

WESTERN PLACER UNIFIED SCHOOL DISTRICT
810 J STREET, LINCOLN, CALIFORNIA 95648

MEMBERS OF THE GOVERNING BOARD

Paul Long, President
Dennis Sonnenburg, Vice President
Karen Roberts, Clerk
Marcia Harris, Member
Earl Mentze, Member

ADMINISTRATIVE/MANAGEMENT PERSONNEL

Roger R. Yohe, District Superintendent
 Jay M. Stewart, Assistant Superintendent, Business Services
 Scott Leaman, Assistant Superintendent, Educational Services
 Bob Noyes, Director, Human Services,
 Ken Gammelgard, Director of Facility Development
 Linda Pezanoski, Principal, Sheridan School
 John Bliss, Principal, Carlin C. Coppin Elementary School
 Judi Frost, Interim Principal, Creekside Oaks Elementary School
 Jeremy Lyche, Vice Principal, Creekside Oaks Elementary School
 Susan Taxara, Vice Principal, Creekside Oaks Elementary School
 Ruben Ayala, Principal, First Street School/District Bilingual Coordinator
 Mary Boyle, Principal, Glen Edwards Middle School
 Mike Doherty, Assistant Principal, Glen Edwards Middle School
 David Butler, Principal, Lincoln High School
 Janice Smith, Assistant Principal, Lincoln High School
 Stacy Brown, Vice Principal, Lincoln High School/Glen Edwards Middle School
 John Wyatt, Principal, Phoenix High School, Adult Ed.
 Tracy Murphy, Director, Special Education
 Trudy Wilson, Director, Business Services
 Frank Nichols, Director of Maintenance and Facilities
 Bob Nelson, Transportation Coordinator
 Jeff Dardis, Food Service Director
 Chuck Youtsey, Technology Coordinator

<u>STUDENT ENROLLMENT</u>		
<u>School</u>	<u>11/7/03</u>	<u>12/5/03</u>
Sheridan Charter School (K-8)	175	168
Sheridan School Independent Study (SSIS)	28	25
First Street School	594	578
Carlin C. Coppin Elementary (K-5)	560	561
Creekside Oaks Elementary (K-5)	684	692
Glen Edwards Middle (6-8)	910	903
Lincoln High School	1000	1003
Phoenix High School	65	60
PCOE Home School	8	8
TOTAL:	4024	3998

Phoenix Infant/Toddler 25
Kindergarten Readiness 32
Adult Education 99

Prechool/Head Start
First & J Streets 22
Sheridan 22
Carlin Coppin 22

GLOBAL DISTRICT GOALS

- ~Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.*
- ~Foster a safe, caring environment where individual differences are valued and respected.*
- ~Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.*
- ~Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.*

WESTERN PLACER UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF TRUSTEES
JANUARY 6, 2004, 7:00 P.M.
LINCOLN HIGH SCHOOL – PERFORMING ARTS BUILDING
790 “J” STREET, LINCOLN, CA

2003-2004 Goals & Objectives (G & O) for the Management Team: Component I: Quality Student Performance; Component II: Curriculum Themes; Component III: Special Student Services; Component IV: Staff & Community Relations; Component V: Facilities/Administration/Budget.

AGENDA

7:00 P.M. OPEN SESSION - Performing Arts Building -- LHS

1. CALL TO ORDER/PLEDGE OF ALLEGIANCE

2. SPECIAL ORDER OF BUSINESS

3. CONSENT AGENDA

NOTICE TO THE PUBLIC

All items on the Consent Agenda will be approved with one motion, which is not debatable and requires a unanimous vote for passage. If any member of the Board, Superintendent, or the public, so request, items may be removed from this section and placed in the regular order of business following the approval of the consent agenda.

3.1 Approval of Minutes

a. Regular Meetings of December 2, 2003 and December 16, 2003

3.2 Approval of Warrants

3.3 Ratification of Personnel Items

a. Certificated:

a.1 Ratification of Certificated Employment: Charles Langston, Science, P.E., Football, LHS (1.00 FTE)

b. Classified:

b.1 Ratification of Classified Employment – Janice Borsh, Special Education Instructional Aide (.50 FTE), FSS; Melissa Tofft, Campus/Supervisor (.25 FTE), GEMS, Title I Instructional Aide (.47 FTE), GEMS

b.2 Ratification of Classified Resignation – Jillian Solander, Campus/Cafeteria Supervisor, COES

3.4 Approval of Resolution 2003/04.25 Authorizing the Execution and Delivery of a Lease with Option to Purchase, and authorizing Certain Actions in Connection Therewith

January 6, 2004

Agenda

4. COMMUNICATION FROM THE PUBLIC

This portion of the meeting is set aside for the purpose of allowing an opportunity for individuals to address the Board regarding matters not on the agenda, but within the board's subject matter jurisdiction. The Board is not allowed to take action on any item, which is not on the agenda except as authorized by Government Code Section 54954.2. Request forms for this purpose "Request to Address Board of Trustees" are located at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk prior to the start of the meeting.

5. REPORTS & COMMUNICATION

- 5.1 Student Advisory – Karin Harrington, Lincoln High School
- 5.2 Western Placer Teacher's Association – Kris Knutson
- 5.3 Western Placer Classified Employee Association – Nancy Griffin/Joe Ross
- 5.4 Superintendent – Mid-Year Report for 2003-2004 Goals & Objectives for the Management Team
- 5.5 Assistant Superintendent(s)
 - 5.5.1 Jay M. Stewart
 - a. Facilities Update
 - 5.5.2 Scott Leaman
 - a. Program Focus Area: First Five Grant Preschool
 - 5.5.3 Bob Noyes, Personnel Director

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

Members of the public wishing to comment on any items should complete a yellow **REQUEST TO ADDRESS BOARD OF TRUSTEES** form located on the table at the entrance to the Performing Arts Theater. Request forms are to be submitted to the Board Clerk before each item is discussed.

6.1 (A) APPROVAL OF RESOLUTION 2003/04.23 TO ACCEPT A GRANT OF TEMPORARY EASEMENT FROM LINCOLN RANCH, LLC FOR ACCESS TO THE FOSKETT RANCH ELEMENTARY SCHOOL SITE. Stewart (03/04 G & O, Components V)

- This resolution covers the acceptance of a Grant of Temporary Easement and authorizes the District to access the Foscett Ranch elementary School site prior to the extension of Joiner Parkway.

6.2 (A) APPROVAL OF RESOLUTION 2003-04 TO ACCEPT A GRANT DEED FROM THE CITY OF LINCOLN FOR AN ELEMENTARY SCHOOL SITE IN THE FOSKETT RANCH SUBDIVISION

Stewart (03/04 G & O, Components V)

- This resolution allows acceptance of a Grant Deed from the City of Lincoln for an Elementary School site in the Foscett Ranch Subdivision.

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

**6.3 (D/I) ADMINISTRATION OF CALIFORNIA STUDENT
TOBACCO SURVEY, Leaman (03/04 G &O, Components III)**

•The Office of Educational Services would like to make the Board of Trustees aware of a new mandatory survey administered to ninth through twelfth grade students. The survey focuses on smoking and its effects. No action required.

**6.4 (D/A) ELEMENTARY PHYSICAL EDUCATION ADOPTION
Leaman (03/04 G &O, Components II)**

•Based on the recommendation of elementary teachers and Linking Education and Food (LEAF) participants, the Board is being requested to adopt the Sports, Play, and Active Recreation for Kids (SPARK) curriculum to be used in elementary schools and Sheridan sixth through eighth grades. Materials will be purchased with LEAF grant and instructional materials funds.

**6.5 (D/A) ADOPTION OF POLICY REVISIONS AS REVIEWED BY
THE DISTRICT POLICY COMMITTEE – Yohe (03/04 G &O,
Components 1 -V)**

•The District Policy Committee and the Management Team have reviewed the following revised policies/regulations/exhibits as per CSBA. This group of revisions is ready for adoption:

- * BP 0200 Goals for the School District
- * BP 1312.3 Uniform Complaint Procedure
- * BP/AR 3100 Budget
- * AR 3312.11 State Allocation Board Contracts (DELETION)
- * BP/AR/E 3320 Claims and Actions Against the District
- * BP/AR 3553 Free and Reduced Price Meals
- * AR 4032 Reasonable Accommodation
- * BP/AR 4112.2 Certification
- * BP/AR/E 5116.1 Intradistrict Open Enrollment
- * BP/E 5145.6 Parental Notifications (Exhibit pages c, h, i, j, p, only, total of 5 pages)
- * BP/AR 5146 Married/Pregnant/Parenting Students
- * BP 6143 Courses of Study
- * BP/AR 6146.2 Certificate of Proficiency/High School Equivalency
- * BP/AR 6159 Individualized Education Program
- * AR 6159.1 Procedural Safeguards and Complaints for special Education
- * BP/AR 6164.4 Identification of Individuals for Special Education

Regular Meeting of the Board of Trustees
January 6, 2004
Agenda

4

6. ♦ACTION ♦DISCUSSION ♦INFORMATION

CODE: (A) = Action (D) = Discussion (I) = Information

**6.6 (D/I) FIRST READING OF NEW POLICIES AS SEEN BY THE
DISTRICT POLICY COMMITTEE – Yohe (03/04 G & O,
Components 1 -V)**

•The District Policy Committee and the Management Team have reviewed the following new policies/regulations/exhibits as per CSBA. This group of new policies are being reviewed on a first reading basis:

- * BP/AR/E 0520.2 Title I Program Improvement Schools
- * E 4112.1 Certification
- * BP/AR 6142.7 Physical Education
- * BP 6142.8 Comprehensive Health Education

7. COMMENTS - BOARD OF TRUSTEES

7.1 FUTURE AGENDA ITEMS

The following are a number of agenda items that the Board of Trustees has been monitoring. They are NOT action items for tonight's meeting, but are noted here for continuing purposes and to ensure that when there are changes or new information they will be called up as Action/Discussion/Information.

- Relationship with Sierra Community College
- Carlin C. Coppin Elementary School Land Plan/Gladding Parkway

7.2 MEMBER REPORTS/COMMENTS

8. ESTABLISHMENT OF NEXT MEETING (S)

- The President will establish the following meeting(s):
 - >January 20, 2004, 7:00 p.m. First Street School, Cafeteria, First Street School Featured

9. ADJOURNMENT

BOARD BYLAW 9320: Individuals requiring disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing, at least two days prior to meeting date. (American Disabilities Act) Government Code 54954.1

Posted: 12/31/03

h:\wpfiles\board\agendas\10604

CONSENT

AGENDA

ITEMS

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	COMPLIANCE CHECK LIST
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ____ Complies with Site Plan (LIP) ____ Complies with Governance & Management Document ____ Complies with Mission Statement ____ Funding Sign-Off by J. Stewart ____
2. Fosters 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, local government, business, service organizations, etc. as partners in the education of our students.	Personnel Sign-Off by B. Noyes ____ Program Sign Off by S. Leaman ____ SBLT Involvement ____ Initial

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

SUBJECT:
Approval of Minutes

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Roger R. Yohe
Superintendent
Director, Human Services

ENCLOSURES:
Minutes

MEETING DATE:
January 6, 2004

BACKGROUND:

- The Board of Trustees will consider the approval of the minutes of December 2, 2003 and December 16, 2003.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the minutes as submitted.

Eva\h:\wpfiles\Board\format1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

COMPLIANCE CHECK LIST

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Fosters 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, local government, business, service organizations, etc. as partners in the education of our students.

Complies with Board Policy ____
Complies with Site Plan (UP) ____
Complies with Governance & Management Document ____
Complies with Mission Statement ____
Funding Sign-Off by J. Stewart ____

Personnel Sign-Off by B. Noyes ____
Program Sign Off by S. Leaman ____

SBLT Involvement ____
Initial

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

SUBJECT:
Approval of Warrants

AGENDA ITEM AREA:
CONSENT AGENDA

REQUESTED BY:
Trudy Wilson
Director of Business Services

ENCLOSURES:
Board Only &
www.wpusd.k12.ca.us

MEETING DATE:
January 6, 2004

BACKGROUND:

- The Board of Trustees will consider the approval of the warrants paid since the December 2, 2003 meeting.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the warrants as submitted.

Eva\h:\wpfiles\Board\format1

3.2

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success In an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	COMPLIANCE CHECK LIST
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy <u>X</u> Complies with Site Plan (LIP) <u> </u> Complies with Governance & Management Document <u> </u>
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals <u>X</u> Complies with District Mission Statement <u> </u>
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart <u> </u> Personnel Sign-Off by B. Noyes <u><i>BN</i></u>
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman <u> </u> SBLT Involvement <u> </u> Initial <u> </u>

**WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING**

FACT SHEET

SUBJECT:

Ratification of Certificated
Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes *BN*
Director, Human Services

ENCLOSURES:

MEETING DATE:

January 6, 2004

BACKGROUND:

The Board of Trustees will consider ratification of employment of:

Charles Langston – Science, P.E., Football (1.00 FTE) - LHS

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individual listed above.

*3.3
a.1*

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success In an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	COMPLIANCE CHECK LIST
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy _____ Complies with Site Plan (LIP) _____ Complies with Governance & Management Document _____
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals _____ Complies with District Mission Statement _____
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart _____ Personnel Sign-Off by B. Noyes <u>B.N.</u>
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman _____ SBLT Involvement _____ Initial _____

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

SUBJECT:

Ratification of Classified Employment

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes B.N.
Director, Human Services

ENCLOSURES:

MEETING DATE:

January 6, 2004

BACKGROUND:

The Board of Trustees will consider ratification of employment of :

Janice Borsh – Special Ed. Instructional Aide (.50 FTE) – FSS
Melissa Tofft – Campus/Cafeteria Supervisor (.25 FTE) – GEM
Title I Instructional Aide (.47 FTE) - GEM

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends ratification of employment of the individuals listed above.

3.3
b.1

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success In an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	COMPLIANCE CHECK LIST
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy <u> x </u> Complies with Site Plan (LIP) <u> </u> Complies with Governance & Management Document <u> </u>
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals <u> x </u> Complies with District Mission Statement <u> </u>
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart <u> </u>
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Personnel Sign-Off by B. Noyes <u> </u> Program Sign Off by S. Leaman <u> </u> SBLT Involvement <u> </u> Initial <u> </u>

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Ratification of Classified
Resignation

AGENDA ITEM AREA:

Consent Agenda

REQUESTED BY:

Bob Noyes
Director, Human Services

ENCLOSURES:

MEETING DATE:

January 6, 2004

BACKGROUND:

The Board of Trustees will take action to ratify the resignation of:

Jillian Solander, Campus/Cafeteria Supervisor - COE

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees ratify the resignation as listed.

3.3
b.2

December 17, 2003

Creekside Oaks Elementary School Staff,

I regret to inform you that I will be leaving my position of Cafeteria Supervisor as of January 1, 2004. I have completed my educational goals through Sierra Community College as of December 11, 2003 and I am planning on opening a Daycare/Preschool in my home. Thank you to all staff who I have worked with these past 2 years and I appreciate all your love and support while finishing my schooling. I will be graduating in May with my A.A. in Liberal Arts and an A.S. in Early Childhood Development and I plan on continuing my education part-time. When my daughter Kyra starts First grade I will work on getting my B.A from Chico State. Thanks again for your support and hugs!

Sincerely,

Jillian Solander

Jillian Solander

Received 12/17

Accepted 12/23/03

12th room

R. Ray

*3.3
b.2.1*

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

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World
BOARD OF TRUSTEES/GLOBAL DISTRICT 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.

AGENDA ITEM:

Approve Resolution 03/04.25 Authorizing the Execution and Delivery of a Lease with Option to Purchase, and Authorizing Certain Actions in Connection Therewith.

SUBJECT AREA:

Consent Agenda

REQUESTED BY:

Jay M. Stewart 
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

January 06, 2004

BACKGROUND:

The attached resolution authorizes the Western Placer Unified School District to enter into a three-year lease/purchase agreement to finance the cost of a new maintenance vehicle and provide upgrades to an existing maintenance vehicle. The annual payment, with an interest rate of 4.50% is calculated at \$16,775.24. Payments will be made from the existing maintenance budget, and therefore will not add additional expenses to the General Fund.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends that the Board of Trustees approve Resolution 03/04.25 authorizing the execution and delivery of a lease with option to purchase, and authorizing certain actions in connection therewith.

3.4

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 03/04.25

AUTHORIZING THE EXECUTION AND)
DELIVERY OF A LEASE WITH OPTION TO)
PURCHASE, AND AUTHORIZING CERTAIN)
ACTIONS IN CONNECTION THEREWITH)

WHEREAS, the Western Placer Unified School District (the "District") is a public school district organized and existing under and pursuant to the Constitution and laws of the State of California; and

WHEREAS, the District desires to provide for financing in the approximate amount of \$46,831.00 for the acquisition of a maintenance vehicle with utility box (the "Property"); and

WHEREAS, Municipal Finance Corporation (the "Corporation") has proposed a cost-effective lease purchase financing arrangement at a 4.50% interest rate;

WHEREAS, the District has determined that this lease financing arrangement is the most economical means for providing the Property to the District.

NOW, THEREFORE, it is resolved by the Board of Trustees of the Western Placer Unified School District as follows:

SECTION 1. Lease with Option to Purchase. The Superintendent, Assistant Superintendent, Business Services or a designee is hereby authorized to enter into a Lease with Option to Purchase (the "Lease") with the Corporation to finance the Property, subject to approval as to form by the District's legal counsel.

SECTION 2. Attestations. The Secretary of the Board or other appropriate District officer are hereby authorized and directed to attest the signature of the Superintendent or Assistant Superintendent, Business Services or of such other person or persons as may have been designated by the Superintendent or Assistant Superintendent, Business Services, and to affix and attest the seal of the District, as may be required or appropriate in connection with the execution and delivery of the Lease.

SECTION 3. Other Actions. The Superintendent, Assistant Superintendent, Business Services and other officers of the District are each hereby authorized and directed, jointly and severally, to take any and all actions and to execute and deliver any and all agreements, documents and certificates which they may deem necessary or advisable in order to carry out, give effect to and comply with the terms of this Resolution and the Lease. Such actions are hereby ratified, confirmed and approved.

3.4.1

SECTION 4. Reimbursement of Prior Expenditures. The District declares its official intent to be reimbursed from the proceeds of the Lease approved hereby for a maximum principal amount of \$46,831.00 of expenditures occurring no earlier than sixty days prior to the adoption of this Resolution. All reimbursed expenditures will be capital expenditures as defined in Section 1.150-1(b) of the Federal Income Tax Regulations.

SECTION 5. Effect. This Resolution shall take effect immediately upon its passage.

PASSED AND ADOPTED this 6th day of January, 2004, by the following vote:

AYES:

NOES:

ABSTENTIONS:

ABSENT:

Approved: _____

President of the Board

Attest: _____

Clerk of the Board

3.4.2

REPORTS

AND

COMMUNICATION

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World	
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS	COMPLIANCE CHECK LIST
1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.	Complies with Board Policy ____ Complies with Site Plan (LIP) ____ Complies with Governance & Management Document ____ Complies with Mission Statement ____ Funding Sign-Off by J. Stewart ____
2. Fosters 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.	Personnel Sign-Off by E. Noyes ____ Program Sign Off by S. Leaman ____
4. Promote the involvement of the community, local government, business, service organizations, etc. as partners in the education of our students.	SBLT Involvement ____ Initial

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

SUBJECT:
Mid-Year Report for 03/04
Goals & Objectives for the
Management Team

AGENDA ITEM AREA:
REPORTS AND COMMUNICATION

REQUESTED BY:
Roger R. Yohe
Superintendent

ENCLOSURES:

MEETING DATE:
January 6, 2004

BACKGROUND:


- The Superintendent will present his mid-year report for the Goals and Objectives for the Management Team.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees participate in any discussion necessary.

Eva\h:\wpfiles\Board\format1

5.4

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS		COMPLIANCE CHECK LIST
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.	Complies with Board Policy	___
	Complies with Site Plan (LIP)	___
	Complies with Governance & Management Document	___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals	___
	Complies with District Mission Statement	___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart	___
	Personnel Sign-Off by B. Noyes	___
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	
	SBLT Involvement	___

WESTERN PLACER UNIFIED SCHOOL DISTRICT
BOARD OF TRUSTEE MEETING
FACT SHEET

SUBJECT:

Program Focus Issue – First
Five Grant Preschool

AGENDA ITEM AREA:

Reports

REQUESTED BY:

Scott Leaman,
Assistant Superintendent

ENCLOSURES:

Yes

MEETING DATE:

January 6, 2004

BACKGROUND:

Staff from First Five of Placer County recently met with WPUSD staff to complete a "Learning Conversation" about the program. The notes are attached and will be discussed with the Board.

ADMINISTRATION'S RECOMMENDATION:

No action is required on this item.

5.5.2

Learning Conversation Notes

Western Placer Unified School District Preschool Program

Western Placer Unified School District continues to participate as an early childhood representative consortium to work towards facilitating collaboration between early childhood providers and those responsible for services. Western Placer Unified School District is providing a preschool experience for four to five year olds that have not yet had the preschool experience.

The desired outcome for this program is that there will be an increase in the children's readiness for kindergarten for those that participate. Western Placer has been using input from parents, Kindergarten teachers, the preschool teachers observations and progress reports, and the Ages & Stages Questionnaire to learn about the children attending their program and to measure improvements – (the ASQ data tables and a sample of the “progress report” are attached to this email). The data reviewed for this conversation was from the children from their 6 week summer program.

Which of the data being collected shows that children served through this program are better prepared for school?

- The comments from the Kindergarten teachers that are “inheriting” the kids.
- Most of the children showed an increase on the post Ages & Stages Questionnaire (ASQ) scores.
- Parents of children that used to attend the program have stopped in to express how well their children are doing in Kindergarten.

Lessons Learned:

- None of the “pre” ASQ scores were horrifically low but almost all the post scores showed increases.
- Some of the 4 year olds were showing up to the program having never used scissors or crayons.
- Parents are not always aware of the need for early literacy for the children.
- A great value of utilizing the ASQs in this program is that it helps to make parents aware of the appropriate exposures & skills they children need.
- The pre ASQ scores are somewhat suspect but the post scores seem to be more accurate as the parents are more comfortable with the ASQ instrument and the program.
- One of the goals of the program is for children to simply learn to BE at school (ie: sitting with a group, participating, listening, etc.).
- The “Progress Report” (attached to this email) developed by the program was extremely innovative and provided great insight in to how the children in the program were doing.

