Academic Standards)~~

**As needed, teachers may receive training in designing relevant homework assignments that reinforce classroom learning objectives.**

~~(cf. 4115 - Evaluation/Supervision)~~

~~(cf. 4131 - Staff Development)~~

**Although on-time completion of homework is important to maintain academic progress, the Board recognizes that students learn at different rates. Students shall receive credit for work that is completed late in order to encourage their continued learning.**

**Age-appropriate instruction may be given to help students allocate their time wisely, meet their deadlines, learn to work independently, and develop good personal study habits.**

**HOMEWORK/MAKEUP WORK (continued)**

**At the beginning of the school year, teachers shall communicate homework expectations to students and their parents/guardians. Homework guidelines also shall also be included in student and/or parent/guardian handbooks. These communications shall include the manner in which homework relates to achievement of academic standards and course content, the impact of homework assignments on students' grades, any school resources and programs that are available to provide homework support, and ways in which parents/guardians may appropriately assist their children.**

**Although it is the student's responsibility to do most homework assignments independently, ~~the Board expects teachers at all grade levels to use parents/guardians as a contributing resource~~ parents/guardians may serve as a resource and are encouraged to ensure that their child's homework assignments are completed. When students repeatedly fail to do their homework, fails to complete homework, the teacher shall notify the student's parents/guardians shall be notified and asked to contact the teacher as soon as possible so that corrective action can be taken prior to the release of any final grades or report cards.**

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

*(cf. 6020 - Parent Involvement)*

**To further support students' homework efforts, the Superintendent or designee may establish and maintain ~~telephone help lines~~ electronic forums and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.**

*(cf. 1240 - Volunteer Assistance)*

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

*(cf. 3541 - Transportation Routes and Services)*

*(cf. 5148 - Child Care and Development)*

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

*(cf. 6112 - School Day)*

*(cf. 6142.4 - Learning through Community Service)*

*(cf. 6163.1 - Library Media Centers)*

**Teachers shall review all completed homework to assess the student's understanding of academic content and shall provide timely feedback to the student.**

**HOMEWORK/MAKEUP WORK (continued)****Makeup Work**

Students who ~~miss school work~~ **are absent from school** because of an excused absence shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As determined by the teacher, the assignments and tests shall be ~~reasonably~~ equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

*(cf. 5113 - Absences and Excuses)*

~~Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.~~

**The Superintendent or designee shall notify parents/guardians that no student may have a grade reduced or lose academic credit for any excused absence when missed assignments and tests are satisfactorily completed within a reasonable period of time. Such notification shall include the full text of Education Code 48205. (Education Code 48980)**

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

*(cf. 5145.6 - Parental Notifications)*

**Suspended Students**

**When a parent/guardian of a student who has been suspended for two or more school days requests homework that the student would otherwise have been assigned, the student's teacher shall provide such homework. If a homework assignment is requested and is turned in to the teacher by the student either upon the student's return from suspension or within the timeframe originally prescribed by the teacher, whichever is later, and is not graded before the end of the academic term, the homework assignment shall not be included in the calculation of the student's overall grade in the class. (Education Code 48913.5)**

**The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the suspension. (Education Code 48913)**

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

## **HOMEWORK/MAKEUP WORK (continued)**

### *Legal Reference:*

#### EDUCATION CODE

**8420-8428** *21st Century High School After School Safety and Enrichment for Teens*

**8482-8484.65** *After School Education and Safety Program*

**8484.7-8484.9** *21st Century Community Learning Centers*

**48205** *Absences for personal reasons*

**48913** *Completion of work missed by suspended student*

**48913.5** *Homework assignments for suspended students*

**48980** *Parental notifications*

~~**58700-58702** *Tutoring and homework assistance program; summer school apportionment credit*~~

#### UNITED STATES CODE, TITLE 20

**7171-7176** *21st Century Community Learning Centers*

### *Management Resources:*

#### ~~SBE POLICIES~~

~~*Parent Involvement in the Education of Their Children, 1994*~~

~~*Policy Statement on Homework, 1995*~~

#### CSBA PUBLICATIONS

*Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, Governance Brief,*  
*July 2016*

#### WEB SITES

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

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

**MIGRANT EDUCATION PROGRAM****Eligibility**

Students age 3 to 21 years shall be eligible for the district's migrant education program if they, their parents/guardians, or their spouses are migratory agricultural workers or fishers who, in the preceding 36 months, moved into the district due to economic necessity and engaged in new temporary or seasonal employment or personal subsistence in agriculture or fishing. If such employment was not secured soon after the move, students may be considered migrant students if they, their parents/guardians, or their spouses actively sought such new employment and have a recent history of moves for temporary or seasonal agricultural or fishing employment. (20 USC 6399; 34 CFR 200.81)