Next Steps:

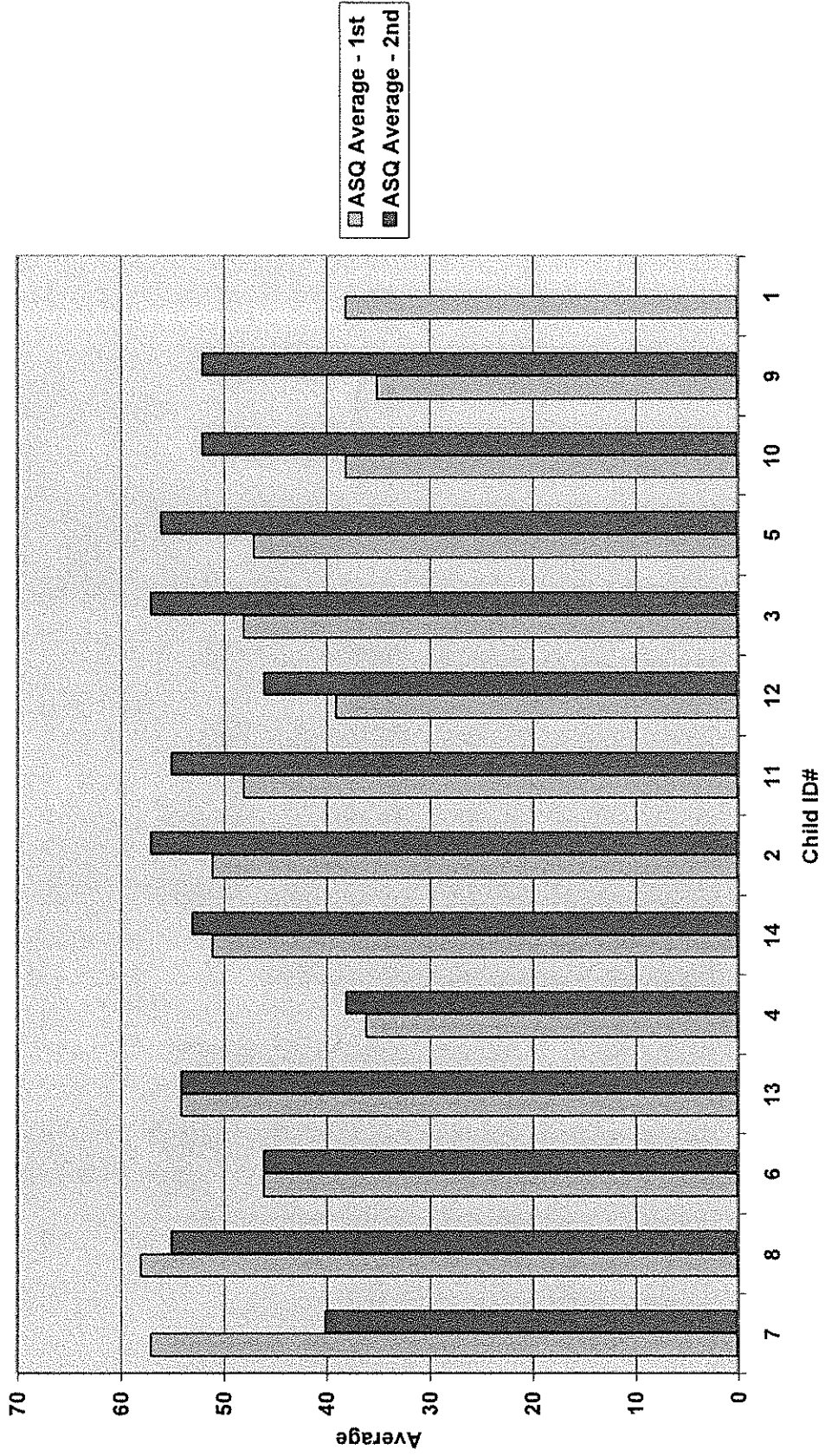
- Possibly look at the assessment tool being used by Rocklin Unified School District's inclusive preschool program.

5.5.20

- Work on completion of the play area so this program can start nurturing the gross motor skills of the children.
- Get together in February for a follow up conversion.
- Get some stories in writing from the Kindergarten teachers as to how the kids entering Kindergarten from this program are doing.
- Work to get the "progress report" data into a spreadsheet to better be analyzed.
- Francine also brought up the question as to whether or not the experience of running this preschool program might lead to the decision by Western Placer to take over the administering of the State Preschool program vs contracting out for that service.

5.5.2
v

Kindergarten Readiness Center (Summer Session 2003)
ASQ Average - 1st and 2nd scores



12/2/2003

For questions regarding this analysis, please contact Mike Romero (530) 889-7651 or mromero@placer.ca.gov

5.5.2
C

**Kindergarten Readiness Center (Summer Session 2003)
ASQ Scores**

	Below cutoff	Above cutoff	0	5	10	15	20	25	30	35	40	45	50	55	60	Decreased	Same	Improved
Communication (Cutoff < 35)																		
Communication - 1st	1	13						1			2	5	4	1	1			
Communication - 2nd	1	12							1		2	1	3	2	4			
Communication - Difference																3	4	6
Gross Motor (Cutoff < 35)																		
Gross Motor - 1st	2	12						1	1	3	2	2	1	4				
Gross Motor - 2nd	1	12							1	1	2	2	3	4				
Gross Motor - Difference																2	6	5
Fine Motor (Cutoff < 35)																		
Fine Motor - 1st	6	8	2	1			1		1	1	1	3		1	3			
Fine Motor - 2nd	2	11					1			1	2		2	4	3			
Fine Motor - Difference																1	3	8
Problem Solving (Cutoff < 35)																		
Problem Solving - 1st	6	8					1	1	1	3		1		4	3			
Problem Solving - 2nd	4	8					1	1	2			4	2	3				
Problem Solving - Difference																1	4	7
Personal Social (Cutoff < 40)																		
Personal Social - 1st		14										1	2	6	5			
Personal Social - 2nd		13											1	7	5			
Personal Social - Difference																2	7	4

12/2/2003

For questions regarding this analysis, please contact Mike Romero (530) 889-7651 or mromero@placer.ca.gov

5.5-7
J

12/2/2003
b.b.7
e

For questions regarding this analysis, please contact Mike Romero (530) 889-7651 or mromero@placer.ca.gov

INFORMATION

DISCUSSION

ACTION ITEMS

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

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World
BOARD OF TRUSTEES/GLOBAL DISTRICT 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.

AGENDA ITEM:

Approve Resolution 03/04.23 to Accept a Grant of Temporary Easement from Lincoln Ranch, LLC for Access to the Foskett Ranch Elementary School Site.

SUBJECT AREA:

Action

REQUESTED BY:

Jay M. Stewart *JMS*
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

January 06, 2004

BACKGROUND:

The attached Grant of Temporary Easement authorizes the District to access the Foskett Ranch Elementary School site prior to the extension of Joiner Parkway.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends that the Board of Trustees approve Resolution 03/04.23 to accept a Grant of Temporary Easement from Lincoln Ranch, LLC for access to the Foskett Ranch Elementary School Site.

6.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 03/04.23

A RESOLUTION OF THE BOARD OF TRUSTEES)
OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT)
ACCEPTING THE GRANT OF TEMPORARY EASEMENT)
FROM LINCOLN RANCH, LLC.)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above-entitled district at a regular meeting held the 6th day of January, 2004, by roll call vote.

AYES:

NOES:

ABSENT:

WHEREAS, the Western Placer Unified School District has determined the need for a temporary road and utility easement to the Foscett Ranch Elementary School site, and

NOW THEREFORE, THE WESTERN PLACER UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. The Board of Trustees finds and determines that:

1. The attached Grant of Temporary Easement to the Western Placer Unified School District for the Foscett Ranch Elementary School site is hereby accepted.

President of the Governing Board
Western Placer Unified School District

ATTEST:

Clerk, Governing Board
Western Placer Unified School District

6.1.1

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

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World
BOARD OF TRUSTEES/GLOBAL DISTRICT 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.

AGENDA ITEM:

Approve Resolution 03/04.24 to Accept a Grant Deed from the City of Lincoln for an Elementary School Site in the Foskett Ranch Subdivision.

SUBJECT AREA:

Action

REQUESTED BY:

Jay M. Stewart 
Assistant Superintendent, Business Services

ENCLOSURES:

Yes

BOARD MEETING DATE:

January 06, 2004

BACKGROUND:

The attached Grant Deed is required to finalize the Foskett Ranch property exchange between the District and the City of Lincoln.

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends that the Board of Trustees approve Resolution 03/04.24 to accept a Grant Deed from the City of Lincoln for an elementary school site in the Foskett Ranch Subdivision.

6.2

WESTERN PLACER UNIFIED SCHOOL DISTRICT

Resolution No. 03/04.24

A RESOLUTION OF THE BOARD OF TRUSTEES)
OF THE WESTERN PLACER UNIFIED SCHOOL DISTRICT)
ACCEPTING A GRANT DEED FOR AN ELEMENTARY)
SCHOOL SITE FROM THE CITY OF LINCOLN.)

The following **RESOLUTION** was duly passed and adopted by the Board of Trustees of the above-entitled district at a regular meeting held the 6th day of January, 2004, by roll call vote.

AYES:
NOES:
ABSENT:

WHEREAS, the Western Placer Unified School District has determined the need to acquire an elementary school site located within the Foskett Ranch subdivision, and

WHEREAS, the Western Placer Unified School District Board of Trustees have previously approved an Exchange Agreement with the City of Lincoln, and

NOW THEREFORE, THE WESTERN PLACER UNIFIED SCHOOL DISTRICT DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. The Board of Trustees finds and determines that:

1. The attached Grant Deed to the Western Placer Unified School District for the school site is hereby accepted.

President of the Governing Board
Western Placer Unified School District

ATTEST:

Clerk, Governing Board
Western Placer Unified School District

6.2.1

Recording requested by :
CITY OF LINCOLN

And when recorded return to:
CITY CLERK
CITY OF LINCOLN
640 Fifth Street
Lincoln, Ca. 95648

GRANT DEED

APN 021-150-071 portion

THE UNDERSIGNED GRANTOR DECLARES:
DOCUMENTARY TRANSFER TAX IS \$ NONE

By this instrument the

CITY OF LINCOLN, a municipal corporation

hereby GRANTS to the

Western Placer Unified School District, a Political Subdivision of the State of California

the following described property in the City of Lincoln, County of Placer, State of California:

**A portion of the West one-half of Section 9, Township 12 North, Range 6 East, M.D.M.,
more precisely described as follows:**

**See Legal Description , Exhibit "B" and Plat , Exhibit "B-1" attached hereto and made a
part hereof.**

Dated this _____ day of _____, 2004.

CITY OF LINCOLN, a municipal corporation ,

By: _____
GERALD F. JOHNSON City Manager

*** Attach proper notarization*

6.2.2

December 22, 2003

File:030183

EXHIBIT "B"

DESCRIPTION

PARCEL B

All that certain real property situate in the City of Lincoln, County of Placer, State of California, described as follows:

All that portion of that certain parcel of land described in the Deed to the City of Lincoln, recorded in Document No. 2003-0034680, Official Records of Placer County, situate in the West one-half of Section 9, Township 12 North, Range 6 East, M.D.M., described as follows:

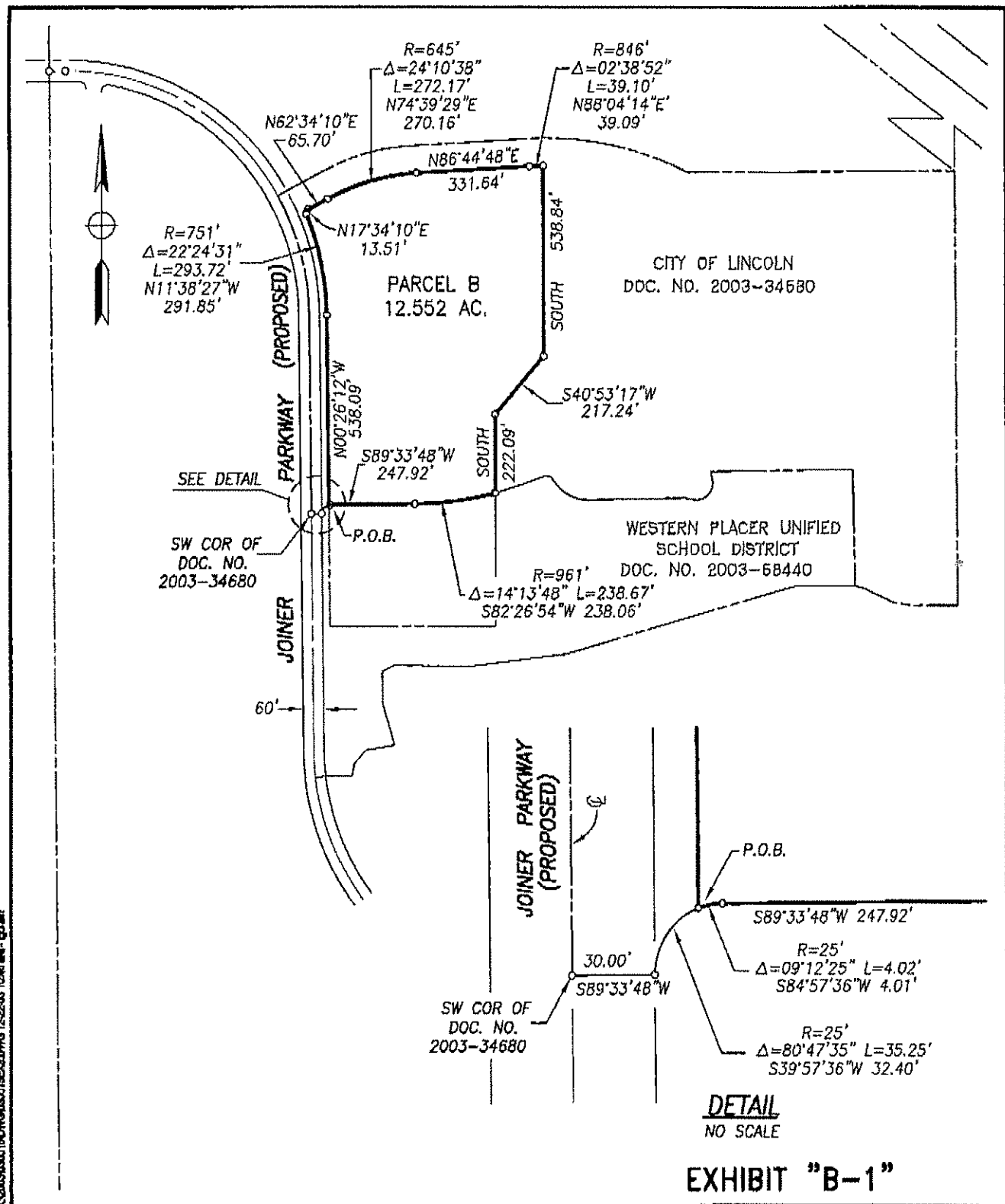
BEGINNING at on the Southerly line of said parcel of land from which the Southwesterly corner thereof bears along the arc of a curve to the left, concave to the Southeast, having a radius of 25.00 feet, through a central angle of 80°47'35", a length of 35.25 feet and being subtended by a chord bearing South 39°57'36" West 32.40 feet and South 89°33'48" West 30.00 feet; thence from said point of beginning, North 00°26'12" West 538.09 feet; thence along the arc of a tangent curve to the left, concave to the West, having a radius of 751.00 feet, a central angle of 22°24'31", a length of 293.72 feet and being subtended by a chord bearing North 11°38'27" West 291.85 feet; thence North 17°34'10" East 13.51 feet; thence North 62°34'10" East 65.70 feet; thence along the arc of a tangent curve to the right, concave to the South, having a radius of 645.00 feet, a central angle of 24°10'38", a length of 272.17 feet and being subtended by a chord bearing North 74°39'29" East 270.16 feet; thence North 86°44'48" East 331.64 feet; thence along the arc of a tangent curve to the right, concave to the South, having a radius of 846.00 feet, a central angle of 02°38'52", a length of 39.10 feet and being subtended by a chord bearing North 88°04'14" East 39.09 feet; thence South a distance of 538.84 feet; thence South 40°53'17" West 217.24 feet; thence South a distance of 222.09 feet to the Southerly line of said City of Lincoln parcel of land; thence along said Southerly line the following three (3) courses: (1) along the arc of a non-tangent curve to the right, concave to the North, having a radius of 961.00 feet, a central angle of 14°13'48", a length of 238.67 feet and being subtended by a chord bearing South 82°26'54" West 238.06 feet; (2) South 89°33'48" West 247.92 feet and (3) along the arc of a tangent curve to the left, concave to the South, having a radius of 25.00 feet, a central angle of 09°12'25", a length of 4.02 feet and being subtended by a chord bearing South 84°57'36" West 4.01 to the point of beginning.

Containing 12.552 acres, more or less.

AP.N. 021-150-071, portion

X:\2003\030015\docs\School_12.55 ac desc.doc

62.3


MORTON & PITALO, INC.

CIVIL ENGINEERING • PLANNING • SURVEYING

 1788 Miya Road, Suite 200 • Sacramento, CA 95815
 phone: 916.927.2400 • fax: 916.467.0120 • survey fax: 916.927.1185
 email: ang@mpengr.com • web: www.mpengr.com

 DRAWN: LG
 CHECKED:
 SCALE: 1" = 400'

 JOB NO: 030183
 DATE: DEC. 2003
 SHEET: 1 of 1

PLAT TO ACCOMPANY LEGAL DESCRIPTION


PROPERTY DESCRIPTION

 PTN. OF THE W 1/2 OF SECTION 9
 T.12 N., R.6 E., M.D.M.

CITY OF LINCOLN

CALIFORNIA

6.2.4

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.	
BOARD OF TRUSTEE/DISTRICT GOALS	COMPLIANCE CHECK LIST
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.	Complies with Board Policy ____ Complies with Site Plan (LIP) ____ Complies with Governance & Management Document ____
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals ____ Complies with District Mission Statement ____ Funding Sign-Off by J. Stewart ____
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Personnel Sign-Off by B. Noyes ____
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman  SBLT Involvement ____

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

SUBJECT:

Administration of California
Student Tobacco Survey

AGENDA ITEM AREA:

Discussion/Information

REQUESTED BY:

Scott Leaman,
Assistant Superintendent

ENCLOSURES:

Yes

MEETING DATE:

January 6, 2004

BACKGROUND:

The office of Educational Services would like to make the Board aware of a new mandatory survey administered to ninth through twelfth grade students. The survey focuses on smoking and its effects. The administration of the survey allows the district to receive Tobacco Use and Prevention Education (TUPE) state funds.

ADMINISTRATION RECOMMENDATION:

No action is required on this item.

6.3

California Student Tobacco Survey

2003-2004

- This is a survey about health-related behaviors and attitudes. It includes questions about tobacco. Whether or not you have ever done any of these things, please answer all the questions. **You will be able to answer that you have not done the things we ask about.**
- You do not have to answer all of the questions in this survey, but we hope that you will.
- Please do not write your name on this form or on the answer sheet. Only you will know how you answered these questions.
- Please mark all of your answers on the answer sheet. Do not write on the survey questionnaire. Mark only one answer unless told to "Mark all that apply." Please fill in the bubbles neatly with a #2 pencil.
- This survey asks about things you may have done during different periods of time, such as during your **lifetime**, the **past year**, or the **past 30 days**. Each is asked for a specific reason and provides needed information. Please pay careful attention to these time periods.



WestEd

4665 Lampson Avenue • Los Alamitos, CA 90720 • (562) 598-7661

G.3.1

California Student Tobacco Survey

The first questions ask for some background information about you.

1. How old are you?

- a. 12 years old or younger
- b. 13 years old
- c. 14 years old
- d. 15 years old
- e. 16 years old
- f. 17 years old
- g. 18 years old
- h. 19 years old or older

2. What is your sex?

- a. Female
- b. Male

3. What grade are you in?

- a. 6th
- b. 7th
- c. 8th
- d. 9th
- e. 10th
- f. 11th
- g. 12th
- h. Ungraded or other grade

Draft

4. How do you describe yourself? (Mark all that apply)

- a. American Indian or Alaskan Native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino (example: Mexican, South American, Central American)
- e. Native Hawaiian or Other Pacific Islander (example: Filipino, Samoan)
- f. White

5. Which one of these groups BEST describes you? (CHOOSE ONLY ONE ANSWER)

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Hispanic or Latino (example: Mexican, South American, Central American)
- e. Native Hawaiian or Other Pacific Islander (example: Filipino, Samoan)
- f. White

6.3.2

The next group of questions asks about tobacco use.

Cigarette Smoking

6. Have you ever tried smoking cigarettes, even one or two puffs?
 - a. Yes
 - b. No
7. How old were you when you smoked a whole cigarette for the first time?
 - a. I have never smoked a whole cigarette
 - b. 8 years old or younger
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 years old or older
8. About how many cigarettes have you smoked in your entire life?
 - a. None
 - b. 1 or more puffs but never a whole cigarette
 - c. 1 cigarette
 - d. 2 to 5 cigarettes
 - e. 6 to 15 cigarettes (about 1/2 pack total)
 - f. 16 to 25 cigarettes (about 1 pack total)
 - g. 26 to 99 cigarettes (more than 1 pack, but less than 5 packs)
 - h. 100 or more cigarettes (5 or more packs)
9. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
 - a. Yes
 - b. No
10. During the past 30 days, on how many days did you smoke cigarettes?
 - a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days

11. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?
- a. I did not smoke cigarettes during the past 30 days
 - b. Less than 1 cigarette per day
 - c. 1 cigarette per day
 - d. 2 to 5 cigarettes per day
 - e. 6 to 10 cigarettes per day
 - f. 11 to 20 cigarettes per day
 - g. More than 20 cigarettes per day
12. During the past 30 days, what brand of cigarettes did you usually smoke?
(MARK ONLY ONE ANSWER)
- a. I did not smoke cigarettes during the past 30 days
 - b. I do not have a usual brand
 - c. Camel
 - d. Marlboro
 - e. Newport
 - f. Virginia Slims
 - g. GPC, Basic, or Doral
 - h. Some other brand
13. Are the cigarettes you usually smoke menthol-flavored cigarettes?
- a. I do not smoke cigarettes
 - b. Yes
 - c. No

Your answers are very important to us.

Keep it up!

14. During the past 30 days, how did you usually get your own cigarettes?
(MARK ONLY ONE ANSWER)
- a. I did not smoke cigarettes during the past 30 days
 - b. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
 - c. I bought them from a vending machine
 - d. I gave someone else money to buy them for me
 - e. I borrowed (or bummed) them from someone else
 - f. A person 18 years old or older gave them to me
 - g. I took them from a store or family member
 - h. I got them some other way

15. During the past 30 days, where did you buy the last pack of cigarettes you bought? (MARK ONLY ONE ANSWER)
- a. I did not buy a pack of cigarettes during the past 30 days
 - b. A gas station
 - c. A convenience store
 - d. A grocery store
 - e. A drugstore
 - f. A vending machine
 - g. I bought them over the Internet
 - h. Other
16. When you bought or tried to buy cigarettes in a store during the past 30 days, were you ever asked to show proof of age?
- a. I did not try to buy cigarettes in a store during the past 30 days
 - b. Yes, I was asked to show proof of age
 - c. No, I was not asked to show proof of age
17. During the past 30 days, did anyone ever refuse to sell you cigarettes because of your age?
- a. I did not try to buy cigarettes in a store during the past 30 days
 - b. Yes, someone refused to sell me cigarettes because of my age
 - c. No, no one refused to sell me cigarettes because of my age
18. During the past 30 days, on how many days did you smoke cigarettes on school property?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 or more days
19. When was the last time you smoked a cigarette, even one or two puffs?
- a. I have never smoked cigarettes, even one or two puffs
 - b. I smoked a cigarette earlier today
 - c. Not today but sometime during the past 7 days
 - d. Not during the past 7 days but sometime during the past 30 days
 - e. Not during the past 30 days but sometime during the past 6 months
 - f. Not during the past 6 months but sometime during the past year
 - g. 1 to 4 years ago
 - h. 5 or more years ago
20. During the past 12 months, did you ever try to quit smoking cigarettes?
- a. I did not smoke during the past 12 months
 - b. Yes
 - c. No

21. Do you want to stop smoking cigarettes?

- a. I do not smoke now
- b. Yes
- c. No

22. How many times, if any, have you tried to quit smoking cigarettes?

- a. I have never smoked
- b. None
- c. 1 time
- d. 2 times
- e. 3 to 5 times
- f. 6 to 9 times
- g. 10 or more times

23. When you last tried to quit, how long did you stay off cigarettes?

- a. I have never smoked cigarettes
- b. I have never tried to quit
- c. Less than a day
- d. 1 to 7 days
- e. More than 7 days but less than 30 days
- f. More than 30 days but less than 6 months
- g. More than 6 months but less than a year
- h. More than a year

24. Do you think it would be easy or hard for you to get cigarettes if you wanted some?

- a. Very easy
- b. Sort of easy
- c. Sort of hard
- d. Very hard

Smokeless Tobacco: Chewing Tobacco, Snuff, or Dip

25. Have you ever used chewing tobacco, snuff, or dip, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?

- a. Yes
- b. No

26. How old were you when you used chewing tobacco, snuff, or dip for the first time?
- a. I have never used chewing tobacco, snuff, or dip
 - b. 8 years old or younger
 - c. 9 or 10 years old
 - d. 11 or 12 years old
 - e. 13 or 14 years old
 - f. 15 or 16 years old
 - g. 17 years old or older
27. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days
28. During the past 30 days, on how many days did you use chewing tobacco, snuff, or dip on school property?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 or more days

Cigars

29. Have you ever tried smoking cigars, cigarillos, or little cigars, even one or two puffs?
- a. Yes
 - b. No
30. During the past 30 days, on how many days did you smoke cigars, cigarillos, or little cigars?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 to 5 days
 - d. 6 to 9 days
 - e. 10 to 19 days
 - f. 20 to 29 days
 - g. All 30 days

Bidis and Kreteks

31. Have you ever tried smoking any of the following?

- a. Bidis (beedies)
- b. Kreteks (clove flavored)
- c. I have tried both bidis and kreteks
- d. I have never smoked bidis or kreteks

The next questions ask about your thoughts about tobacco.

32. Do you think you will smoke a cigarette at any time during the next year?

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

33. If one of your best friends offered you a cigarette, would you smoke it?

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

34. Has either of your parents (or guardians) discussed the dangers of tobacco use with you?

- a. Mother (female guardian) only
- b. Father (male guardian) only
- c. Both
- d. Neither

35. Do you think young people who smoke cigarettes have more friends?

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

36. Do you think smoking cigarettes makes young people look cool or fit in?

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

37. Do you think young people risk harming themselves if they smoke from 1 to 5 cigarettes per day?
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not
38. Do you think it is safe to smoke for only a year or two, as long as you quit after that?
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not
39. Do you think you would be able to quit smoking cigarettes now if you wanted to?
- a. I do not smoke now
 - b. Yes
 - c. No
40. Have you ever participated in a program to help you quit using tobacco?
- a. I have never used tobacco
 - b. Yes, at school
 - c. Yes, but not at school
 - d. No
41. Have you ever called the 1 800 NO BUTTS California tobacco hotline to help you quit using tobacco?
- a. I have never used tobacco
 - b. Yes
 - c. No
42. During this school year, did you practice ways to say NO to tobacco in any of your classes (for example by, role-playing)?
- a. Yes
 - b. No
 - c. Not sure

The next questions ask about community events that you may have heard about or that you may have seen on TV, at the movies, or on the Internet.

43. During the past 12 months, were you ever at any community activities that discouraged people your age from using cigarettes, chewing tobacco, snuff, dip, or cigars?
- a. Yes
 - b. No
44. During the past 30 days, have you seen or heard commercials on TV, the Internet, or on the radio about the dangers of cigarette smoking?
- a. Not in the past 30 days
 - b. 1-3 times in the past 30 days
 - c. 1-3 times per week
 - d. Daily or almost daily
 - e. More than once a day
45. When you watch TV or go to movies, how often do you see actors using tobacco?
- a. I don't watch TV or go to movies
 - b. Most of the time
 - c. Some of the time
 - d. Hardly ever
 - e. Never

Some tobacco companies make items like sports gear, t-shirts, lighters, hats, jackets, and sunglasses that people can buy or receive free.

46. During the past 12 months, did you buy or receive anything that has a tobacco company name or picture (logo) on it?
- a. Yes
 - b. No
47. Would you ever use or wear something that has a tobacco company name or picture (logo) on it such as a lighter, T-shirt, hat, or sunglasses?
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not

The next questions ask about how often you're around tobacco smoke.

48. During the past 7 days, on how many days were you in the same room with someone who was smoking cigarettes?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 or 4 days
 - d. 5 or 6 days
 - e. 7 days
49. During the past 7 days, on how many days were you in the same room AT HOME with someone who was smoking cigarettes?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 or 4 days
 - d. 5 or 6 days
 - e. 7 days
50. During the past 7 days, on how many days did you ride in a car with someone who was smoking cigarettes?
- a. 0 days
 - b. 1 or 2 days
 - c. 3 or 4 days
 - d. 5 or 6 days
 - e. 7 days
51. Do you think the smoke from other people's cigarettes is harmful to you?
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not

Keep it up...you are about halfway there!

52. Does anyone who lives with you NOW smoke cigarettes?
- a. Yes
 - b. No

53. How many of your four closest friends smoke cigarettes?

- a. None
- b. One
- c. Two
- d. Three
- e. All Four
- f. Not sure

54. About what percent of students in your grade have smoked cigarettes at least once a month?

- | | | |
|-------------|--------------|--------------|
| a. 0 (None) | f. 50 (Half) | k. 100 (All) |
| b. 10 | g. 60 | |
| c. 20 | h. 70 | |
| d. 30 | i. 80 | |
| e. 40 | j. 90 | |

The next few questions ask about what you may have learned about tobacco use in school.

55. During the last year (twelve months), did you have any school lessons about tobacco?

- a. Yes
- b. No

56. During the last year (12 months), did your teacher or a guest speaker (for example, a nurse or someone from your community) talk to your class about NOT using tobacco?

- a. Yes
- b. No

57. During the last year (12 months), did you go to a school assembly or event about the harmful effects of tobacco use?

- a. Yes
- b. No

58. During the last year (12 months), did any of your teachers talk about the reasons why people your age smoke or do NOT smoke?

- a. Yes
- b. No

59. During the last year (12 months), did any of your teachers talk about how many people your age do NOT smoke?

- a. Yes
- b. No

60. During the last year (12 months), did any of your teachers talk about the effects of cigarette smoking on your body?
- a. Yes
 - b. No
61. During the last year (12 months), did any of your teachers talk about the effects of second-hand smoke?
- a. Yes
 - b. No
62. During the last year (12 months) was the information you received in school helpful in making decisions about not using tobacco?
- a. Yes, I decided to not start using tobacco
 - b. Yes, I am thinking about quitting using tobacco
 - c. No, it did not help me make decisions about using tobacco
 - d. During the last year, I have not received any information in school about tobacco
63. Has what you learned in school during the last year (12 months) helped you feel it is okay to say "no" to friends who offer you cigarettes?
- a. Yes
 - b. No
 - c. During the last year, I have not learned anything in school about smoking
64. How hard would it be for you to refuse or say "no" to a friend who offered you a cigarette to smoke?
- a. Very hard
 - b. Hard
 - c. Easy
 - d. Very easy
65. At your school, can students your age be trained to help students who want to quit using tobacco?
- a. Yes
 - b. No
66. Does your school have any special groups or classes for students who want to quit using tobacco?
- a. Yes
 - b. No
 - c. I don't know



The next few questions concern tobacco advertising.

67. When you listen to the radio, how often do you hear advertisements about NOT smoking or NOT chewing tobacco?
- a. A lot
 - b. Sometimes
 - c. Hardly ever
 - d. Never
 - e. I don't listen to the radio
68. When you see billboards (outdoor signs), how often do you see advertisements about NOT smoking or about NOT chewing tobacco?
- a. A lot
 - b. Sometimes
 - c. Hardly ever
 - d. Never
 - e. I never see billboards
69. When you watch TV, how often do you see stories or advertisements about the dangers of smoking tobacco or chewing tobacco?
- a. A lot
 - b. Sometimes
 - c. Hardly ever
 - d. Never
 - e. I don't watch TV

75. Tobacco companies try to get young people to start smoking by using advertisements that are attractive to young people.
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not

The next questions ask about community efforts discouraging smoking.

76. In your community, do police work with youth to try catching storeowners who sell cigarettes to persons under 18 years old?
- a. Yes
 - b. No
77. In your community, do youth (persons under 18) get a ticket from the police if they are caught with cigarettes?
- a. Yes
 - b. No
78. Have you heard about activities against smoking in your community that try to do any of the following? (Mark all that apply)
- a. Reduce tobacco company support for car races, rodeos, etc.
 - b. Support a youth tobacco control group
 - c. Reduce exposure to secondhand tobacco smoke
 - d. Keep youth from getting tobacco products
 - e. Reduce the amount of tobacco advertising
 - f. Services or programs to help people quit smoking
 - g. None of the above
79. Is there a rule at your school (for students and/or adults) that no one is allowed to use tobacco in the school building or on the schoolyard?
- a. Yes
 - b. No
80. How many students who use tobacco break that rule?
- a. My school does not have a no-tobacco rule for students
 - b. None
 - c. A few
 - d. Some
 - e. Most
 - f. All of them

70. When you go to sports events, fairs or community events, how often do you see advertisements for cigarettes or chewing tobacco?
- a. A lot
 - b. Sometimes
 - c. Hardly ever
 - d. Never
 - e. I don't go to sports events, fairs or community events
71. During the last 30 days, do you remember seeing on TV any of the following messages ABOUT NOT SMOKING? (Mark all that apply)
- a. Showed smoke swirling on screen and voices talking about smoking situations
 - b. Showed tobacco executives from a tobacco company talking about light cigarettes
 - c. Showed tobacco executives talking about becoming a friend of ethnic communities by paying for and supporting community events and organizations
 - d. Showed the inside of a body and the damage done by breathing in smoke from someone else's cigarette
 - e. Ending with the word "truth"
 - f. Ending with the phrase "do you smell smoke"
 - g. I have not seen any of the above messages on TV
72. During the last 30 days, in which places have you seen tobacco advertising in your community? (Mark all that apply)
- a. Billboards
 - b. Buses
 - c. Bus stops
 - d. Storefronts
 - e. Signs outside of stores
73. Do you think that tobacco companies try to get people addicted to cigarettes?
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not
74. If tobacco companies knew for sure that smoking hurts people, do you think they would stop selling cigarettes?
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not

81. Have you seen any adults break that rule?

- a. My school does not have a no-tobacco rule for adults
- b. Yes
- c. No

82. When a student breaks the no tobacco rule, which of the following could happen? (Mark all that apply)

- a. My school does not have a no-tobacco rule for students
- b. They get suspended from school
- c. They get a ticket
- d. They are referred to a special class
- e. They are referred to an adult counselor
- f. They are referred to a peer counselor (that is, a counselor of about the same age as the students)
- g. Parents are called in for a conference
- h. I don't know

83. At your school, are students allowed to wear or use something that has a tobacco name or picture on it?

- a. Yes
- b. No

The following statements relate to effects that smoking cigarettes might have on people who smoke.

84. Smoking cigarettes helps keep a young person from gaining too much weight.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

85. Smoking cigarettes makes teeth yellow.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

86. Smoking cigarettes is one way to lose friends who are nonsmokers.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

87. Smoking cigarettes makes people smell bad.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

...Almost There...

88. Smokers have shorter lives than nonsmokers do.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

89. Young people who smoke cigarettes appear more grown-up.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

90. Smoking cigarettes makes young people more relaxed.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

91. Smoking cigarettes makes young people look cool.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

92. Smoking cigars is just as harmful as smoking cigarettes.

- a. Definitely yes
- b. Probably yes
- c. Probably not
- d. Definitely not

93. Smoking cigarettes makes asthma worse.

- a. True
- b. False

6.3.18

- c. I don't know / I am not sure
94. Teenagers are too young to get addicted to tobacco.
- a. True
 - b. False
 - c. I don't know / I am not sure
95. A pregnant woman can harm her unborn baby if she smokes cigarettes.
- a. True
 - b. False
 - c. I don't know / I am not sure
96. Nicotine is the only harmful substance in tobacco.
- a. True
 - b. False
 - c. I don't know / I am not sure
97. Most young people do NOT smoke cigarettes.
- a. True
 - b. False
 - c. I don't know / I am not sure
98. Breathing smoke from someone else's cigarette can cause lung cancer.
- a. True
 - b. False
 - c. I don't know / I am not sure
99. People can get addicted to using tobacco just like they can get addicted to using other drugs such as cocaine or heroin.
- a. Definitely yes
 - b. Probably yes
 - c. Probably not
 - d. Definitely not
100. During the past 12 months, did you ever feel so sad and hopeless almost everyday for two weeks or more that you stopped doing some usual activities?
- a. Yes
 - b. No
101. How often do you speak in English at home with your family?
- a. Almost always
 - b. Often
 - c. Sometimes
 - d. Almost never

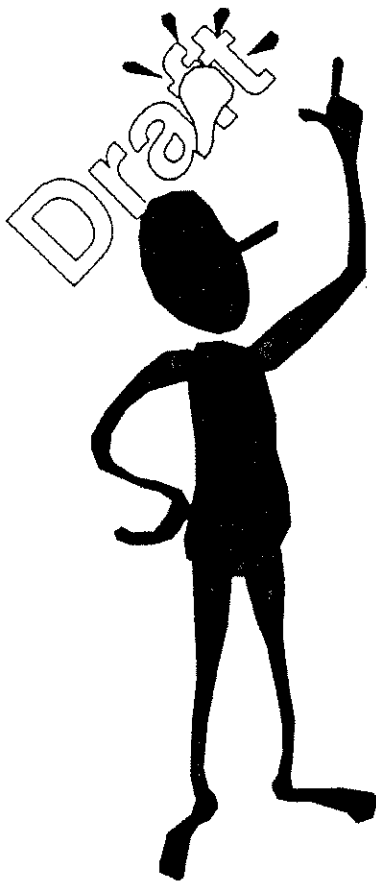
Finally, a question about how you are doing in school.


12. What grades did you get in school last year?

- a. Mostly A's
- b. A's and B's
- c. Mostly B's
- d. B's and C's
- e. Mostly C's
- f. C's and D's
- g. Mostly D's
- h. D's and F's

You are done.

Thank you for your help!



MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World.		
BOARD OF TRUSTEE/DISTRICT GOALS	COMPLIANCE CHECK LIST	
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.	Complies with Board Policy	___
	Complies with Site Plan (LIP)	___
	Complies with Governance & Management Document	___
2. Foster a safe, caring environment where individual differences are valued and respected.	Complies with District Goals	___
	Complies with District Mission Statement	___
3. Provide facilities for all district programs and functions that are suitable in terms of function, space, cleanliness and attractiveness.	Funding Sign-Off by J. Stewart	___
	Personnel Sign-Off by B. Noyes	___
4. Promote the involvement of the community, parents, local government, business, service organizations, etc. as partners in the education of the students.	Program Sign Off by S. Leaman	
	SBLT Involvement	___

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

SUBJECT:

Elementary Physical Education
Adoption

AGENDA ITEM AREA:

Discussion/Action

REQUESTED BY:

Scott Leaman,
Assistant Superintendent

ENCLOSURES:

Yes

MEETING DATE:

January 6, 2004

BACKGROUND:

Based on the recommendation of elementary teachers and Linking Education and Food (LEAF) participants, the Board is being requested to adopt the Sports, Play, and Active Recreation for Kids (SPARK) curriculum to be used in elementary schools and Sheridan sixth through eighth grades. Materials will be purchased with LEAF grant and instructional materials funds.

ADMINISTRATION'S RECOMMENDATION:

Administration recommends adoption of the materials.

6.4



**Maximize Physical Activity,
Maximize Physical
Education Outcomes**

Search:

Call us at 1-800-SPARKPE

About SPARK

Workshops

Curriculum

Support

Elementary
PE Program

PE K-2
Curriculum
Binder

PE 3-6
Curriculum
Binder

PE K-2
Sample
Lessons

PE 3-6
Sample
Lessons

Elementary
PE Equipment
Lists

Program
Packages

Binder Order
Form

K-6th Grade Elementary Physical Education

A Healthy Beginning:

The **SPARK** (Sports, Play and Active Recreation for Kids) Programs began studying elementary physical education in 1989, and today, the name **SPARK** represents a collection of exemplary, research-based physical activity/nutrition programs. The original **SPARK** study was initially supported by the Heart, Lung and Blood Institute of the National Institutes of Health.

Results:

Numerous refereed publications (29 to date) have reported The **SPARK** Programs elementary physical education (PE) program effects, including papers showing evidence of achievement in the following variables:

- Physical activity
- Physical Fitness
- Lesson context and teacher behavior
- Academic Achievement
- Motor skill development
- Student enjoyment of the program
- Adiposity
- Long term effects/institutionalization
- Process measures (parent behavior, teacher acceptance of the program)

Honors:

SPARK elementary physical education has been selected as the intervention program in many important research studies and cited in the Surgeon General's Report as a "school-based solution to our nation's health care crisis." SPARK PE was validated by the National Diffusion Network of the U.S. Department of Education in 1993 and earned "Exemplary Program" status.

Sharing Good News and Growing:

Following the research phase, the elementary PE program was expanded to focus on dissemination. Over the years, additional research has led to the creation and development of:

- Early Childhood (ages 3-5)
- Middle School PE (grades 6-8)
- After School (ages 5-14)

Each program is a complete package of curricula, staff development, extensive follow-up consultation, and equipment (via our corporate sponsor, Sportime)

Choose from one of the complete programs: Early Childhood, Elementary Physical Education, Lifelong Wellness, Middle School Physical Education and After School.



**Maximize Physical Activity,
Maximize Physical
Education Outcomes**

Search: _____

Call us at 1-800-SPARKPE

About SPARK

Workshops

Curriculum

Support

Elementary
PE Program

All **SPARK** Curricula are presented in 3-ring binders for easy access to materials. Simply pull out a lesson, put it on a clipboard, and take it to class.

PE 3-6
Curriculum
Binder

Lifetime support and consultation from **SPARK** are included with your book purchase, as well as discounts on "**SPARK** stuff" (t-shirts, water bottles, whistles, etc.). Complete equipment packages from Sportime are available too with free shipping!

PE K-2
Curriculum
Binder

SPARK K-2 PE

PE 3-6
Sample
Lessons

Designed for and proven effective by both PE specialists and classroom teachers, the K-2 binder (over 400 pages in 17 chapters) is divided into three color coded sections. White pages are reference and resource chapters. Yellow pages are **SPARK** Starters, enjoyable, quick warm-up activities that begin class with movement and fun. Blue pages are complete instructional units, main lessons that comprise the majority of class time. Instructional units (10 total) include: Dance With Me, Parachute Parade, and Bean Bag Boogie. Clear diagrams, assessment tools, academic integration tips, a literacy section, social skills themes, and much, much more presented.

PE K-2
Sample
Lessons

Elementary
PE Equipment
Lists

Program
Packages

Click here to learn more about our [Physical Education K-2](#), [Physical Education 3-6](#), [Physical Education 6-8](#), [Lifelong Wellness](#), [After School](#), and [Early Childhood](#) texts or to [order your manuals](#) today!

Binder Order
Form

For more information on The **SPARK** Programs and/or a cost proposal specific to your needs, please contact us by phone at 1-800-SPARK-PE or by E-mail at spark@sparkpe.org.

Choose from one of the complete programs: [Early Childhood](#), [Elementary Physical Education](#), [Lifelong Wellness](#), [Middle School Physical Education](#) and [After School](#).

For information, call 1-800-SPARK-PE or Email spark@sparkpe.org.