A student who ceases to be a migrant student during a school term shall be eligible for services until the end of the term. If comparable services are not available through other programs, a student who is no longer migratory may continue to receive services for one additional school year. Students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394)

**Enrollment**

**A migrant student shall be immediately enrolled in the district even if the student:**  
(Education Code 48204.7)

1. **Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended**

*(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)*

2. **Does not have clothing normally required by the school, such as school uniforms**

*(cf. 5132 - Dress and Grooming)*

3. **Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, medical records, including, but not limited to, records or other proof of immunization history, or other documentation**

*(cf. 5111.1 - District Residency)*

*(cf. 5141.26 - Tuberculosis Testing)*

*(cf. 5141.31 - Immunizations)*

*(cf. 5141.32 - Health Screening for School Entry)*

**If a migrant student experiences a change in residence, the student may remain enrolled in the school of origin for the duration of the student's status as a migrant student.**  
(Education Code 48204.7)

**MIGRANT EDUCATION PROGRAM (continued)**

**If a student's status as a migrant student changes during a school year, the Superintendent or designee shall allow the student to continue at the school of origin through the duration of that school year or, if the student is enrolled in a high school, through graduation. (Education Code 48204.7)**

**A migrant student who is transitioning between school grade levels shall be allowed to continue in the district of origin in the same attendance area to provide the student the benefit of matriculating with peers in accordance with the established feeder patterns of school districts. A migrant student who is transitioning to a middle school or high school designated for matriculation in another school district shall be allowed to enroll in that school. (Education Code 48204.7)**

**The Superintendent or designee shall inform a migrant student and the student's parent/guardian of the impact of remaining in the school of origin on the student's eligibility to receive migrant education services pursuant to Education Code 54440-54445. (Education Code 48204.7)**

**The Superintendent or designee may, but is not required to, provide transportation to enable a migrant student to attend the school of origin, unless otherwise required by federal law. (Education Code 48204.7)**

**Student Records**

The Superintendent or designee shall maintain records documenting the eligibility of students enrolled in the district's migrant education program. However, the district shall not collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining eligibility for migrant education services.

*(cf. 5125 - Student Records)*

*(cf. 5145.13 - Response to Immigration Enforcement)*

The Superintendent or designee shall acquire education and health records from migrant students' previous school districts, as appropriate.

When a migrant student transfers to another district, the student's records shall be provided to the receiving district upon request at no cost in order to assist that district in meeting the needs of the student. (20 USC 6398)

**Program Components**

The migrant education program shall include all of the following components: (Education Code 54443.1)

1. A general needs assessment summarizing the needs of the population to be served

**MIGRANT EDUCATION PROGRAM** (continued)

2. A comprehensive program to meet the educational, health, and related needs of participating students which supplements the district program and includes, but is not limited to:

- a. Instructional services, including academic, remedial and compensatory, bilingual-crosscultural, and career technical instruction

*(cf. 6174 - Education for English Learners)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6178 - Career Technical Education)*

- b. Counseling and career education services

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

- c. Preschool services in accordance with Education Code 54443

*(cf. 5148.3 - Preschool/Early Childhood Education)*

- d. Other educational services that are not otherwise available in sufficient quantity or quality to eligible migrant students
  - e. The acquisition of instructional materials and equipment necessary to adequately provide the appropriate services
  - f. Other related services to meet the special needs of eligible migrant students to enable them to participate effectively in instructional services
  - g. The coordination and teaming of existing resources serving migrant students, such as bilingual-crosscultural education, health screening, and compensatory education

*(cf. 5141.6 - School Health Services)*

*(cf. 5147 - Dropout Prevention)*

*(cf. 6171 - Title I Programs)*

3. Individual assessment of the educational and relevant health needs of each participating student, within 30 days of enrollment, including assessments concurrently provided pursuant to compensatory education, bilingual-crosscultural education, school improvement programs, and other programs serving the student

## **MIGRANT EDUCATION PROGRAM (continued)**

4. A brief individual learning plan listing the services to be provided to each student, which shall be given to the parent/guardian in writing or at a parent/guardian conference, annually and when the student moves to a new district
5. Staffing and staff development plans and practices to meet the needs of students and implement the program

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

6. Parent/guardian and community involvement as specified in Education Code 54444.2, including, but not necessarily limited to, the establishment of a parent/guardian advisory council to actively involve parents/guardians in planning, operating, and evaluating the district's migrant education program

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 6020 - Parent Involvement)*

The migrant education program shall provide for the same opportunities for parent/guardian involvement that are provided to parents/guardians for federal Title I programs. (20 USC 6394)

7. Evaluations which include annual student progress and overall program effectiveness and quality control reports

Contingent upon funding, the district shall provide home-based and/or school-based family literacy services to migrant families to enhance literacy levels, parenting skills, and English language skills of parents/guardians.