[Return to Home Page](#)

UNIT: GREAT GAMES

LESSON: 1

OBJECTIVES

General coordination, throwing

EQUIPMENT

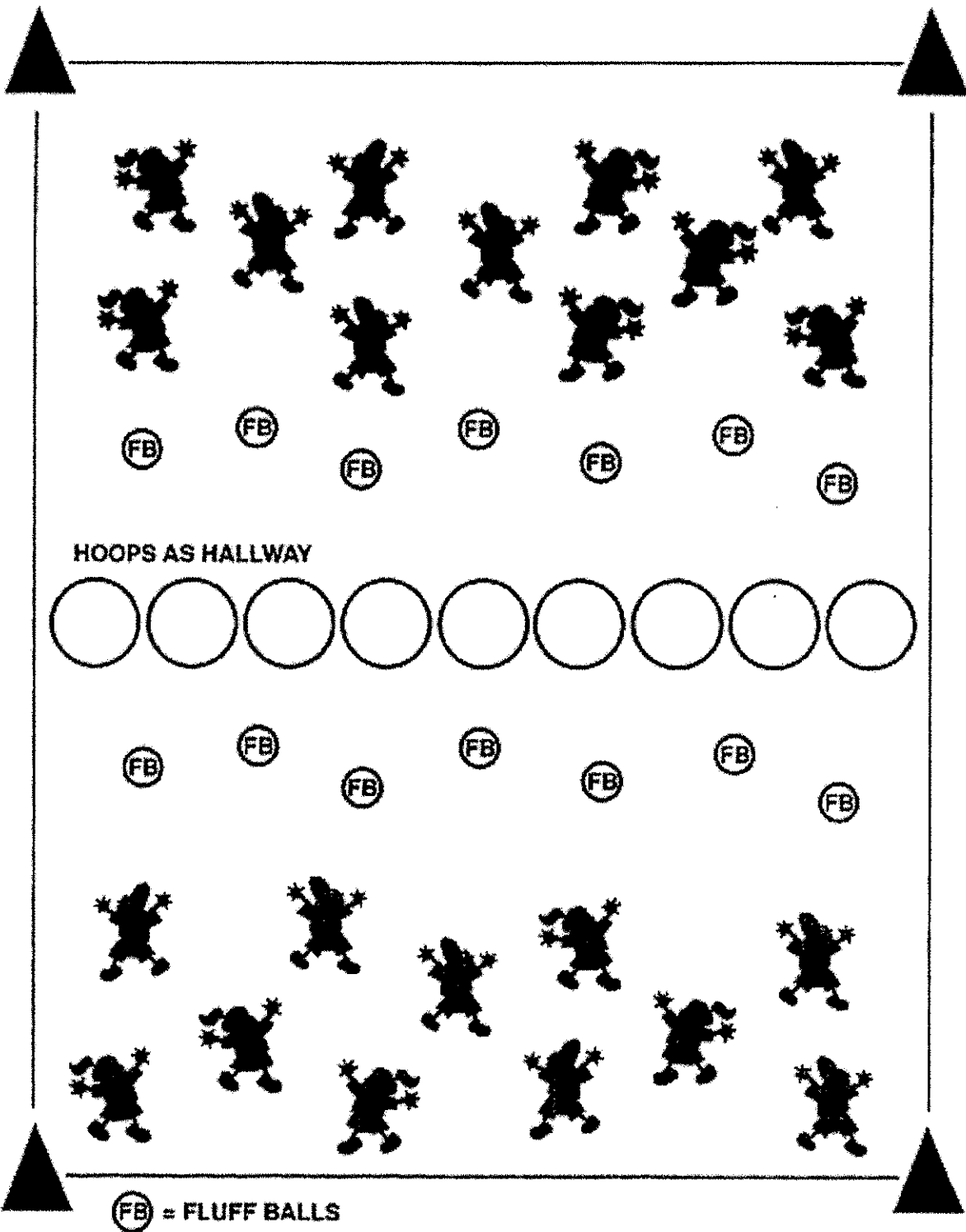
1 fluffball/student, 10-12 hoops, 4 cones

ACTIVITY	ORGANIZATION	TEACHING CUES
	GROUP DAY	
Clean Your Room <i>Diagram on back</i>	<ul style="list-style-type: none"> -Play area (30 X 30 paces), <u>divided in half by hoops</u> (or use existing lines). -<u>Divide students into 2 groups</u> (by playing Back-to-Back). -Give each group half of the fluffballs. -Never use anything heavier than a fluffball! Injury can result. -On stop signal, wait 3 seconds for balls to fall, then gather balls to a hoop on each side for counting. -Repeat, designating type of throw (e.g., left hand, overhand). <u>Variation:</u> <ul style="list-style-type: none"> -Throw over a net or rope to play "Clean Your Yard." (Decreases chance of students throwing at each other.) ★ <i>Math Integration:</i> Counting, comparing number of fluffballs in hoops. ★ <i>Social Studies Integration:</i> Discuss keeping your environment (room, house, neighborhood, oceans) clean. 	<ul style="list-style-type: none"> -The Great Game we are going to play is called "Clean Your Room!" -<u>The object of the game is to have the cleanest room! Each side will clean their room by throwing fluffballs over to the other side.</u> -On START cue, throw any fluffballs that are on your side <u>over</u> to the other side as fast as you can! -Only throw 1 ball at a time. -No kicking balls or throwing at people! -On STOP cue, everyone raises their arms in the air to make an "X." If you have a fluffball in your hand drop it to the ground. -We will count how many fluffballs are on your side. -The side with the fewest fluffballs has the cleanest room! -Can you throw with your other hand too?
Cool-Down Equipment Return	<ul style="list-style-type: none"> -Lead a brief stretch, cool-down. Students help collect equipment. 	<ul style="list-style-type: none"> -Let's do a cool-down, then we'll put our equipment away.

6.4.3

(4)

CLEAN YOUR ROOM



U.4.4

UNIT: BEAN BAG BOOGIE

LESSON: 11

OBJECTIVES

Object manipulation, fine/gross
motor development

EQUIPMENT

1 bean bag/4 students, 4 cones

ACTIVITY	ORGANIZATION	TEACHING CUES
	<u>-GROUP DAY-</u>	
Pass The Fritters Critters (May be challenging for K's)	<p><u>Students in circles of 4 or 5 with one bean bag.</u></p> <p><u>Variation:</u> -After a few trials with 1 bean bag going to the right, change tasks (e.g., change directions, add more bean bags, switch directions on command).</p> <p>★ <i>Language Arts Integration:</i> Read PASS THE FRITTERS CRITTERS by Cheryl Chapman.</p>	<p><u>The object of the game is to pass a bean bag around your circle as quickly as you can.</u></p> <p>-Try to keep the bean bag moving; don't let it drop to the ground.</p> <p>-Keep eyes on the bean bag; hands ready to catch.</p> <p>-On START cue, pass bean bag to the right.</p> <p>-Can your group do as well going to your left?</p> <p><u>For advanced learners:</u> -Let's see how well your group does with a 2nd bean bag. A 3rd!</p> <p>-On "SWITCH!" change direction!</p>
Name Game	<p><u>-Groups in circles as above, but one student steps into the middle of the circle.</u></p> <p>-Encourage tossing in order around the circle so everybody gets a chance.</p>	<p>-Let's play the "Name Game."</p> <p>-One person takes the bean bag and stands in the middle of the circle.</p> <p>-Say someone's name and toss quickly back and forth.</p> <p>-Say the next person's name and toss back and forth again.</p> <p>-After tossing to everybody, the person tossed to first goes to the middle.</p> <p>-Don't hold the bean bag for more than 3 seconds.</p> <p>-Hands up and ready to catch!</p>

6.4.5
(6)



**Maximize Physical Activity,
Maximize Physical
Education Outcomes**

Search: _____

Call us at 1-800-SPARKPE

About SPARK

Workshops

Curriculum

Support

Elementary
PE Program

All **SPARK** Curricula are presented in 3-ring binders for easy access to materials. Simply pull out a lesson, put it on a clipboard, and take it to class.

PE 3-6
Curriculum
Binder

Lifetime support and consultation from **SPARK** are included with your book purchase, as well as discounts on "**SPARK** stuff" (t-shirts, water bottles, whistles, etc.). Complete equipment packages from Sportime are available too with free shipping!

PE K-2
Curriculum
Binder

SPARK 3-6 PE

PE 3-6
Sample
Lessons

A practical, effective tool for both PE specialists and classroom teachers, the 3-6 book (over 450 pages in 31 chapters) builds on the lessons learned in K-2 and provides developmentally appropriate activities for upper-elementary children. The binder is divided into 3 color coded sections. White pages are reference, resource, and instructional methodology focused. Yellow pages are Type 1 activities (Health related fitness, e.g., Cooperative Games). Blue pages are Type 2 activities (skill related fitness, e.g.,). Combining a lesson from yellow (e.g., jump rope) with a lesson from blue (e.g., Field Games) then adding a cool-down creates a complete **SPARK** experience. Personalized fitness tests, social skills themes, and academic integration tips, (and much more) complete the package.

PE K-2
Sample
Lessons

Elementary
PE Equipment
Lists

Program
Packages

Click here to learn more about our [Physical Education K-2](#), [Physical Education 3-6](#), [Physical Education 6-8](#), [Lifelong Wellness](#), [After School](#), and [Early Childhood](#) texts or to [order your manuals today!](#)

Binder Order
Form

For more information on The **SPARK** Programs and/or a cost proposal specific to your needs, please contact us by phone at 1-800-SPARK-PE or by E-mail at spark@sparkpe.org.

Choose from one of the complete programs: [Early Childhood](#), [Elementary Physical Education](#), [Lifelong Wellness](#), [Middle School Physical Education](#) and [After School](#).

For information, call 1-800-SPARK-PE or Email spark@sparkpe.org.

[Return to Home Page](#)

6.4.6
⑦

UNIT: HOCKEY

LESSON: 13, 14 & 15

OBJECTIVES

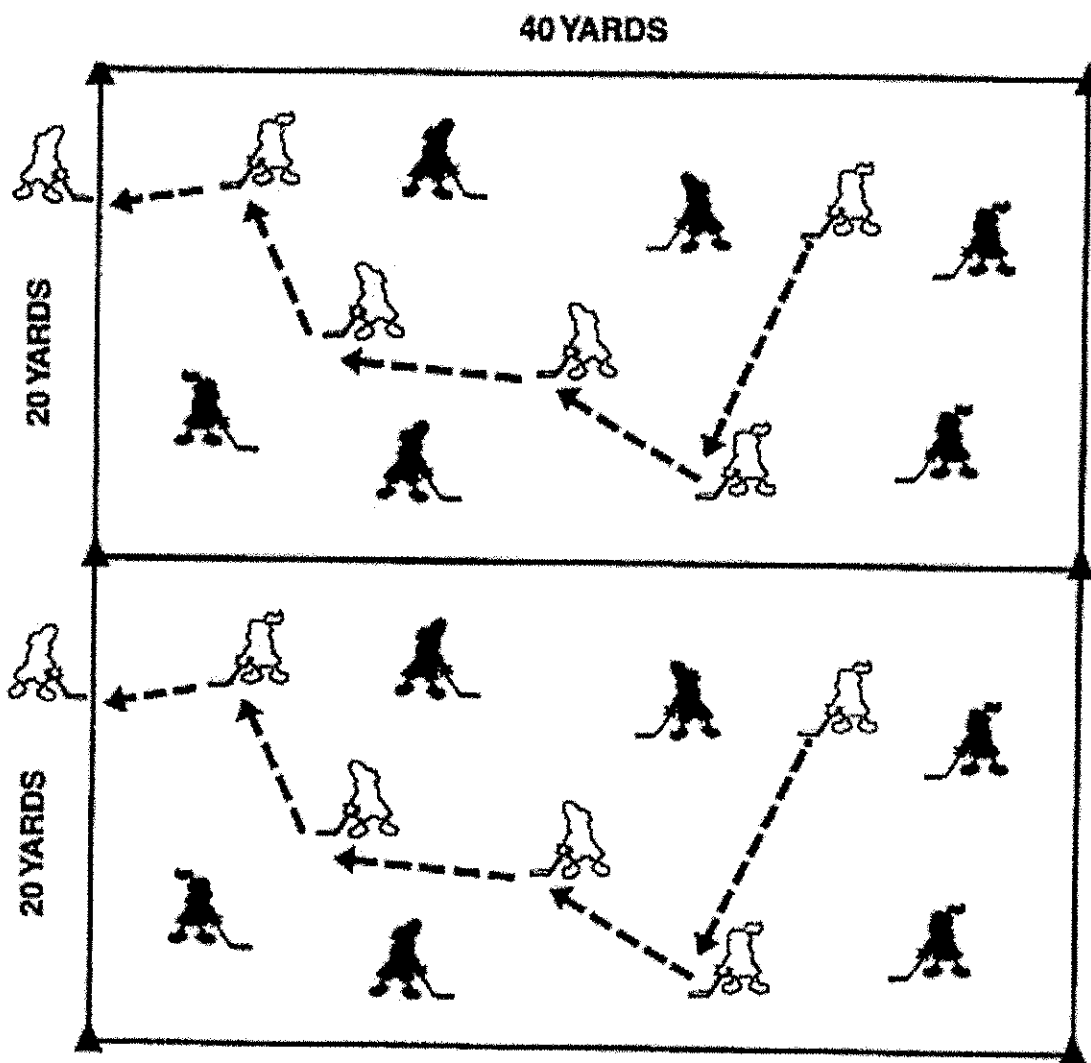
Combining skills, game play

EQUIPMENT

1 stick/student, 2-3 balls, 4-12 cones for boundaries, whistle

ACTIVITY	ORGANIZATION	TEACHING CUES
	<u>GROUP DAY</u>	
End Line Hockey <i>Diagram on back</i>	<ul style="list-style-type: none"> -Teams of 6, in rectangular playing area, 20 X 40 yds. -Begin game with a face-off (see Lesson #9). Thereafter, opponents begin play by passing from end line. -Teams attempt to score by passing the ball over their opponent's end line. (Like a touchdown in football.) -Assign group leaders for help with rule enforcement. -<u>Management tip</u>: The team with yellow sticks (or pinnies) always starts in the same direction (e.g., east). With this rule in place throughout the school year, the instructor need only say, "Team 1 vs. team 2 on field 3; team 1 with yellow sticks/wears the pinnies." The students <u>know</u> which direction to go in. 	<ul style="list-style-type: none"> -<u>The object is to maintain possession of the ball across the end line by passing or dribbling without having it intercepted or going out of bounds.</u> -Begin game with face-off at midcourt/field. -The ball must be passed to all team members before scoring. -To score a goal, ball must be passed over the end line and trapped by a teammate. -After a score, the defending team passes in from their end line. The new defenders must return to midcourt before attempting to intercept passes. -Defenders must be at least 3 feet away from the player with the ball. (Therefore, possession is not gained if a defender knocks the ball away from an opponent.) -Remember your other "Principles of 3's." -No body contact. -Illegal touches or body contact results in a loss of ball to the opposition.

ENDLINE HOCKEY



6.4.8

UNIT: PARACHUTE**LESSON: 6****OBJECTIVES**

Endurance, strength, locomotor skills, group cooperation

EQUIPMENT

Parachute, whistle

ACTIVITY	ORGANIZATION	TEACHING CUES
Super Hero's Cape	<ul style="list-style-type: none"> -Choose 4 students to be "Super Heroes." -Super Heroes group at one end of the chute facing the direction you want them to run. -Students are in the ready position to begin. On the go signal, everyone inflates the chute. Those not Super Heroes quickly let go and move out of the way. -Super Heroes continue to hold on and run forward. This causes the parachute to flip and become a "cape." -Continue until all have had at least one chance. 	<ul style="list-style-type: none"> -Pretend our parachute is "Super Hero's cape!" -These 4 students will be our first "Super Heroes." -Everyone in the ready position. When I say "GO!", inflate the chute. Anyone who is not a Super Hero let go and move out of the way! -The Super Heroes will run in this direction (point). The parachute will flip and look like a cape. -Everyone will get a turn.

Chute Roll-up

-Lead a brief cool-down; roll up and put away parachute.

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World
BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Fosters 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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy ____
Complies with Site Plan (LIP) ____
Complies with Governance &
Management Document ____
Complies with Mission Statement ____
Funding Sign-Off by J. Stewart ____

Personnel Sign-Off by B. Noyes ____
Program Sign Off by S. Leaman ____

SBLT Involvement ____
Initial

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

SUBJECT:

Adoption of Policy Revisions
As Reviewed by the District
Policy Committee

AGENDA ITEM AREA:

DISCUSSION/ACTION

REQUESTED BY:

Roger R. Yohe
Superintendent

ENCLOSURES:

Policies/Regulations

MEETING DATE:

January 6, 2004

BACKGROUND:

•The District Policy Committee and the Management Team have reviewed the following revised policies/regulations/exhibits as per CSBA. This group of revisions is ready for adoption:

- * BP 0200 Goals for the School District
- * BP 1312.3 Uniform Complaint Procedure
- * BP/AR 3100 Budget
- * AR 3312.11 State Allocation Board Contracts (DELETION)
- * BP/AR/E 3320 Claims and Actions Against the District
- * BP/AR 3553 Free and Reduced Price Meals
- * AR 4032 Reasonable Accommodation
- * BP/AR 4112.2 Certification
- * BP/AR/E 5116.1 Intradistrict Open Enrollment
- * BP/E 5145.6 Parental Notifications (Exhibit pages c, h, i, j, p, only, total of 5 pages)
- * BP/AR 5146 Married/Pregnant/Parenting Students
- * BP 6143 Courses of Study
- * BP/AR 6146.2 Certificate of Proficiency/High School Equivalency
- * BP/AR 6159 Individualized Education Program
- * AR 6159.1 Procedural Safeguards and Complaints for special Education
- * BP/AR 6164.4 Identification of Individuals for Special Education

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees approve the above policies and regulations as submitted by the Policy Committee.

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 0200 (a)

**PHILOSOPHY-GOALS-OBJECTIVES
AND COMPREHENSIVE PLANS**

Goals for the School District

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

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

(cf. 6142.7 - Physical Education)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

Adopted: 1991

Reviewed: 8/21/01

wpsd docs on DO server - Q:1000\bp0200

6.5.1

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 1312.3(a)

COMMUNITY RELATIONS

Uniform Complaint Procedures

The Governing Board recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on ethnic group identification, race, ancestry, national origin, religion, age, sex, sexual orientation, gender, color, or physical or mental disability in any program or activity that receives or benefits from state financial assistance. The district shall also follow uniform complaint procedures when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical programs, migrant education, vocational education, child care and development programs, child nutrition programs and special education programs.

- (cf. 0410 - *Nondiscrimination in District Programs and Activities*)
- (cf. 0420.1 - *School-Based Program Coordination*)
- (cf. 1312.1 - *Complaints Concerning District Employees*)
- (cf. 1312.2 - *Complaints Concerning Instructional Materials*)
- (cf. 3553 - *Free and Reduced Price Meals*)
- (cf. 4031 - *Complaints Concerning Discrimination in Employment*)
- (cf. 5141.4 - *Child Abuse Reporting Procedures*)
- (cf. 5148 - *Child Care and Development*)
- (cf. 6159 - *Individualized Education Program*)
- (cf. 6171 - *Title I Programs*)
- (cf. 6174 - *Education for English Language Learners*)
- (cf. 6175 - *Migrant Education Program*)
- (cf. 6178 - *Vocational Education*)
- (cf. 6200 - *Adult Education*)

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

Legal Reference:

EDUCATION CODE

- 200-262.3 Prohibition of discrimination
- 8200-8498 Child care and development programs
- 8500-8538 Adult basic education
- 18100-18179 School libraries
- 48431.6 Academic progress and counseling review program
- 48985 Notices in language other than English
- 49060-49079 Student records
- 49490-49590 Child nutrition programs
- 52000-52049.1 School improvement programs
- 52160-52178 Bilingual education programs
- 52300-52499.6 Vocational education

6.5.2

UNIFORM COMPLAINT PROCEDURES (continued)

BP 1312.3(b)

52500-52616.24 Adult schools

52800-52870 School-based coordinated programs

54000-54041 Economic impact aid programs

54100-54145 Miller-Unruh Basic Reading Act

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56885 Special education programs

59000-59300 Special schools and centers

62000-62008 Evaluation and sunseting of programs

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4671 Uniform complaint procedures

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

PENAL CODE

422.6 Interference with constitutional right or privilege

Management Resources:

WEB SITES

CDE: <http://www.cde.ca.gov>

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

Adopted: 11/4/97

Revised: 8/4/98, 2/4/03

Q:1000/bp1312.3

65.3

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 3100(a)

BUSINESS

Business and Non-Instructional Operations

Budget

The Governing Board accepts responsibility for adopting a sound budget that is aligned with the district's vision, goals and priorities. The district budget shall guide administrative decisions and actions throughout the year and serve as a tool for monitoring the fiscal health of the district.

(cf. 0000 - Vision)

(cf. 3000 - Concepts and Roles)

(cf. 3300 - Expenditures/Expending Authority)

(cf. 3460 - Financial Reports and Accountability)

(cf. 9000 - Role of the Board)

The district will participate in the single budget adoption process upon proper notification to the County Superintendent. The Board shall hold a public hearing in accordance with law. The Board shall adopt the district budget by July 1 and shall approve any subsequent revisions.

The Board encourages public input in the budget development process and shall hold public hearings and meetings in accordance with law.

The Superintendent or designee may appoint a budget advisory committee, composed of members of the community and staff, to provide recommendations to the Board during the budget development process. Duties of the committee shall be clearly defined and communicated to all members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 3020 - Fiscal Policy Team)

In reviewing the proposed budget, the Board shall consider district goals and priorities; the past, current and future fiscal obligations of the district, stability of funding sources, enrollment trends, legal requirements and constraints, anticipated increases and/or decreases in the cost of services and supplies, use of one-time resources, categorical program requirements, and any other factors necessary to ensure that the budget is a realistic plan for district revenues and expenditures.

The Board shall establish and maintain a general fund reserve for economic uncertainty that meets or exceeds the requirements of 5 CCR 15443.

6.5.4

Business and Non-Instructional Operations**Budget**

Whenever revenues and expenditures change significantly throughout the year, the Superintendent or designee shall recommend budget amendments to ensure accurate projections of the district's net ending balance. Budget amendments may be submitted for Board approval when final figures for the previous year budget are available, collective bargaining agreements are made, expenditures or reserves must be decreased due to a decline in district income, increased revenues or unanticipated savings are made available to the district, program proposals are significantly different from those approved during budget adoption, and/or other significant changes occur that impact budget projections.

(cf. 3110 - Transfer of Funds)

Legal Reference:**EDUCATION CODE**

33127 Development of standards and criteria for local budgets and expenditures

33128 Standards and criteria

33129 Standards and criteria; use by local agencies

35035 Powers and duties of superintendent

35161 Powers and duties, generally, of governing boards

42103 Public hearing on proposed budget; requirements for content of proposed budget; publication of notice of hearing

42103.3 Public budget information; CDE sampling and suggested improvements

42120-42129 Budget requirements

42132 Resolutions identifying estimated appropriations limit

42602 Use of unbudgeted funds

42610 Appropriation of excess funds and limitation thereon

45253 Annual budget of personnel commission

45254 First year budget of personnel commission

GOVERNMENT CODE

7900-7914 Expenditure limitations

CODE OF REGULATIONS, TITLE 5

15440-15452 Criteria and standards for school district budgets

Management Resources:**CSBA PUBLICATIONS**

Maximizing School Board Leadership: Finance, 1996

WEB SITES

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

CDE, School Fiscal Services Division: <http://www.cde.ca.gov/fiscal>

California Department of Finance: <http://www.dof.ca.gov>

Legislative Analyst's Office: <http://www.lao.ca.gov>

Association of California School Administrators: <http://www.acsa.org>

School Services of California: <http://www.sscal.com>

6.5.5

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3100 (a)

BUSINESS

Business and Non-Instructional Operations

BUDGET

The district budget shall be prepared annually from the best possible estimates that individual schools and district administrative staff can provide. Appropriate consolidation shall occur as the budget progresses through the various levels of review.

The district budget shall show a complete plan and itemized statement of all proposed expenditures and all estimated revenues for the following fiscal year, together with a comparison of revenues and expenditures for the current fiscal year. The budget shall also include the appropriations limit and the total annual appropriations. (Education Code 42122)

The district budget shall be developed in accordance with standards and criteria adopted by the State Board of Education. (*Education Code 33129*)

Before adopting the budget for the subsequent fiscal year the Governing Board shall hold a public hearing. The proposed budget shall be available for public inspection at least three working days before this hearing. (*Education Code 42103, 42127*)

An agenda for this hearing shall be posted at least 72 hours before the hearing and shall indicate the location where the budget may be inspected. (*Education Code 42127*)

Any district resident may appear at the public hearing and speak to the proposed budget or any item on the budget. The hearing may conclude when all residents who so desire have had the opportunity to be heard. (*Education Code 42103*) Sufficient time shall be allowed so that the budget can still be adopted by July 1.

(*cf. 9320 - Meetings and Notices*)

(*cf. 9323 - Meeting Conduct*)

The Superintendent or designee shall file the adopted budget with the County Superintendent no later than five days after adoption or by July 1, whichever occurs first. The budget and supporting data shall be maintained and made available for public review. (*Education Code 42127*)

No later than 45 days after the Governor signs the annual Budget Act, the Superintendent or designee shall made available for public review any revisions in budgeted revenues and expenditures which are consequently necessary. (*Education Code 42127*)

6.5.6

BUSINESS

Business and Non-Instructional Operations

BUDGET

If the County Superintendent disapproves the district's budget, the Board shall review and respond to his/her recommendations at a public meeting on or before September 8.
(*Education Code 42127*)

Adopted: 4/3/95

New - 1994/1995 School Year (Total District Policy Book Review)

Q:3000\ar3100

6.5.7

DELETE - DELETE

~~WESTERN PLACER UNIFIED SCHOOL DISTRICT~~

~~AR 3312.11 (a)~~

~~BUSINESS~~

~~Business and Non-Instructional Operations~~

~~State Allocation Board Contracts~~

~~Disabled Veteran Business Enterprise Participation~~

~~The Superintendent or designee shall ensure that the district complies with disabled veteran business enterprise (DVBE) participation goals for State Allocation Board funded projects over \$10,000 in the Lease Purchase Program and certain contracts (architectural, on site inspections and utility hookups) over \$10,000 in the State Relocatable Classroom Program.~~

~~(cf. 7140 Architectural and Engineering Services)~~

~~Upon request, the Superintendent or designee shall provide bidders with information to help them identify businesses.~~

~~Bidders are encouraged to advertise at least 14 calendar days prior to bid/proposal opening, or for as many days as possible. The only exception arises when time constraints imposed by the district prohibit the bidder from advertising; all bidders shall be notified of this exception.~~

~~(cf. 3311 Bids)~~

~~For projects requiring a DVBE participation goal, the bidder shall provide the Superintendent or designee with certification that the bidder has satisfied the three percent participation goal for DVBEs. If the bidder is unable to meet the three percent participation goal, the Superintendent or designee shall evaluate the effort made by the bidder to seek out and consider DVBEs as potential subcontractors or suppliers of equipment or materials. The bidder shall demonstrate a "good faith effort" by submitting documentation of all of the following actions:~~

- ~~1. Contact was made with the district to identify DVBEs~~
- ~~2. Contact was made with other state agencies and with local DVBE organizations to identify DVBEs~~
- ~~3. Advertising was published in trade papers and papers focusing on DVBEs~~

6.5.8

BUSINESS

AR 3312.11 (b)

Business and Non-Instructional Operations

4. ~~Invitations to bid were submitted to potential DVBE contractors and available DVBEs were considered.~~

~~Bidders shall be eligible for the award of a district contract if they meet the participation goal or are found to have made a good faith effort to meet the goal.~~

Legal Reference:

CALIFORNIA CONSTITUTION

~~Article 1, Section 31 Discrimination based on race, sex, gender or national origin~~

COURT DECISIONS

~~Richmond v. J. A. Croson Co., (1989) 488 U.S. 469, 109 S.Ct. 706~~

Management Resources:

OFFICE OF PUBLIC SCHOOL CONSTRUCTION PUBLICATIONS

~~Disabled Veteran Business Enterprise Information and Forms Package~~

WEB SITES

~~Office of Public School Construction: <http://www.dgs.ca.gov/opse>~~

~~Office of Small and Minority Business: <http://www.dgs.ca.gov/osmb>~~

~~Adopted: 4/3/95~~

~~Revised: 11/7/00~~

~~Now 1994/1995 School Year (Total District Policy Book Review)~~

~~Q:3000\ar3312.11~~

6.5.9

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 3320 (a)

BUSINESS

Business and Non-Instructional Operations

Claims and Actions Against the District

Any and all claims for money or damages against the district must be presented to and acted upon in accordance with Board policy and administrative regulation. Compliance with this policy and accompanying administrative regulation is a prerequisite to any court action, unless the claim is governed by statutes or regulations which expressly free the claimant from the obligation to comply with district policies and procedures, and the claims procedures set forth in the Government Code.

The Governing Board delegates to the Superintendent the authority to allow compromise or settle claims of \$50,000 or less. (Government Code 935.4)

This policy is intended to apply retroactively to any existing causes of action and/or claims for money and/or damages.

Roster of Public Agencies

The Superintendent or designee shall file the information required for the Roster of Public Agencies with the Secretary of State and the County Clerk. Any changes to such information shall be filed within 10 days after the change in facts. (Government Code 53051)

This information shall include the name of the school district, the mailing address of the Board, and the names and addresses of the Board presiding officer, the Board clerk or secretary and other members of the Board. (Government Code 53051)

Legal Reference:

EDUCATION CODE

35200 Liability for debts and contracts

35202 Claims against districts; applicability of Government Code

GOVERNMENT CODE

800 Cost in civil actions

810-996.6 Claims and actions against public entities

53051 Information filed with secretary of state and county clerk

COURT DECISIONS

CSEA v. Azusa Unified School District, (1984) 152 Cal.App.3d 580

Adopted: 4/20/93

Reviewed: 4/3/95

1994/1995 School Year (Total District Policy Book Review)

q:3000\bp3320

6.5.10

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3320 (a)

BUSINESS

Business and Non-Instructional Operations

Claims and Actions Against the District

Time Limitations

The following time limitations apply to claims against the district:

1. Claims for money or damages relating to a cause of action for death or for injury to person, or personal property shall be presented to the Governing Board no later than six months after the accrual of the cause of action. (Government Code 905, 911.2)
2. Claims for money or damages specifically excepted from Government Code 905 shall be filed not later than six months after the accrual of the cause of action. (Government Code 905, 911.2, 935)
3. Claims for money or damages as authorized in the Government Code 905 and not included in Item #1 above, including claims for damages to real property, shall be filed not later than one year after the accrual of the cause of action. (Government Code 905, 922.1)

Late Claims

Any person presenting a claim under item #1 or #2 above later than six months after the accrual of the cause of action shall present, along with the claim, an application to file a late claim. Such claim and application to file a late claim must be filed not later than one year after the accrual of the cause of action.

If a claim under paragraphs #1 or #2 is filed late and is not accompanied by an application to file a late claim, the Board or Superintendent shall, within 45 days, give written notice that the claim was not filed timely and that it is being returned without further action. The notice shall be in the form set forth in Exhibit A.

6.5.11

BUSINESS**AR 3320 (b)****Business and Non-Instructional Operations****Claims and Actions Against the District (continued)**

The Board or Superintendent shall grant or deny the application to file a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board or Superintendent provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board or Superintendent shall grant the application to file a late claim under any one of the following circumstances: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise or excusable neglect and the district was not prejudiced in its defense of the claim by the failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage or loss was a minor during all of the time specified for presentation of the claim.
3. The person who sustained the alleged injury, damage or loss was physically or mentally incapacitated during all of the time specified for presentation of the claim and the disability was the reason he/she failed to present the claim.
4. The person who sustained the alleged injury, damage or loss died before the expiration of the time specified for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in the form set forth in Government Code 911.3. (Government Code 911.3)

If the Board or Superintendent does not take action on the application to file a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless such time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6)

Delivery and Form of Claim

A claim, any amendment thereto, or an application to present a late claim shall be deemed presented and received when delivered to the office of the Superintendent or deposited in a post office, subpost office, substation, or mail chute or other like facility maintained by the U.S. Government in a sealed envelope properly addressed to the district office with postage paid. (Government Code 915, 915.2)

Claims shall be submitted on the district claim form. The Board or Superintendent may return a claim not using the district's claim form and the claim may be resubmitted using the district's form. (Government code 910.4)

6.5.12

BUSINESS

AR 3320 (c)

Business and Non-Instructional Operations

Notice of Claim Insufficiency

The Superintendent shall review all claims for sufficiency of information.

If the claim is found insufficient or found not to satisfy the form requirements under Government Code 910.4, the Board or Superintendent may, within 20 days of receipt of the claim, either personally deliver or mail to the claimant, at the address stated in the claim or application, a notice stating with particularity the defects or omission in the claim. (Government Code 910.8, 915.4)

The Superintendent or Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code 910.8)

Amendments to Claim

Claims may be amended within the time limits provided under the section entitled "Time Limitations" above or prior to final action by the Board, whichever is later, if the claim, as amended, relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Action on Claim

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not been commenced or barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.
4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.

6.5.13

BUSINESS

AR 3320 (d)

Business and Non-Instructional Operations

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Superintendent or designee shall transmit to the claimant written notice of action taken or inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall either be personally delivered or mailed to the address stated in the claim or application. (Government Code 913, 915.4)

Roster of Public Agencies

The Superintendent or designee shall annually verify that all information regarding the school district and the Board is filed accurately with the Roster of Public Agencies in the office of the Secretary of State and the County Clerk. The verified information shall include the name of the school district, the mailing address of the Board, and the names and addresses of the Board presiding officer, the Board clerk or secretary and other members of the Board. (Government Code 53051)

6.5.14

**CLAIM FOR DAMAGES AGAINST
PUBLIC ENTITY**
[Government Code § 910 and § 910.2]

1. NAME OF CLAIMANT: _____
2. POST OFFICE ADDRESS: _____
3. POST OFFICE ADDRESS TO WHICH PERSON PRESENTING THE CLAIM DESIRES NOTICES TO BE SENT: _____
4. DATE OF INJURY, DAMAGE, LOSS OR OBLIGATION: _____
5. LOCATION WHERE THE INJURY, DAMAGE, LOSS OR OBLIGATION OCCURRED:

6. THE GENERAL DESCRIPTION OF THE INJURY, DAMAGE, LOSS OR OBLIGATION:

(Attach Additional Pages, If necessary)
7. NAME(S) OF PUBLIC EMPLOYEE(S) WHO CAUSED INJURY, DAMAGE OR LOSS:

8. DESCRIPTION OF THE ACTIONS OR CONDUCT OF EMPLOYEE(S) WHO CAUSED THE INJURY, DAMAGE OR LOSS:

(Attach Additional Pages, If necessary)
10. NAMES/ADDRESSES/TELEPHONE NUMBERS OF ANY WITNESSES:

11. TOTAL AMOUNT CLAIM: \$ _____

6.5.13

12. BASIS FOR COMPUTATION AMOUNT OF CLAIM:

Current Medical Expenses: \$ _____

Future Medical Expenses: \$ _____

Wage Loss: \$ _____

Damage to Personal Property: \$ _____

General Damages: \$ _____

Other Damages (Describe): \$ _____

(Attach Copies of Medical Bills/Estimates for Property Damages/Proof of Loss)

13. IF CLAIMANT IS A MINOR (Under age 18-years):

Name of Parent/Legal Guardian: _____

Address of Parent/Legal Guardian: _____

Parent/Legal Guardian Telephone Number: _____

14. SUPPLEMENTAL INFORMATION:

Claimant's Drivers License No. _____

Claimant's Date of Birth: _____

Law Enforcement/Public Agency Report No. _____ Date: _____

15. ATTORNEY FOR CLAIMANT:

Name: _____ SBN: _____

Address: _____

Telephone Number: _____

Signature of Claimant _____ Date _____ Telephone No. _____

(Relationship of Signer, If not the Claimant) _____ Date _____ Telephone No. _____

NOTICES

A Claim relating to a cause of action for death or for injury to person or to personal property or to growing crops must be presented to the public entity, in the manner provided for in **Government Code § 915, et seq.**, not later than six-months after the accrual of the cause of action. A Claim relating to any other cause of action shall be presented to the public entity as provided in **Government Code § 915, et seq.**, not later than one-year after the accrual of the cause of action. [Government Code § 911.2]

A person is required by law, under **Government Code § 910.4(a)**, to use this prescribed Claim Form, in order that his or her claim is deemed to be in conformity with **Government Code § 910 and § 910.2**. A claim may be returned to the person, if it is not presented using this Claim Form. Any claim returned to a person may be resubmitted using the appropriate form.

District Form No. _____

Page
2

Adopted: 9/16/03

6.5.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 3553 (a)

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Free and Reduced-Price Meals

The Governing Board recognizes that adequate nutrition is essential to child development and learning and that some families may be unable to provide breakfast and lunch for their children. In accordance with law, the district shall provide nutritionally adequate free and reduced price meals for students whose families meet federal eligibility criteria.

The Superintendent or designee shall recommend for Board approval a plan which ensures that students eligible to receive free or reduced price meals and milk are not treated differently from other students or easily identified by their peers.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

Upon approval of the Board, this plan shall be submitted to the California Department of Education for approval. (Education Code 49557)

The Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced price meal program solely for the purpose of disaggregation of academic achievement data in accordance with federal and state law and regulation.

(cf. 5125 - Student Records)

(cf. 6162.5 - Student Assessment)

(cf. 6171 - Title I Programs)

(cf. 6190 - Evaluation of the Instructional Program)

The Board further authorizes the release of information on the school lunch program application to the local agency that determines Medi-Cal program eligibility, provided that the student is approved for free meals and the parent/guardian consents to the sharing of information as provided by Education Code 49557.2.

Legal Reference:

EDUCATION CODE

48980 Notice at beginning of term

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act of 1974

49547-49548.3 Comprehensive nutrition service

49550-49560 Meals for needy students

6.5.17

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Free and Reduced-Price Meals

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15530-15535 Nutrition education

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 20

1232g Federal Educational Rights and Privacy Act

6301-6514 Title I programs

UNITED STATES CODE, TITLE 42

1751-1769 National lunch programs

1771-1791 Child nutrition, especially:

1773 School breakfast program

Management Resources:

CDE LEGAL ADVISORIES

0325.98 Education Code Section 49558 LO: 1-98

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

USDA PUBLICATIONS

Team Nutrition, Food and Nutrition Services, Changing the Scene, Improving the School Nutrition Environment: A Guide to Local Action, 2000

WEB SITES

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

CDE, Nutrition Services Division/SHAPE California: <http://www.cde.ca.gov/nsd>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

U.S. Department of Agriculture: <http://www.nal.usda.gov>

Adopted: 6/3/97

Revised: 5/5/98, 10/20/98, 2/2/99, 10/5/99

6.5.18

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 3553(a)

BUSINESS AND NON-INSTRUCTIONAL OPERATIONS

Free or Reduced Price Lunches

The District's plan for students receiving free or reduced price meals shall ensure the following: (*Education Code 49557*)

1. The names of the students shall not be published, posted, or announced in any manner, or used for any other purpose other than the National School Lunch and School Breakfast Programs, unless otherwise provided by law..
2. There shall be no overt identification of any of the students by the use of special tokens or tickets or by any other means.
3. The students shall not be required to work for their meals or milk.
4. The students shall not be required to use a separate dining area, go through a separate entrance, or consume their meals or milk at a different time.
5. When more than one lunch, breakfast or type of milk is offered, the students shall have the same choice of meals or milk as is available to those students who pay the full price.

This plan shall be submitted to the California Department of Education for approval. (*Education Code 49557*)

Applications and Records

An application form for free or reduced price meals shall be distributed to all parents/guardians at the beginning of each school year, together with information about eligibility standards, application procedures and appeal procedures. This form and information shall also be provided whenever a new student is enrolled. (*Education Code 49520, 48980*) (*cf, 5145.6 - Parental Notifications*)

Applications for free or reduced price meal programs shall be available to students at all times during the regular school day and shall contain the following statements: (*Education Code 49557*)

1. Applications for free or reduced price meals may be submitted at any time during a school day.
2. Children participating in the National School Lunch and School Breakfast Programs will not be overtly identified by the use of special tokens, special tickets, special serving lines, separate entrances, separate dining areas, or by any other means.

6.5.19

FREE OR REDUCED PRICE LUNCHES (continued)

AR 3553(b)

Confidentiality/Release of Records

All applications and records related to eligibility for the free or reduced price meal program shall be confidential except as provided by law. They shall be open to examination only for purposes of this program or for any investigation, prosecution, or criminal or civil proceeding conducted in connection with the administration of any free and reduced price meal program. (*Education Code 49558*)

The Governing Board designates the following district employees to use individual records pertaining to student participation in the free or reduced price meal program solely for the purpose of disaggregation of academic achievement data:

Assistant Superintendent of Business Services
Assistant Superintendent of Educational Services

In using these records for that purpose, the following conditions shall be satisfied:
(*Education Code 49558*)

1. No individual indicators of participation in the free or reduced price meal program shall be maintained in the permanent records of any students if not otherwise allowed by law.

(*cf. 5125 - Student Records*)

2. Information regarding individual student participation in the free or reduced price meal program shall not be publicly released.

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

3. All other confidentiality provisions required by law shall be met.

Adopted: 4/25/83

Revised: 4/3/95, 5/20/97, 5/5/98, 10/20/98

1994/1995 School Year (Total District Policy Book Review)

my computer\Q:3000(a)/AR3553-2

6.5.20

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 4032 (a)

PERSONNEL

Reasonable Accommodation

Definitions

Disability, with respect to an individual, is defined as any of the following: (*Government Code 12926, 29 CFR 1630.2*)

1. A physical or mental impairment that limits one or more of the major life activities;
or
2. A record of such an impairment; or
3. Being regarded as having such an impairment

Limits shall be determined without regard to mitigating measures such as medications, assistive devices, prosthetics or reasonable accommodations, unless the mitigating measure itself limits a major life activity. (*Government Code 12926*)

Essential functions are the fundamental job duties of the position the individual with a disability holds or desires. The term does not include the marginal functions of the position. (*29 CFR 1630.2*)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Reasonable accommodations that an employer may need to provide in connection with modifications to the work environment or adjustments in how and when a job is performed that enable an individual with a disability to have access to equal employment opportunities include, but are not limited to: (*29 CFR 1630.2*)

1. Making existing facilities accessible and usable
2. Restructuring the job duties
3. Offering part-time or modified work schedules
4. Acquiring or modifying equipment or devices
5. Changing tests, training materials or policies
6. Providing qualified readers or interpreters

6.5.21

PERSONNEL

Reasonable Accommodation

7. Reassigning the employee to a vacant position

A qualified individual with a disability means an individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position and who, with or without reasonable accommodation, can perform the essential functions of such position. (29 CFR 1630.2)

Undue hardship is a determination based on an individualized assessment of current circumstances that shows that a specific reasonable accommodation would cause significant difficulty or expense. A determination of undue hardship should be based on several factors, including: (29 CFR 1630.2)

1. The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and/or outside funding.
2. The overall financial resources of the facility making the reasonable accommodation, the number of persons employed at this facility, the effect on expenses and resources of the facility, or the impact on the operations of the facility
3. The overall financial resources, size, number of employees, and the number type and location of facilities of the district
4. The type of operation of the district, including the structure and functions of the workforce, the geographic separateness, and the administrative or fiscal relationship of the facility involved in making the accommodation
5. The impact of the accommodation on the operation of the facility including the impact on the ability of other employees to perform their duties and the impact on ability to conduct business.

Requests for Reasonable Accommodation

The district designates the position specified in BP 4030 - Nondiscrimination in Employment to coordinate its efforts to comply with the Americans with Disabilities Act (ADA) and to investigate complaints.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

6.5.22

PERSONNEL

Reasonable Accommodation

When requesting reasonable accommodation, the employee or employee's representative shall inform the employee's supervisor that he/she needs a change at work for a reason related to a medical condition.

When requesting reasonable accommodation during the hiring process, a job applicant shall inform the district's coordinator for nondiscrimination in employment (the coordinator) that he/she will need a reasonable accommodation for the process.

Employee requests for reasonable accommodation may first be considered informally by the site administrator. The site administrator shall consult with the coordinator before any decision as to accommodation is made.

When the disability and/or the need for accommodation are not obvious, the coordinator may ask the employee to supply reasonable documentation about his/her disability. In requesting this documentation, the coordinator shall specify the types of information that are being sought about the employee's condition, the employee's functional limitations and the need for reasonable accommodation. The employee may be asked to sign a limited release allowing the district to submit a list of specific questions to the health care or vocational professional.

If the documentation submitted by the employee does not specify the existence of a qualifying disability and explain the need for reasonable accommodation, the district may require the employee to submit to an examination by a health care professional selected and paid for by the district.

Upon receiving a request to reasonably accommodate a qualified employee with a disability, the coordinator shall:

1. Determine the essential functions of the job
2. Engage in an informal interactive process with the employee to review the request for accommodation, identify the precise limitations resulting from the disability, identify potential means for providing accommodation, and assess their effectiveness
3. Develop a plan for reasonable accommodation which is effective and allows the employee to perform the essential functions of the job or to gain equal access to a benefit or privilege of employment and does not impose undue hardship on the district

6.5.23

PERSONNEL

Reasonable Accommodation

To qualify for a job, an individual shall not pose a significant risk of substantial harm to himself/herself or others in the workplace, which cannot be eliminated or reduced by reasonable accommodation.