## **Summer School**

The district shall conduct summer school program(s) for eligible migrant students. The summer school program shall respond to the individual needs of participating students and shall build on and be consistent with the instructional programs offered to these students during the regular school year. Coursework shall be of the same level of difficulty in each subject as that provided to students enrolled in regular classes of instruction within the district in the preceding year. (Education Code 54444.3)

Teachers in the summer school program shall have cultural training or background and understanding of the special needs of migrant students and possess the proper credential for the subjects and grade levels to which they are assigned. (Education Code 54444.3)

**MIGRANT EDUCATION PROGRAM (continued)**

The program shall comply with the following requirements for instructional time: (Education Code 54444.3)

1. For kindergarten class, a minimum of 180 minutes per day, including recesses, for not less than 20 instructional days
2. For grades 1-8, a minimum of 200 minutes per day, including recesses and passing time but excluding noon intermissions, for not less than 20 instructional days
3. For grades 7-12, a minimum of 240 minutes per day, including passing time but excluding noon intermissions, for not less than 30 instructional days

When district facilities that are suitable for the summer climate are available, the district shall make facilities available at cost to other agencies that request facilities for the operation of migrant summer school programs. When approved by the Superintendent of Public Instruction, the district may jointly offer facilities with a neighboring district to meet the needs of the migrant summer school program for the entire area. (Education Code 54444.3)

**Applicability of Graduation Requirements**

To obtain a high school diploma, migrant students shall complete all courses required by Education Code 51225.3 and shall generally fulfill any additional **local** graduation requirements prescribed by the Board.

*(cf. 6146.1 - High School Graduation Requirements)*

However, when a migrant student who has completed the second year of high school transfers into the district or transfers between high schools within the district, the student shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of the fourth year of high school. Within 30 calendar days of the transfer, the Superintendent or designee shall notify the student and the student's parent/guardian of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student no longer meets the definition of a migrant student. (Education Code 51225.1)

*(cf. 5145.6 - Parental Notifications)*

To determine whether a migrant student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer or the

**MIGRANT EDUCATION PROGRAM** (continued)

length of school enrollment, whichever qualifies the student for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any migrant student who is granted an exemption and the student's parent/guardian how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a migrant student to transfer schools in order to qualify for an exemption, and no request for a transfer solely to qualify for an exemption shall be made by a migrant student or parent/guardian. (Education Code 51225.1)

If a migrant student is exempted from local graduation requirements, the exemption shall continue to apply after the student no longer meets the definition of a migrant student if the student is still enrolled in school or transfers to another school or district. (Education Code 51225.1)

Upon making a finding that a migrant student is reasonably able to complete district graduation requirements within a fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Inform the student and parent/guardian of the student's option to remain in school for a fifth year to complete the district's graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or parent/guardian, permit the student to stay in school for a fifth year to complete the district's graduation requirements

**Parent Advisory Council**

The parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant students and shall be elected by the parents/guardians of students enrolled in the district's migrant education program. The composition of the council shall be determined by the parents/guardians at a general meeting to which all parents/guardians of participating students shall be invited. The parents/guardians shall be informed, in a language they understand, that they have the sole authority to decide on the composition of the council. (Education Code 54444.2)

**MIGRANT EDUCATION PROGRAM (continued)**

At least two-thirds of the advisory council shall consist of parents/guardians of migrant students. (Education Code 54444.2)

All parent/guardian candidates for the council shall be nominated by parents/guardians. Nonparent candidates, such as teachers, administrators, other school personnel, or students, shall be nominated by the groups they represent. All other community candidates shall be nominated by the parents/guardians. (Education Code 54444.2)

The parent/guardian advisory council shall meet at least six times during the year and shall: (Education Code 54444.4)

1. Establish program goals, objectives, and priorities
2. Review annual needs assessments, program activities for each school, and individual learning plans
3. Advise on the selection, development, and reassignment of migrant education program staff
4. Participate actively in planning and negotiating program applications and service agreements
5. Perform all other responsibilities required under state and federal laws or regulations

The Superintendent or designee shall establish and implement a training program for advisory council members to enable them to carry out their responsibilities. The training program shall be developed in consultation with the council and shall include appropriate training materials in a language understandable to each member. (Education Code 54444.2)

The Superintendent or designee shall provide the council, without charge, a copy of all applicable state and federal migrant education statutes, rules, regulations, guidelines, audits, monitoring reports, and evaluations. Upon request, these materials also shall be provided without charge to each member of the council. (Education Code 54444.2)

**Notification and Complaints**

Information regarding the educational rights of migrant students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

**MIGRANT EDUCATION PROGRAM** (continued)

Any complaint that the district has not complied with requirements regarding the education of migrant students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

*(cf. 1312.3 - Uniform Complaint Procedures)*

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**WESTERN PLACER UNIFIED SCHOOL DISTRICT**  
Lincoln, California