The determination of whether an individual poses a significant risk of substantial harm to himself/herself or others shall be made on a case-by-case basis and shall be based on objective, factual evidence, taking into consideration the duration of the risks, the nature and severity of the potential harm, the likelihood that the potential harm will occur and the imminence of potential harm. (29 CFR 1630.2)

The coordinator may confer with the site administrator, the district medical advisor and/or other district staff before making a final decision as to the accommodation.

The coordinator shall notify the employee or applicant of the results of his/her determination.

The coordinator shall take steps to ensure the confidentiality of information related to medical conditions.

Appeal Process

If the employee or applicant is not satisfied with the decision of the coordinator, he/she may appeal in writing to the Superintendent or designee. This appeal shall be made within 10 working days of receiving the decision and shall include:

1. A clear concise statement of the reasons for the appeal
2. A statement of the specific remedy sought

The Superintendent or designee shall consult with the coordinator and review the appeal, together with any available supporting documents. The Superintendent or designee shall give the employee or applicant his/her decision within 15 working days of receiving the appeal.

6.5.24

PERSONNEL

Reasonable Accommodation

Any further appeal for reasonable accommodation shall be considered a complaint concerning discrimination in employment and may be taken to the Governing Board in accordance with the district's procedure for such complaints.

Legal Reference:

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act

UNITED STATES CODE, TITLE 29

701-794e Vocational Rehabilitation Act

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act, especially:

35.107 Designation of employee

36.101-36.608 Nondiscrimination on the basis of disability by public facilities

CODE OF FEDERAL REGULATIONS, TITLE 29

1630.2 Direct threat

COURT DECISIONS

Colmenares v. Braemar Country Club, Inc., 2003 Cal.LEXIS 1131

Chevron USA v. Echazabal, (2002) 536 U.S. 73, 122 S.Ct. 2045

US Airways, Inc. v. Barnett, (2002) 535 U.S., 122 S.Ct. 1516

Management Resources:

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Enforcement Guidance: Reasonable Accommodation and Undue Hardship under the Americans with Disabilities Act, October 2002

WEB SITES

EEOC: <http://www.eeoc.gov>

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

Adopted: 02/01/00

Revised: 12/4/01

q:4000\ar4032

6.5.25

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP4112.2(a)

Certificated Personnel

CERTIFICATION

The Superintendent or designee shall ensure that persons employed in positions requiring certification qualifications have the appropriate credential or permit authorizing their employment in such positions.

(cf. 4111 - Recruitment and Section)

(cf. 4112.21 - District Interns)

(cf. 4113 - Assignment)

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

(cf. 4116 - Probationary/Permanent Status)

(cf. 4121 - Temporary/Substitute Personnel)

(cf. 5148 - Child Care and Development)

When fully credentialed individuals are not available, the district may employ persons with emergency permits, intern permits, pre-intern certificates or credential. Under the conditions and limitations provided in state and federal law.

The Superintendent or designee shall provide the Governing Board with regular reports on the progress of the district's teachers toward becoming fully qualified. Such reports shall include, but not be limited to, the percentage of teachers in core academic subjects, districtwide and at each school, who meet the definition of a "highly qualified" teacher in accordance with federal law and the percentage of teachers who are receiving professional development to enable them to satisfy this definition.

(cf. 4131- Staff Development)

(cf. 4131.5 - Professional Growth)

(cf. 4131.6/4231.6/4331.6 - Professional Development Program)

National Board for Professional Teaching Standards Certification Incentive Program

The Governing Board encourages district teachers to voluntarily seek additional certification from the National Board for Professional Teaching Standards which demonstrates advanced knowledge and teaching skills.

6.5.26

Certification

The Superintendent or designee shall ensure district teachers and teachers working in charter schools affiliated with the district are informed about the program and can acquire the necessary application and information materials available. (Education Code 44395)

(cf. 0420.4 - Charter Schools)

The Superintendent or designee may provide adequate release time and support to teachers participating in the program.

(cf. 4138 - Mentor Teachers)

Legal Reference:

EDUCATION CODE

8360-8370 Qualifications of child care personnel

32340-32341 Unlawful issuance of a credential

44066 Limitations on certification requirements

44200-44405 Teacher credentialing, especially:

44225.6 CTC annual report on credentials, internships and emergency permits

44225.7 Priorities for recruitment when fully prepared teacher not available

44251 Period of credentials

44252 Standards and procedures for issuance; proficiency testing of basic skills

44252.5 State basic skills assessment required for certificated personnel

44259 Minimum requirements for teaching credential

44259.5 Standards for teachers of all students, including English language learners

44259.8 Alternative means of entering teaching profession

44270.3-44270.4 Out-of-state credentials, administrative services

44274-44274.5 Out-of-state credentials

44275.3 Employment of teachers with out-of-state credentials

44277 Requirements for maintaining valid credentials

44278 Credential appeal

44300-44301 Emergency permits

44302 CTC notification re district options when fully qualified teacher not available

44305-44308 Pre-internship teaching certificates

44325-44329 District interns

44330-44355 Certificates and credentials

44395-44399 National Board for Professional Teaching Standards

44735 Teaching as a priority block grant

44751 Recruitment centers

44830-44929 Employment of certificated persons; requirement of proficiency in basic skills

56060-56063 Substitute teachers in special education

6.5.27

Certification

90530 Recruitment Centers

CODE OF REGULATIONS, TITLE 5

80001-80690.1 Commission on Teacher Credentialing

PUBLIC LAW 107-110

1111 Parental notifications

1112 District Title I plan

1119 Highly qualified teachers

9101 Definitions, highly qualified teacher

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

200.61 Parent notification regarding teacher qualifications

COURT DECISIONS

Association of Mexican-American Educators et. al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Human Resources, 1996

CSBA ADVISORIES

No Child Left Behind: Update on Federal Regulations and State Board of Education Actions, January 2003

CTC PUBLICATIONS

Standards of Quality and Effectiveness for Professional Teacher Induction Programs, March 2002

Standards of Quality and Effectiveness for Professional Teacher Preparation Programs, September 2001

California Standards for the Teaching Profession, July 1997

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Improving Teacher Quality State Grants, December 19, 2002

WEB SITES

CDE: <http://www.cde.ca.gov>

CTC: <http://www.ctc.ca.gov>

USDOE: <http://www.ed.gov>

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

Adopted: 11/3/98

Revised: 10/5/99, 11/7/00, 9/17/02

q: 4000(a)\BP4112.2

6.5.28

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 4112.2 (a)

PERSONNEL

Certificated Personnel

Certification

Registration

Each person employed by the district for a position requiring certification qualifications shall, within 60 days after beginning employment, register with the county office of education a valid credential authorizing the person to work in the position. Certificated employees also shall register renewed credentials within 60 days after the renewal. (*Education Code 44330, 44857*)

All certificated employees are personally responsible for renewing and registering their credentials and keeping them valid.

No warrant shall be drawn in favor of any person requiring certification unless he/she is properly credentialed and registered with the county. (*Education Code 45034*)

(*cf. 4111 - Recruitment and Selection*)

(*cf. 4113 - Assignment*)

(*cf. 4116 - Probationary/Permanent Status*)

(*cf. 4131.5 - Professional Growth*)

Basic Skills Proficiency Test

Prior to being hired by the Governing Board, all certificated persons whether hired on a permanent, temporary or substitute basis, shall demonstrate basic skills proficiency in reading, writing and mathematics unless exempted from this requirement by the provisions of law. (*Education Code 44830*)

Certificated persons who have not held a position requiring certification within 39 months of employment and who have not taken the state basic skills proficiency test may be hired as temporary employees, provided they pass a basic skills proficiency test developed and administered by the district. Such employees shall subsequently take the state test within one year of employment. (*Education Code 44830*)

(*cf. 41212 - Temporary/Substitute Personnel*)

6-5-29

CERTIFICATED PERSONNEL (continued)

AR 4112.2(b)

Persons holding a designated subjects special subjects credential or vocational designated subject credential shall not be required to take the state basic skills proficiency test unless their specific credential requires the possession of a baccalaureate degree. Instead, these persons shall be assessed with district proficiency criteria established by the Board for these credentials, which shall be at least equivalent to the district test required for graduation from high school. (*Education Code 44252, 44830*)

Persons holding designated subjects special subjects credential or a vocational designated subject credential shall be charged a fee to take the district proficiency test.

Out-of-State Credentials

The district may employ a teacher who holds a credential from another state if all of the following conditions are met Education Code 44274.2, 44275.3 or 44275.4 and obtained a preliminary or professional clear credential from the Commission on Teacher Credentialing.

A teacher prepared out of the state or country who has been issued a five-year California preliminary credential shall pass the state basic skills proficiency test described above within one year of the issuance date of the credential in order to be eligible to continue teaching. To be eligible for a professional clear credential, he/she must also meet legal requirements for subject matter competence, course completion, and either a fifth-year postsecondary program or an induction program for beginning teachers (Ec.C. 44274.2, 44275.3, 44275.4)

Alternative Means for Preliminary Credential

The Board may recommend that the Commission on Teacher Credentialing issue a preliminary credential to any person who displays knowledge and expertise in a subject area as demonstrated by all of the following: (Education Code 44259.8)

1. Possession of a post baccalaureate or graduate degree in a subject specified in Education Code 44257 from a regionally accredited institution of higher education.
2. Five or more full-time equivalent years of practice in the field for which the post baccalaureate or graduate degree was awarded.
3. Basic skills proficiency as measured by the state's basic skills proficiency test

If the Board elects to recommend a person for a California Preliminary Credential, it shall: (Education Code 44259.8)

6.5.30

CERTIFICATED PERSONNEL (continued)

AR 4112.2(c)

1. Enroll candidates in a preservice training program for a minimum of 40 hours of pedagogical training which is aligned with the California Standards for the Teaching Profession and which includes preparation in classroom management and organization; grade-level curriculum content and instructional models and strategies; student assessment practices; literacy development in the subject to be authorized on the credential; equity, access and diversity training; and appropriate instructional strategies for English language learners and students with special needs.
2. Develop an individual program of professional preparation consisting of at least 150 hours of study for each candidate to pursue professional development in all areas specified in #1 above
3. Require each credential recipient to complete the preservice training program and preparation program specified in #1 and #2 above

Emergency Substitute Teaching Permits

The district may employ persons with an emergency 30-day substitute permit for 30 days or less for any one teacher during the school year. Persons with an emergency substitute permit may be employed for 20 days or less in special education positions requiring certification, unless an extension has been approved by the Superintendent of Public Instruction. (*Education Code 56061; 5 CCR 80025 80025.4*)

Before employing such persons, the Superintendent or designee shall prepare and keep on file a signed statement of need. The statement of need shall describe the situation or circumstances that necessitate the use of a 30-day substitute permit holder and state either that a credentialed person is not available or that the available credentialed person(s) do not meet the district's specified employment criteria. (*Code of Regulations, Title 5, Section 80025*)

Emergency Teaching or Specialist Permits

Before employing persons with an emergency teaching or specialist permit for more than 20 days in special education positions or for more than 30 days in other positions, the Board shall document that it has made a diligent search for, but has been unable to recruit, a sufficient number of certificated teachers, including teacher candidates pursuing full certification through internships or other alternative programs

The district's diligent search shall include, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring the incentives included in the Teaching as a Priority block grant pursuant to Education Code 44735, participating in the state and regional

6-5-31

CERTIFICATED PERSONNEL (continued)

AR 4112.2(d)

recruitment centers established pursuant to Education Code 44751 and 90530, and participating in job fairs in the state. (Education Code 44300)

(cf. 4111 - Recruitment and Selection)

The Board shall certify by an annual resolution that it has made reasonable efforts to recruit a fully prepared teacher for the assignment. (Education Code 44225.7)

For any assignment for which a suitable fully prepared teacher is not available, the district shall make reasonable efforts to recruit an individual in the following priority order: (Education Code 44225.7)

1. A candidate who is scheduled to complete initial preparation requirements within six months
2. A candidate who is qualified to participate in an approved internship program in the region of the district

If a suitable person who meets these priorities is not available, the district may, as a last resort, request that the Commission on Teacher Credentialing approve the assignment of a person who does not meet the above criteria. (Education Code 44225.7)

The district shall submit to the Commission on Teacher Credentialing, on a form provided by the commission, a declaration of need for fully qualified educators. The declaration of need shall be made in the form of a motion adopted by the Board during a regularly scheduled public Board meeting. The motion shall not be part of the consent agenda. (Education Code 44300; 5 CCR 80026)

(cf. 0510 - School Accountability Report Card)

(cf. 4112.21 - District Interns)

The Superintendent or designee shall provide an orientation for employees who are obtaining an emergency teaching or specialist permit for the first time. This orientation shall include at least an overview of the curriculum that the teacher is expected to teach and effective techniques of classroom instruction and management at the teacher's assigned level. (Education Code 44300; 5 CCR 80026.5)

Whenever possible, the orientation shall occur before the teacher begins his/her teaching assignment. The Superintendent or designee shall also assign an experienced educator to guide and assist the teacher. This person shall be a certificated district employee or a certificated retiree of a California school district or county office of education and must have completed at least three full years of full-time classroom teaching experience or the equivalent. (Education Code 44300; 5 CCR 80026.5)

6.3.32

The Superintendent or designee shall inform applicants for an emergency teaching or specialist permit that the district will provide the above orientation, guidance and assistance. Applicants shall be given the name or position of the person responsible for providing this guidance and assistance. They shall also be informed that in order for their permit to be renewed, they must complete a minimum of six semester units, or nine quarter units, of course work for the related credential. For first reissuance, applicants must be participating in a professional development program and must complete the equivalent of the district's plan to develop fully qualified educators, if available. (5 CCR 80026.1)

Highly Qualified Educators

All teachers teaching in core academic subjects shall be "highly qualified" not later than the end of the 2005-06 school year. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography. (P.L. 107-110, Section 1119, 9101; 34 CFR 200.55)

To be considered "highly qualified," the teacher shall: (P.L. 107-110, Section 9101; 34 CFR 200.56)

1. Hold at least a bachelor's degree
2. Have obtained full certification as a teacher or passed the state teacher licensing examination, and hold a license to teach in California

A teacher shall be considered to have met this requirement if he/she has fulfilled the certification and licensure requirements applicable to the years of experience the teacher possesses, or is participating in an alternative route to certification under which the teacher:

- a. Receives high-quality professional development, before and while teaching, that is sustained, intensive and classroom focused in order to have a positive and lasting impact on classroom instruction
- b. Participates in a program of intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program
- c. Assumes functions as a teacher only for a specified period of time not to exceed three years

6.5.33

- d. Demonstrates satisfactory progress toward full certification as prescribed by the state
3. Have not currently had certification or licensure requirements waived on an emergency, temporary or provisional basis

In addition, an elementary school teacher who is new to the profession shall pass a rigorous state test to demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics and other areas of the basic elementary school curriculum. (P.L. 107-110, Section 9101; 34 CFR 200.56)

A middle or high school teacher who is new to the profession shall demonstrate a high level of competency in each of the academic subjects in which the teacher teaches, by either passing a rigorous state academic subject test in each subject or successfully completing an undergraduate major, graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing in each subject. (P.L. 107-110, Section 9101; 34 CFR 200.56)

Any elementary, middle or secondary teacher who is not new to the profession shall demonstrate subject matter competency either by fulfilling the applicable criteria listed above for new teachers or meeting a high, objective, uniform state standard of evaluation. (P.L. 107-110, Section 9101)

Within the district's Title I plan, the Superintendent or designee shall develop a plan for ensuring that all teachers in core academic subjects will meet federal and state criteria for "highly qualified" teachers no later than the end of the 2005-06 school year. (P.L. 107-110, Sections 1112, 1119)

As part of this plan, the Superintendent or designee shall provide high-quality professional development designed to enable teachers to meet the criteria of a "highly qualified" teacher. (P.L. 107-110, Section 1119)

The principal of each school receiving Title I funds shall annually attest in writing as to whether the school is in compliance with federal requirements related to teacher qualifications. Copies of the attestation shall be maintained at the school and at the district office and shall be available to any member of the public upon request. (P.L. 107-110, Section 1119)

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a Title I school that they may request information regarding the professional qualifications of their child's classroom teachers, including but not limited to: (P.L. 107-110, Section 1111)

6.5.34

CERTIFICATED PERSONNEL (continued)

AR 4112.2(g)

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5145.6 - Parental Notifications)

In addition, the Superintendent or designee shall provide timely notice to individual parents/guardians of students attending a Title I school whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher of a core academic subject who does not meet the criteria of a "highly qualified" teacher. (P.L. 107-110, Section 1111; 34 CFR 200.61)

The notice and information provided to parents/guardians shall be in an understandable and uniform format, and to the extent practicable, be provided in a language that the parents/guardians can understand. (P.L. 107-110, Section 1111)

Adopted: 6/13/83

Revised: 6/13/83; 5/2/95, 10/20/98, 10/5/99, 11/7/00, 9/17/02

q:4000a\AR4112.2

6.5.35

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5116.1 (a)

STUDENTS

Intradistrict Enrollment

The Governing Board desires to provide enrollment options that meet the diverse needs, and interests of district students. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy and administrative regulation.

- (cf. 5117 - Interdistrict Attendance)
- (cf. 5117.1 - Interdistrict Attendance Agreements)
- (cf. 5117.2 - Alternative Interdistrict Attendance Program)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of residence within the district. (Education Code 35160.5)

- (cf. 5111.1 - District Residency)
- (cf. 5111.11 - Residency of Students with Caregiver)
- (cf. 5111.12 - Residency Based on Parent/Guardian Employment)
- (cf. 5111.13 - Residency for Homeless Children)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

Priority for attendance outside a student's attendance area shall be given as follows:

1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (P.L. 107-110, Section 1116)

- (cf. 0420.4 - Charter Schools)
- (cf. 0520.2 - Title I Program Improvement Schools)
- (cf. 6171 - Title I Programs)

6.5.36

STUDENTS

BP 5116.1 (b)

Intradistrict Enrollment (continued)

2. Beginning in the 2003-04 school year, if while on school grounds a student becomes a victim of a violent criminal offense, as defined by the State Board of Education, or attends a school designated by the California Department of Education as persistently dangerous, he/she shall be provided an option to transfer to another district school or charter school. (P.L. 107-110, Section 9532)

(cf. 0450 - Comprehensive Safety Plan)

For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever a school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

Transportation

Except as required by P.L. 107-110, Section 1116, for transfers out of Title I program improvement schools, the district shall not be obligated to provide transportation for students who attend school outside their attendance area. However, upon request, the Superintendent or designee may authorize transportation contingent upon available space and funds. Priority for any such transportation shall be based on demonstrated financial need.

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

6.5.37

STUDENTS

BP 5116.1 (c)

Intradistrict Enrollment (continued)

Transportation will be provided when students are enrolled in specialized programs within the district i.e. GATE, ELL, etc. or when transfer to other school sites are warranted due to exceeding class size maximums.

Legal Reference:

EDUCATION CODE

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

48980 Notice at beginning of term

PUBLIC LAW 107-110

1116 Transfers from program improvement schools

9532 Transfers from persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.36 Dissemination of information

200.37 Notice of program improvement status, option to transfer

200.39 Program improvement, transfer option

200.42 Corrective action, transfer option

200.43 Restructuring, transfer option

200.44 Public school choice, program improvement schools

200.48 Transportation funding for public school choice

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, December 4, 2002

Unsafe School Choice Option, July 23, 2002

WEB SITES

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

CDE: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Adopted: 5/19/95

Revised: 3/5/96, 01/04/00

New - 1994/1995 School Year (Total District Policy Book Review)

q:5000\bp5116.1

6-5-38

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 5116.1 (a)

STUDENTS

Intradistrict Open Enrollment

Enrollment Under the No Child Left Behind Act

Within a reasonable amount of time, not to exceed 10 school days, after a student becomes the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. The Superintendent or designee shall consider the student's needs and parent/guardian preferences in making the school assignment. If the parents/guardians choose to transfer their child, the transfer shall be completed as soon as practicable.

Within 10 school days after learning that a school has been designated as "persistently dangerous," the Superintendent or designee shall notify parents/guardians of the school's designation. Within 20 school days after learning of the school's designation, the Superintendent or designee shall notify parents/guardians of their option to transfer.

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide written notification to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed 10 school days, for the submission of parent/guardian requests.

The Superintendent or designee shall notify parents/guardians of their school assignment within 10 school days of the date that submissions are due. The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. Upon assignment, the transfer shall be completed as soon as practicable. If parents/guardians decline the assigned school, the student may remain in his/her current school.

6.5.39

STUDENTS

AR 5116.1 (b)

Intradistrict Enrollment

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. 5117.1 - Interdistrict Attendance Agreements)

(cf. 5117.2 - Alternative Interdistrict Attendance Program)

Other Intradistrict Enrollment

To implement intradistrict open enrollment pursuant to Education Code 35160.5:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of these schools and enrollment applications shall be available at all school offices.
2. Students who submit applications to the district by March 15 shall be considered for admission to their school of choice the following school year under the district's enrollment policy.
3. Enrollment in a school of choice shall be determined by lot from the eligible applicant pool, and a waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year.
4. The Superintendent or designee shall inform applicants by mail prior to July 15 as to whether their applications have been approved or denied or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
5. Applicants who receive approval must confirm their enrollment within two weeks.
6. Admission to a particular school shall not be influenced by a student's academic or athletic performance except insofar as academic standards are required for admission to specialized schools or programs such as programs for gifted and talented students. Such standards shall be uniformly applied to all students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

6.5.40

STUDENTS

AR 5116.1 (c)

Intradistrict Enrollment

7. It is the responsibility of the parent/guardian to supply adequate information to the district to make a decision on the Intradistrict request. False information used as a basis for securing an Intradistrict Attendance Change Request, will resolve in immediate disenrollment (all categories will invalidate the approval and require the return of the student to his/her regular attendance area.)

Any complaints regarding the selection process should be directed to the Superintendent or designee.

(cf. 1312 - Complaints Concerning the Schools)

Notifications

Notifications shall be sent to parents/guardians at the beginning of each year describing all current statutory attendance options and local attendance options available in the district, including:

1. All options for meeting residency requirements for school attendance.

(cf. 5111.1 - District Residency)

(cf. 5111.11 - Residency of Students with Caregiver)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5111.13 - Residency for Homeless Children)

2. Program options offered within local attendance areas.
3. A description of any special program options available on both an interdistrict and intradistrict basis.
4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied.
5. A district application form for requesting a change of attendance.
6. The explanation of attendance options under California law as provided by the California Department of Education. (Education Code 48980)

(cf. 5145.6 - Parental Notifications)

Adopted: 5/19/95

Revised: 3/5/96, 01/04/00

New - 1994/1995 School Year (Total District Policy Book Review)

q:5000ar5116.1

6.5.41

INTRADISTRICT ATTENDANCE CHANGE REQUEST

Western Placer Unified School District
810 "J" Street
Lincoln, CA 95648
Phone: (916) 645-6350 • Fax: (916) 645-6356

☐ New Applicant

Please Complete One Form Per Child

☐ Renewal__

The Board of Trustees of the Western Placer Unified School District, hereby agree to permit the within named student, while residing in the _____ School attendance area, to attend _____ School during the school year ending June 30, 20__ subject to the following terms:

1. Student will maintain good attendance and proper behavior as determined by the principal of the school of attendance.
2. No transportation will be provided except as required by P.L. 107-110, Section 116 and Board Policy 5116.

STUDENT

Name: _____

Grade: _____ DOB: _____

Home Phone: _____

Other: _____

Reason for Request _____

PARENT/GUARDIAN

Name: _____

Physical Address: _____

Mailing Address: _____

City, State, Zip: _____

Work Phone: _____

THIS SECTION FOR SCHOOL/DISTRICT USE ONLY

Granted: _____

Denied: _____ Date: _____

PRINCIPAL (Releasing School)

Granted: _____

Denied: _____ Date: _____

PRINCIPAL (School of Destination)

Granted: _____

Denied: _____ Date: _____

SUPERINTENDENT

NOTE: Intradistrict Change Requests are valid for one year only and must be applied for each new school year by March 15th. Intradistrict students may be asked to return to their school of residency to permit new students to enroll in their neighborhood school. Shifts will usually happen within the first 10 days of the beginning of the school year, or at the trimester/semester. Exceptions are seen in BP 5116.1

WHITE: District Office copy

YELLOW: School copy

PINK: Parent

copyq:5000ar5116.1Attachment -- Revised 1/04

6542

WESTERN PLACER UNIFIED SCHOOL DISTRICT

E 5116.1 (a)

Students
INTRADISTRICT OPEN ENROLLMENT

Exhibit 1

PARENTAL NOTIFICATION:
OPTION TO TRANSFER FROM A PERSISTENTLY DANGEROUS SCHOOL

Dear Parents/Guardians:

The California Department of Education has designated the _____ School as a "persistently dangerous" school based on state criteria which include expulsion rates for certain types of offenses, gun-free schools violations and violent criminal offenses committed on school property.

Federal law requires that all parents/guardians of students in this school be offered an opportunity to transfer their children to another eligible district school or charter school which has not been so designated. Such transfers would take effect on [date].

The following schools are available to accept transfers:

Other district schools may not appear on this list because either (1) they also have been identified as "persistently dangerous," or (2) the Superintendent has determined that all transfer requests can be accomplished among the above schools.

Information about each available school is enclosed, including information on academic achievement.

If you decide you want to transfer your child, please submit your top [number] choices of schools on the enclosed form by [date] to the [district office or the principal at your child's school]. It cannot be guaranteed that your first choice will be available, but your preferences will be considered.

If you choose to transfer your child, you will be expected to provide or arrange for transportation to and from the child's school. As funds and space permit, transportation may be provided upon request, with priority given to students with the greatest financial need.

6.5.43

Western Placer Unified School District

E 5116.1 (b)

Exhibit 2

PARENT/GUARDIAN TRANSFER REQUEST
FROM A "PERSISTENTLY DANGEROUS" SCHOOL

Instructions: To request a transfer for your child out of a school that has been designated as "persistently dangerous," please complete the following form and return it by [return date] to the [district office or to your child's school]. You will be notified by [date] regarding your child's school assignment for the next school year and your options if you decide to decline the school assignment at that time.

Child's Name: _____
Parent/Guardian's Name: _____ Signature: _____
School Child Currently Attends: _____

Please write numbers in the boxes below to rank your top [number] choices of available schools:

[] _____ [school name] _____
[] _____ [school name] _____
[] _____ [school name] _____

If you have any questions, please contact [name] at [phone number].

Q:5000\E5116.1

6.5.44

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5145.6 (a)

STUDENTS

Notifications Required by Law

The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

*(cf. 5020 - Parent Rights and Responsibilities
(cf. 5022 – Student and Family Privacy Rights)
(cf. 5124 - Communication with Parents/Guardians)
(cf. 6020 - Parent Involvement)*

The Superintendent or designee shall ensure that notifications which must be sent at the beginning of each academic year include a request that the parent/guardian sign the notice and return it to the school. (Education Code 48982)

Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the district's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

(cf. 6174 - Education for English Language Learners)

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

262.3 Appeals; information re: availability of civil remedies

310 Structured English Immersion Program

17288 Pupils: school buildings

17612 Notification of pesticide use

32255-32255.6 Right to refuse harmful or destructive use of animals

32390 Fingerprint program; contracts; funding; consent of parent/guardian; mailing of documents containing fingerprints to parent/guardian

35178.4 Notice of accreditation status

35183 School dress codes; uniforms

35256 School accountability report card

35291 Rules

6.5.45

STUDENTS

Notifications Required by Law

- 37616 Consultation
- 39831.5 School bus rider rules and information
- 44808.5 Permission to leave school grounds
- 46010.1 Notice re: excuse to obtain confidential medical services
- 46014 Regulations regarding absences for religious purposes
- 46600-46611 Interdistrict attendance agreements especially:
- 46601 Failure to approve interdistrict attendance
- 48000 Minimum age of admission
- 48070.5 Promotion or retention of students
- 48204 Residency requirements for school attendance
- 48205 Absence for personal reasons
- 48206.3 Pupils with temporary disabilities; individual instruction; definitions
- 48207 Pupils with temporary disabilities in hospitals outside of school district
- 48208 Students with temporary disabilities in qualifying hospitals
- 48213 Notice to parent or guardian
- 48216 Immunization
- 48260.5 Notice to parent re truancy
- 48263 Referral to SARB or probation department
- 48432.5 Involuntary transfers of pupils
- 48637.1 Notice of intended assignment
- 48900.1 Attendance of parent or guardian for portion of school day
- 48904 Liability of parent/guardian for willful pupil misconduct
- 48904.3 Withholding grades, diplomas, or transcripts
- 48906 Notification of release of pupil to peace officer
- 48911 Notification in case of suspension
- 48912 Closed sessions; consideration of suspension
- 48915.1 Expelled individuals: enrollment in another district
- 48916 Readmission procedures
- 48918 Rules governing expulsion procedures
- 48980 Required notification at beginning of term
- 48980.3 Notification of pesticide use
- 48981 Time and means of notification
- 48982 Signature; return to school; effect of signature
- 48983 Contents of notice
- 48984 Activities prohibited unless notice given
- 48985 Notices to parents in language other than English
- 48987 Child abuse information
- 49063 Notification of parents of their rights

6.5.46

STUDENTS

Notifications Required by Law

- 49067 Regulations regarding pupil's achievement
- 49068 Transfer of permanent enrollment and scholarship record
- 49069 Absolute right to access
- 49070 Challenging content of records
- 49073 Release of directory information
- 49076 Access to student records
- 49077 Access to information concerning a student in compliance with court order
- 49091.14 Prospectus
- 49302 Parental consent
- 49332 Notifications of retention of object by school personnel; release
- 49403 Cooperation in control of communicable disease and immunization
- 49423 Administration of prescribed medication for pupil
- 49451 Physical examinations: parent's refusal to consent
- 49452.5 Screening for scoliosis
- 49456 Report to parent
- 49472 Medical and hospital services for pupils
- 49480 Continuing medication regimen for nonepisodic conditions
- 49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
- 51201.5 Instruction on AIDS and AIDS prevention
- 51240 Excuse from instruction due to religious beliefs
- 51513 Personal beliefs
- 51550 Sex education courses
- 51554 Parent notification; sex education courses
- 51555 Parent notification in grades K-6; sex education courses
- 51820 Venereal disease instruction; written notification to parent; inspection of instructional material; consensual pupil participation
- 51870.5 Internet access policy
- 52164.1 Census-taking methods; determination of primary language; assessment of language skills; notice
- 52164.3 Notice of reassessment of language skills
- 52173 Consultation with parents or guardians; notice to parents or guardians; withdrawal of pupil from program
- 52244 Advanced Placement Program
- 54444.2 Migrant education programs; parent involvement
- 56301 Child-find system; policies re: written notification rights
- 56321 Special education: proposed assessment plan
- 56329 Written notice of right to findings; independent assessment
- 56341 Individualized education program team
- 56343.5 IEP meetings
- 56346 Parental notice and consent to special education program

615.47

STUDENTS

Notifications Required by Law

58501 Alternative schools: notice required prior to establishment

60641 Standardized Testing and Reporting Program

60850 High School Exit Exam

HEALTH AND SAFETY CODE

1596.857 Right to enter child care facility

120365 Immunizations

120370 Immunizations

120375 Immunizations

120440 Sharing immunization information

124085 Certificate of receipt; health screening and evaluation services; waiver by parent/guardian

124100 School districts and private schools; information to parents or guardians of kindergarten children; withholding of average daily attendance funds

PENAL CODE

627.5 Hearing request following denial or revocation of registration

WELFARE AND INSTITUTIONS CODE

18976.5 Parental notice; right of refusal to participate

CODE OF REGULATIONS, TITLE 5

863 Standardized Testing and Reporting Program

3052 Behavioral intervention

3831 General standards (Gifted and Talented Program)

4306 Reclassification

4622 Notice requirements and recipients

4631 Responsibilities of the local agency

11303 Education for English language learners

11309 Parental Exception Waivers

11523 Notice of proficiency examinations (HS)

18066 Policies and procedures absences for child care

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1415 Procedural Safeguards

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

UNITED STATES CODE, TITLE 42

2001d -2001d-7, Title VI, Civil Rights Act of 1964

CODE OF FEDERAL REGULATIONS, TITLE 34

99.7 Student records, annual notification

99.34 Student records, disclosure to other educational agencies

104.36 Procedural safeguards

106.9 Dissemination of policy, nondiscrimination on basis of sex

300.345 Parent participation

6-548

STUDENTS

Notifications Required by Law

300.502 Independent educational evaluation

300.503 Prior written notice

300.505 Parental consent

300.507 Parent notice due process hearing

300.523 Manifestation determination review

CODE OF FEDERAL REGULATIONS, TITLE 40

763.93 Management plans

PUBLIC LAW 107-110

1111 State plans

1112 Local educational agency plans

1116 Academic assessment and local educational agency school improvement

1118 Parental involvement

9528 Armed forces recruiter access to students

Adopted: 5/19/95

Revised: 8/4/98, 1/18/00, 5/7/02, 2/4/03

1994/1995 School Year (Total District Policy Book Review)

q:/5000\bp5145.6

6.5.49

When to Notify: Beginning of each school year
Education or Other Legal Code: 48980, 51870.5
Board Policy/Administrative Regulation #: BP 6163.4
Subject: Policy on student access to the Internet

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49068, 49069, and 20 USC 1232g, 34 CFR 99.7
Board Policy/Administrative Regulation #: BP 5125, AR 5125
Subject: Student Records: Inspect and review, access to, types of records, where kept, persons responsible, location of log, criteria and type of access for persons with access, cost of copies, how to request amendments, criteria for determining who is a school official and what is a legitimate educational interest

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49070
Board Policy/Administrative Regulation #: AR 5125, AR 5125.3
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49073
Board Policy/Administrative Regulation #: BP 5125.1, AR 5125.1
Subject: Release of directory information

When to Notify: Beginning of each school year
Education or Other Legal Code: 49063, 49091.14
Board Policy/Administrative Regulation #: AR 5020, AR 5125
Subject: Availability of course prospectus

When to Notify: Beginning of each school year
Education or Other Legal Code: 49423, 49480, 48980
Board Policy/Administrative Regulation #: AR 5141.21, AR 5141.31
Subject: Administration of prescribed medication

When to Notify: Beginning of each school year
Education or Other Legal Code: 49451, 48980
Board Policy/Administrative Regulation #: BP 5141.3
Subject: Refusal to consent to physical examination

6.5.50

When to Notify: When child is enrolled in kindergarten
Education or Other Legal Code: Health and Safety Code 124085 and 124100
Board Policy/Administrative Regulation #: BP 5141.32
Subject: Health screening examination

When to Notify: Prior student participation in program
Education or Other Legal Code: 5 CCR 3831
Board Policy/Administrative Regulation #: AR 6172
Subject: Gifted and talented student program

When to Notify: Within 30 calendar days of receipt of results
5 CCR 11511.5
Board Policy/Administrative Regulation #: See AR 6174
Subject: CELDT test results

When to Notify: To students in grades 11 and 12, early enough to enable registration for current fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents of English learners
Section 1112 P.L. 107-110
Board Policy/Administrative Regulation #: AR 6174*
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

III. WHEN SPECIAL CIRCUMSTANCES OCCUR

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: 262.3
Board Policy/Administrative Regulation #: AR 1312.3
Subject: Civil law remedies available to complaints

When to Notify: At least 72 hours before use of pesticide product not included in annual list
Education Code 17612
Board Policy/Administrative Regulation #: AR 3514.2
Subject: Intended use of pesticide product

6.5.51

When to Notify: If school has lost its WASC accreditation status
Education Code 35178.4
Board Policy/Administrative Regulation #: BP 6190
Subject: Loss of status, potential consequences

When to Notify: At least six months before implementing a schoolwide uniform policy
Education or Other Legal Code: 35183
Board Policy/Administrative Regulation #: AR 5132
Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a continuous school program
Education or Other Legal Code: 37616
Board Policy/Administrative Regulation #: BP 6117
Subject: Continuous school program

When to Notify: When interdistrict transfer is requested and not approved within 30 days
Education or Other Legal Code: 46601
Board Policy/Administrative Regulation #: BP 5117
Subject: Appeal process

When to Notify: When student identified as being at risk of retention
Education or Other Legal Code: 48070.5
Board Policy/Administrative Regulation #: AR 5123
Subject: Student at risk of retention

When to Notify: When Board denies transfer into district based on parent employment
Education Code 48204
Board Policy/Administrative Regulation #: AR 5111.12
Subject: Denial of admission and rationale

When to Notify: When excluding a student from attendance
Education or Other Legal Code: 48213
Board Policy/Administrative Regulation #: AR 5112.2
Subject: Reasons for exclusions; parental rights

When to Notify: When a student is classified a truant
Education or Other Legal Code: 48260.5
Board Policy/Administrative Regulation #: AR 5113
Subject: Parental obligation

6.5.52

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: 48263
Board Policy/Administrative Regulation #: AR 5113
Subject: Name and address of SARB or probation department and reason for referral

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: 48432.5
Board Policy/Administrative Regulation #: AR 6184
Subject: Right to require a meeting prior to involuntary transfer to continuation school

When to Notify: When teacher requires parental attendance
Education or Other Legal Code: 48900.1
Board Policy/Administrative Regulation #: AR 5144.1
Subject: Parent/guardian attendance pursuant to law

When to Notify: Prior to withholding grades, diplomas, or transcripts
Education or Other Legal Code: 48904
Board Policy/Administrative Regulation #: AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: 48904.3
Board Policy/Administrative Regulation #: AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: 48906
Board Policy/Administrative Regulation #: BP 5145.11
Subject: Release of student to peace officer

When to Notify: At time of suspension
Education or Other Legal Code: 48911
Board Policy/Administrative Regulation #: BP 5144.1, AR 5144.1
Subject: Notice of suspension

When to Notify: When original period of suspension is extended
Education or Other Legal Code: 48911
Board Policy/Administrative Regulation #: AR 5144.1

6.5.53

IV. SPECIAL EDUCATION NOTICES

When to Notify: Within 15 days of referral for assessment for special education programs
Education or Other Legal Code: 56321
Board Policy/Administrative Regulation #: AR 6159.1, AR 6164.4
Subject: Proposed assessment plan and related parental rights

When to Notify: Upon completion of administration of assessment
Education or Other Legal Code: 56329, 34 CFR 300.502
Board Policy/Administrative Regulation #: AR 6164.4
Subject: IEP meeting scheduled and determination at meeting

When to Notify: If parent disagrees with assessment
Education or Other Legal Code: 56329, 34 CFR 300.502
Board Policy/Administrative Regulation #: AR 6164.4
Subject: Right to obtain independent educational assessment

When to Notify: 24 hours before IEP meeting, when intending to tape record
Education or Other Legal Code: 56341
Board Policy/Administrative Regulation #: AR 6159
Subject: Intention to tape record IEP meeting

When to Notify: When parent orally requests review of IEP
Education or Other Legal Code: 56343.5
Board Policy/Administrative Regulation #: AR 6159
Subject: Need for written request

When to Notify: Prior participation in special education
Education or Other Legal Code: 56346,
Board Policy/Administrative Regulation #: AR 6159
Subject: Notice of IEP meetings, why participation necessary

6.5.54

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 5146 (a)

STUDENTS

Married/Pregnant/Parenting Students

The Governing Board recognizes that early marriage, pregnancy or parenting may disrupt a student's education and increase the chance of a student dropping out of school. The Board therefore desires to provide instruction and services designed to assist in pregnancy prevention. The Board also desires to support male and female expectant and parenting students to attain strong academic and parenting skills and to promote the healthy development of their children.

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6011 - Academic Standards)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

(cf. 6146.11 - Alternative Credits Toward Graduation)

Married expectant and parenting students in the district shall have the same educational and extracurricular opportunities as all students. Participation in special programs or schools shall be voluntary.

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

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 6145 - Extracurricular and Cocurricular Activities)

For school-related purposes, married students under the age of eighteen (18) are emancipated minors and have all the rights and privileges of a student who is 18, even if the marriage has been dissolved. (*Family Code 7002*)

Expectant and Parenting Students

The Board is committed to providing to expectant and parenting students and their children a comprehensive, continuous, community-linked program that reflects the cultural and linguistic diversity of the community.

The Superintendent or designee shall collaborate with the County Superintendent of Schools and other community agencies and organizations to ensure that appropriate educational and related support services are available to meet the needs of expectant and parenting students and their children.

6.5.55

STUDENTS

BP 5146 (b)

Married/Pregnant/Parenting Students

(cf. 1020 - Youth Services)

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

Expectant and parenting students retain the right to participate in any comprehensive school or educational alternative programs. School placement and instructional strategies for participating students shall be based on the needs and learning styles of individual students. The classroom setting shall be the preferred instructional strategy unless an alternative is necessary to meet the needs of the individual student and/or child. (Education Code 54745)

(cf. 1020 - Youth Services)

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

(cf. 6158 - Independent Study)

(cf. 6182 - Opportunity School/Class/Program)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6200 - Adult Education)

In addition to providing a quality academic program for expectant and parenting students, the district's program shall provide parenting education and life skills instruction, special school nutrition supplements for pregnant and lactating students, a child care and development program for the children of enrolled students on or near the school site, and other support services authorized by Education Code 54746 as necessary to meet the needs of students and their children. (Education Code 54745)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5141.6 - School-Based Health and Social Services)

(cf. 5148 - Child Care and Development)

(cf. 6164.2 - Guidance/Counseling Services)

Pregnancy Prevention Program

The Superintendent or designee shall ensure that age-appropriate, culturally sensitive and community-sensitive instruction and services are available to assist in the prevention of pregnancy among minors. The district's program shall be based on strategies that have proven effective in delaying the onset of sexual activity and reducing the incidence of pregnancy among school-age youth.

6.5.56

STUDENTS

BP 5146 (c)

Married/Pregnant/Parenting Students

Instruction shall include information regarding the consequences of pregnancy upon both the mother and father, including the effect upon future educational and employment opportunities; the meaning of parental responsibility and its effect upon one's personal life; strategies for resisting peer group pressure; and abstinence as a method of pregnancy prevention. Such instruction may be incorporated into health, social science or other appropriate courses in accordance with the requirements for those courses.

(cf. 5141.25 - Availability of Condoms)

(cf. 6142.1 - Family Life/Sex Education)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Legal Reference:

EDUCATION CODE

2551.3 Determination of state aid for pregnant minors program

8920-8929 Teenage pregnancy prevention grant program

17293 School facilities for pregnant/parenting teen programs

48220 Compulsory education requirement

48410 Persons exempted from continuation classes

49553 Nutrition supplements for pregnant/lactating students

49558 Confidentiality of applications and records for free or reduced price meals

51220.5 Parenting skills and education

51745 Independent study

52610.5 Enrollment of pregnant and parenting students in adult education

54740-54749.5 California School Age Families Education Program (Cal-SAFE)

FAMILY CODE

7002 Description of emancipated minor

7050 Purposes for which emancipated minor considered an adult

HEALTH AND SAFETY CODE

124175-124200 Adolescent and Family Life Act

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

6.5.87

STUDENTS

BP 5146 (e)

Married/Pregnant/Parenting Students

Management Resources:

CDE PUBLICATIONS

Pregnant and Parenting Students: A Report to the Legislature, April 1996

SBE POLICIES

Policy statement on adolescent pregnancy and parenting, July 9, 1993

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Health Services: <http://www.dhs.ca.gov>

Department of Social Services: <http://www.dss.ca.gov>

Adopted: 5/19/95

Revised: 12/7/99, 12/4/01

New - 1994/1995 School Year (Total District Policy Book Review)

mycomputer\q\5000\bp5146

6.5.58

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 5146 (a)

STUDENTS

Married/Pregnant/Parenting Students

The Superintendent or designee may grant students a leave of absence due to pregnancy, childbirth or abortion for as long as it is deemed medically necessary. At the conclusion of the leave, the student shall be reinstated to the status she held when the leave began. (34 CFR 106.40)

(cf. 5112.3 - Student Leave of Absence)

Pregnant and parenting students also may request exemption from attendance because of a physical or mental condition or because of personal services that must be rendered to a dependent. (Education Code 48410)

(cf. 5112.1 - Exemptions from Attendance)

Cal-SAFE Program

A male or female student who is an expectant parent, the custodial parent, or the noncustodial parent taking an active role in the care and supervision of the child, shall be eligible to enroll in the district's California School Age Families Education (Cal-SAFE) program for expectant or parenting students under any of the following conditions: (Education Code 54747)

1. The student is age 18 years of age or younger and has not earned a high school diploma or its equivalent.
2. The student is age 19, has not earned a high school diploma or its equivalent, and has been continuously enrolled in the program for expectant/parenting students since before his/her 19th birthday. Such a student may be enrolled in the program for one additional semester.
3. The student is below age 22 and has an active Individualized Education Plan.

(cf. 6159 - Individualized Education Program)

Students shall be enrolled in programs for expectant and parenting students on an open-entry and open-exit basis. (Education Code 54745)

A student shall not be denied initial or continuous enrollment because of having had multiple pregnancies, more than one child, or a change in eligibility status from expecting to parenting. (Education Code 54747)

6.5.59

STUDENTS

Married/Pregnant Parenting Students

No fees shall be charged to students or their families for services provided through the district's Cal-SAFE program. (Education Code 54745)

(cf. 3260 - Fees and Charges)

The Superintendent or designee shall complete an intake procedure regarding each student and child upon entry into the program, and periodically thereafter as necessary, to determine appropriate levels and types of services to be provided. (Education Code 54746)

The Superintendent or designee shall provide staff development and conduct community outreach in order to establish a positive learning environment and school policies supportive of pregnant and parenting students' academic achievement and to promote the healthy development of their children. (Education Code 54745)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall cooperate with the County Superintendent of Schools to develop and annually update the county service coordination plan for providing educational and related support services to expecting and parenting teens and their children. He/she also shall participate in data collection and evaluation of the program. (Education Code 54745)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

Adopted: 12/7/99

Revised: 12/4/01

my computer\Q:5000\ar5146

6.5.60

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 6143(a)

INSTRUCTION

Courses of Study

Unified School Districts

The Governing Board recognizes that a well-articulated sequence of courses fosters academic progress and makes for the best possible use of instructional time.

(cf. 6141 - Curriculum Development and Evaluation)

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

Unified School Districts

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels.

Courses of study for secondary grades shall prepare students to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry upon graduation from high school. (Education Code 51228)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

(cf. 6178 - Vocational Education)

The Superintendent or designee shall ensure that all otherwise qualified students have a timely opportunity, within the four years before graduation, to enroll in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities. (Education Code 51228)

In addition, the course of study for high school students shall include instructions in skills and knowledge for adult life and career technical training. (Education Code 51224)

(cf. 6030 - Integrated Academic and Vocational Instruction)

The Superintendent or designee shall develop a process by which courses are submitted to the University of California for review and certification in order to meet university admission criteria, and shall maintain an accurate list of all current high school courses that have been so certified.

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

(cf. 6141.5 - Advanced Placement)

6.5.61

COURSES OF STUDY (continued)

BP 6143(b)

Guidance services shall be available to help students select courses relevant to their academic needs and future goals.

(cf. 6164.2 - Counseling/Guidance Services)

Legal Reference:

EDUCATION CODE

- 33319.3 Driver education; CDE materials on road rage
- 33540 Government and civics instruction in interaction with government agencies
- 51201.5 Instruction on AIDS and AIDS prevention
- 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
- 51220-51230 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
- 66204 Certification of high school courses as meeting university admission criteria

GOVERNMENT CODE

- 3543.2 Scope of representation

HEALTH AND SAFETY CODE

- 11032 Definition of dangerous drugs

CODE OF REGULATIONS, TITLE 5

- 10020 Driver education

UNITED STATES CODE, TITLE 20

- 6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:

WEB SITES

CDE: [http:// www.cde.ca.gov](http://www.cde.ca.gov)

University of California, College Prep Online Courses and Services: <http://www.uccp.org>

Adopted: 1/9/84

Revised: 1/6/98, 12/4/01

1994/1995 School Year (Total District Policy Book Review)

q:6000bp6143

6.5-62

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 6146.2 (a)

INSTRUCTION

Certificate of Proficiency/High School Equivalency

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of class work and examination. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows him/her to obtain an equivalent certificate.

(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)
(cf. 6200 - Adult Education)

Eligible persons may obtain a certificate of proficiency or a high school equivalency certificate in accordance with law, Board policy and administrative regulation.

The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program.

(cf. 6164.2 - Guidance/Counseling Services)

Legal Reference:

EDUCATION CODE

48400-48403 Persons subject to compulsory continuation education

48410 Persons exempt from continuation classes

48412 Certificate of proficiency; examination fees

48413 Enrollment in continuation classes

48414 Reenrollment in district

51420-51427 High school equivalency certificate

CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate

11530-11532 High school equivalency certificate (GED)

6.5.63

INSTRUCTION

Certificate of Proficiency/High School Equivalency

Management Resources:

CDE PUBLICATIONS

Adult Education Handbook for California, 1997

WEB SITES

CDE, GED Office: <http://www.cde.ca.gov/ged>

CDE, High School Proficiency: <http://www.cde.ca.gov/statetests/chspe>

Adopted: 1991

Revised:

New - 1994/1995 School Year (Total District Policy Book Review)

Q:6000\bp6146.2

6.5.64

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 6146.2 (a)

INSTRUCTION

Certificate of Proficiency/High School Equivalency

Certificate of Proficiency

Any student may apply to have his/her proficiency in basic skills verified by examination according to criteria established by the California Department of Education if he/she meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Is enrolled in the second semester of the 10th grade

The principal of each school maintaining 11th and/or 12th grades shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination as provided under Education Code 48412. When announcements from the California Department of Education or its contractor are received, this information shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (Code of Regulations, Title 5, Section 11523)

If a student receives the proficiency certificate, the district shall indicate the student's accomplishment and the date of the proficiency certificate award on the student's official transcript. (5 CCR 11521)

(cf. 5125 - Student Records)

Receiving the high school proficiency certificate does not exempt students from attending school unless they are at least 16 years old and have verified parent/guardian permission. (Education Code 48410; 5 CCR 11522)

Upon request, the Superintendent or designee shall provide a form for obtaining parent/guardian consent for exemption from compulsory school attendance by students ages 16 and 17 who have demonstrated proficiency. The form shall contain at least the following information: (5 CCR 11522)

6.5.65

INSTRUCTION

Certificate of Proficiency/High School Equivalency

- a. A general explanation of the student's rights of exemption from compulsory attendance and of reenrollment in the public schools.
- b. The date of issuance of the certificate of proficiency.
- c. The signature of the parent/guardian and the date.
- d. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date. (Code of Regulations, Title 5, Section 11522)

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district with no adverse consequences. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate/GED

Any person is eligible to take the General Educational Development (GED) test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California, has not completed high school, and meets one of the following criteria: (Education Code 51420; 5 CCR 11532)

1. Is 18 years of age or older, or within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution or a prospective employer
4. Is 17 years of age, is incarcerated in a California state or county correctional facility and meets other criteria listed in 5 CCR 11532

Adopted: 1991

Revised:

New - 1994/1995 School Year (Total District Policy Book Review)

Q:6000AR 6146.2

6-5, 66

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 6159 (a)

INSTRUCTION

Individualized Education Program

The Governing Board desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free, appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

- (cf. 0430 - Comprehensive Local Plan for Special Education)
- (cf. 1312.3 - Uniform Complaint Procedures)
- (cf. 3541.2 - Transportation for Students with Disabilities)
- (cf. 4112.23 - Special Education Staff)
- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
- (cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
- (cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
- (cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
- (cf. 6164.4 - Identification of Individuals for Special Education)
- (cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program team (IEP), the contents of the IEP and the development, review and revision of the IEP.

Individualized Education Program

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian. (Education Code 56055)

Legal Reference:

EDUCATION CODE

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record

6.5.67

INSTRUCTION (continued)

BP 6159 (b)

56340.1-56346 Instructional planning and individualized education program

56350-56352 IEP for visually impaired students

56380 IEP reviews; notice of right to request

56390-56393 Certificate of completion, special education

56500-56508 Procedural safeguards

60640-60649 Standardized Testing and Reporting Program

60850 High school exit examination, students with disabilities

FAMILY CODE

6500-6502 Age of majority

GOVERNMENT CODE

7572.5 Seriously emotionally disturbed child, expanded IEP team

CODE OF REGULATIONS, TITLE 5

852-853 Standardized Testing and Reporting Program, accommodations for students with disabilities

1216-1218 High School Exit Examination, accommodations for students with disabilities

3021-3029 Identification, referral and assessment

3040-3043 Instructional planning and the individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1487 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.756 Individuals with Disabilities Education Act

COURT DECISION

Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 2003

US.App. LEXIS 1395

Sacramento City School District v. Rachel H, 14 F.3d 1398 (9th Cir. 1994)

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300.a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

CDE: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

Adopted: 2/6/84

Revised: 2/2/99, 12/7/99, 11/19/02

1994/1995 School Year (Total District Policy Book Review)

my compute wpusd docs on DO server/q/6000/bp6159

6-5-68

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 6159 (a)

INSTRUCTION

Individualized Education Program

At the beginning of each school year, the district shall have an individualized education program (IEP) in effect for each student with a disability within district jurisdiction. (34 CFR 300.342)

Members of the IEP Team

The IEP team for any student with a disability shall include at least the following members: (20 USC 1414(d) 34 CFR 300.344; *Education Code 56341*)

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher.

If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.

3. At least one special education teacher, or where appropriate, at least one special education provider of such student.
4. A representative of the district, Special Education Local Plan Area (SELPA) or county office of education who is:
 - a. Qualified to provide, or supervise, the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable of the general curriculum
 - c. Knowledgeable about the availability of district and/or SELPA (Special Education Local Plan Area) resources
5. An individual who conducted an assessment of the student or who is knowledgeable about the assessment procedures used and who is:
 - a. Familiar with the assessment results or recommendations
 - b. Qualified to interpret the instructional implication of assessment results

This individual may already be a member of the team as described above or in item #6 below.

6.5.69

Individualized Education Program

6. At the discretion of the parent/guardian or district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate

The party who invites the individual to be a member of the IEP team shall make the determination of whether the individual has special expertise regarding the student. (Education Code 56341)

7. Whenever appropriate, the student with a disability
8. For transition service participants pursuant to 34 CFR 300.347:
 - a. The student, of any age, with the disability if the purpose of the meeting is the consideration of the student's transition service needs under Education Code 56345.1 (a) or (b).

If the student does not attend the IEP team meeting, the district shall take other steps to ensure that the student's preferences and interests are considered.

- b. A representative of any other agency that is likely to be responsible for providing or paying for transition services

If a representative does not attend the meeting, the district shall take other steps to obtain participation of the agency in the planning of any transition services.

9. For students suspected of having a specific learning disability, at least one person of the team shall be qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist or remedial reading teacher. At least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

If the child is younger than five years or not enrolled in school, a team member shall observe the child in an appropriate environment.

In addition, any of the following may participate, as appropriate:

1. The program specialist, school psychologist, school nurse, school social worker,

6.5.70

Individualized Education Program

counselor, or other student services worker who has conducted an assessment of the student, when the assessment is significant to the development of the IEP

2. Any other person whose competence is needed because of the nature and extent of the student's disability
3. A public agency representative fluent in the student's primary language

IEP Meetings

The IEP team shall meet: (20 USC 1414(d); Education Code 56343)

1. Whenever a student has received an initial formal assessment. The team may meet when a student receives any subsequent formal assessment.
2. Whenever the student demonstrates a lack of anticipated progress.
3. Whenever the parent/guardian or teacher requests a meeting to develop, review or revise the IEP.
4. At least annually to:
 - a. Review the student's progress and to determine whether the student's annual goals are being achieved
 - b. Review the IEP and the appropriateness of placement
 - c. Make any necessary revisions to the IEP

The IEP team shall conduct this review. Others may participate if they have essential expertise or knowledge.

If a participating agency, other than the district, fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service needs for the student set out in the IEP. (Education Code 56345.1)

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days in July and August. (Education Code 56343.5)

An IEP required as a result of an assessment of the student shall be developed within 50 days, not counting days between the student's regular school sessions, terms or days of school vacation in excess of five school days, from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension. However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent

6.3.71

Individualized Education Program

regular school year for each student for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of student school vacations, the 50-day time limit shall recommence on the date that student school days reconvene (Education Code 56344)

A regular education or special education teacher may request a review of the classroom assignment of a special education student by submitting a written request to the Superintendent or designee. The Superintendent or designee shall consider the request within 20 days of receiving it, not counting days in July and August or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction and/or related services, the Superintendent or designee shall convene an IEP meeting, which shall be held within 30 days of the Superintendent or designee's review, not counting days in July or August or days when school is off track, unless the student's parent/guardian consents to an extension of time.

At each IEP meeting convened by the district, the district administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code 56321. (Education Code 56500.1)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

The Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting (as specified below) and scheduling the meeting at a mutually agreed on time and place. (34 CFR 300.345)

The Superintendent or designee shall send parents/guardians notice of the IEP team meetings early enough to ensure that they will have an opportunity to attend. This notice shall: (34 CFR 300.345; Education Code 56341.5)

1. Indicate the purpose, time and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform the parents/guardians of the provisions of 34 CFR 300.344(a)(6) and (c), relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the student

6.5.72

Individualized Education Program (IEP)

4. Identify any other local agency that is likely to be responsible for providing or paying for transition services in accordance with 34 CFR 300.344
5. For students age 14, or younger if appropriate:
 - a. Indicate that a purpose of the meeting will be the development of a statement of the transition service needs of the student pursuant to 34 CFR 300.347(b)(1)
 - b. Indicate that the district will invite the student to the IEP meeting
6. For students age 16, or younger if appropriate:
 - a. Indicate that the purpose of the meeting is the consideration of needed transition services for the student as required by 34 CFR 300.347(b)(2)
 - b. Indicate that the district will invite the student to the IEP meeting
 - c. Identify any other agency that will be invited to send a representative

If no parent/guardian can attend the meeting, the Superintendent or designee shall use other methods to ensure parent/guardian participation, including individual or conference telephone calls. (34 CFR 300.345; Education Code 56341.5)

An IEP meeting may be conducted without a parent/guardian in attendance if the district is unable to convince the parent/guardian that he/she should attend. In this case, the district shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including: (34 CFR 300.345)

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any response received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the district shall have the right to audiotape the proceedings of IEP meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the district gives notice of intent to audiotape a meeting, and if the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents/guardians also have the right to: (Education Code 56341)

6.5.73

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parent/guardian believes they contain information that is inaccurate, misleading or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parent/guardian believes is inaccurate, misleading, or in violation of the student's privacy rights or other rights

(cf. 5020 - Parent Rights and Responsibilities)

Contents of the IEP

The district shall have an IEP in effect for each student with disabilities within its jurisdiction at the beginning of each school year. (Education Code 56344)

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include but not be limited to all of the following: *(20 USC 1414(d)) 34 CFR 300.347; Education Code 56345, 56345.1)*

1. A statement of the present levels of the student's educational performance, including one of the following:
 - a. For a school age child how the student's disability affects the student's involvement and progress in the general curriculum, or (i.e., the same curriculum as for nondisabled students)
 - b. For preschool children, as appropriate, how the disability affects the student's participation in appropriate activities
2. A statement of measurable annual goals, including benchmark or short-term objectives related to:
 - a. For a school age child meeting the student's needs that result from the student's disability in order to enable the student to be involved in and progress in the general curriculum, and

For a preschool child, as appropriate, meeting the child's needs that result from his/her disability to enable the child to participate in appropriate activities
 - b. Meeting each of the student's other educational needs that result from the student's disability
3. A statement of the special education, related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student to:

6.5.74

- a. Advance appropriately toward attaining the annual goals
- b. Be involved and progress in the general curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities

(cf. 6145 - Extracurricular and Cocurricular Activities)

- c. Be educated and participate with other students with disabilities and nondisabled students in the activities in this paragraph

(cf. 3541.2 - Transportation for Students with Disabilities or Handicaps)

4. An explanation of the extent, if any, to which the student will not participate with nondisabled students in the regular class and in the extracurricular and other nonacademic activities described in item #3 above and other activities pursuant to Education Code 56345.
5. A statement of any individual modifications in the administration of state or districtwide assessments of student achievement that are needed in order for the student to participate in such assessment and
 - a. If the IEP team determines that the student will not participate in the administration of the state or districtwide assessment of student achievement (or part of such an assessment) a statement of:
 - i. Why that assessment is not appropriate for the student
 - ii. How the student will be assessed

(cf. 6162.5 - Student Assessment)

6. The projected date for the beginning of the services and modifications described in item #3 above and the anticipated frequency, location and duration of those services and modifications.
7. Appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the annual goals are being achieved
8. A statement of:
 - a. How the student's progress toward the annual goals described in item #2 above will be measured
 - b. How the student's parents/guardians will be regularly informed (by such means as periodic report cards), at least as often as parents/guardians of nondisabled students, of:

6.5.75

INDIVIDUALIZED EDUCATION PROGRAM (continued)

AR 6159(h)

- (1) Their child's progress towards the annual goals described in item #2 above
 - (2) The extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year
9. A statement of transition service needs as defined in Education Code 56345.1 follows:
 - a. Beginning at age 14, (or younger if determined appropriate by the IEP team), and updated annually, a statement of transition service needs of the student under the applicable components of the IEP that focus on the student's courses of study (such as participation in advanced-placement courses or vocational education program)
 - b. Beginning at age 16 (or younger if determined appropriate by the IEP team), and annually thereafter, a statement of needed transition services for the student, including, when appropriate, a statement of the interagency responsibilities or any needed linkages
 - c. Beginning at least one year before the student reaches the age 18, a statement that the student has been informed of his/her rights pursuant to IDEA, if any, that will transfer to the student upon reaching the age 18 pursuant to 20 USC 1415(m)
10. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, pursuant to 34 CFR 300.110 - 300.284 that will transfer to the student upon reaching age 18.

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

Where appropriate, the IEP shall also include: *(Education Code 56345)*

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards required for graduation.
2. Linguistically appropriate goals, objectives, programs and services for students whose primary language is not English.
3. Extended school year services when needed, as determined by the IEP team.
4. Provision for transition into the regular class program if the student is to be transferred from a special education or center, or nonpublic, nonsectarian

6.5.76

school into a regular education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week.
- b. Support the transition of the student from the special education program into the regular education program.

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6178 - Vocational Education)

(cf. 6181 - Alternative Schools)

5. Specialized services, materials and equipment for students with low incidence disabilities, consistent with the guidelines of Education Code 56136.

Development, Review and Revision of the IEP

In developing or revising the IEP, the IEP team shall consider the following: (20 USC 1414(d); Education Code 56345)

1. The strengths of the student and the concerns of the parents/guardians for enhancing the education of their child
2. The results of the initial evaluation or most recent evaluation of the student
3. As appropriate, the results of the student's performance on any general state or districtwide assessment programs
4. In the case of a student whose behavior impedes his/her learning or that of others, if appropriate, positive behavioral interventions, strategies and supports to address that behavior
5. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
6. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, that instruction in Braille or the use of Braille is not appropriate for the student

6.5.77

7. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode

The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access, including the following: (Education Code 56345)

- a. The student's primary language mode and language, which may include the use of spoken language with or without visual cues, and/or the use of sign language
 - b. The availability of a sufficient number of age, cognitive and language peers of similar abilities
 - c. Appropriate, direct and ongoing language access to special education teachers and other specialists who are proficient in the student's primary language mode and language
 - d. Services necessary to ensure communication-accessible academic instructions, school services and extracurricular activities
8. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-8 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation or other program modification, in order to receive a free and appropriate public education, the IEP team must include a statement to that effect in the student's IEP. (34 CFR 300.346; Education Code 56341.1, 56343, 56345.1)

The IEP may be revised, as appropriate, to address: (20 USC 1414(d); Education Code 56343, 56345.1)

1. Any lack of expected progress toward the annual goals and in the general curriculum
2. The results of any re-assessment conducted pursuant to Education Code 56381

A re-assessment of the student shall be conducted at least once every three years, or more frequently if conditions warrant a reassessment, or if the students parent/guardian or teacher requests a reassessment and a new IEP to be developed. (Education Code 56381)

3. Information about the student provided to or by the parents/guardians regarding review of evaluation data pursuant to 20 USC 1414(c)(1)(B)
4. The student's anticipated needs
5. Factors used to develop the IEP as described in Education Code 56341.1(a).

6.5.78

6. Other matters

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review and revision of the student's IEP, including assisting in the determination of: (34 CFR 300.346)

1. Appropriate positive behavioral interventions and strategies for the student

(cf. 6159.4 - Behavioral Interventions for Special Education)

2. Supplementary aids and services, program modifications or supports for school personnel that will be provided for the student, consistent with 34 CFR 300.347(a)(3)

Whenever a special education student transfers into the district from another district not part of this district's SELPA, the Superintendent or designee shall ensure that the student is immediately provided an interim placement for a period not to exceed 30 days. This interim placement shall be in accordance with either the student's existing IEP to the extent possible within existing resources, or a new IEP, unless the parent/guardian agrees otherwise. Before the expiration of the 30-day period, the IEP team shall review the interim placement and shall make a final recommendation. The team may utilize information, records, and reports from the district or county program from which the student transferred. (Education Code 56325)

On an annual basis, all IEPs shall be reviewed for student progress, appropriateness of placement and to include any necessary revisions. (Education Code 56380)

Due Process/Mediation

A student shall not be required to participate in all or part of any special education program unless the parent/guardian is first informed of, in writing, the facts that make participation in the program necessary or desirable, the contents of the IEP and the parent/guardian consents, in writing to all or part of the IEP after receiving this notice. If the parent/guardian does not consent to all of the components of the IEP, then those components of the IEP to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student. (Education Code 56346)

If the Superintendent or designee determines that a part of the proposed IEP to which the parent/guardian does not consent is necessary in order to provide a free and appropriate public education to the student, he/she shall either initiate a due process hearing or a prehearing mediation conference with the state pursuant to Education Code 56500.3. While the due process hearing or prehearing mediation conference is pending, the student shall remain in his/her current placement unless the parent/guardian and the Superintendent or designee agrees otherwise. (Education Code 56346)

6.5.79

While a due process hearing is pending, the Superintendent or designee may choose to meet informally with the parent/guardian pursuant to Education Code 56502 or may hold a mediation conference pursuant to Education Code 56503. If a due process hearing is held, the hearing decision shall be the final administrative determination and shall be binding upon the parties. (*Education Code 56346*)

Adopted: 8/1/95

Revised: 3/5/96, 2/2/99, 10/5/99, 12/7/99, 11/7/00 (Page "g" only), 11/19/02

q:6000\ar6159

6.5.80

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 6159.1 (a)

INSTRUCTION

Procedural Safeguards and Complaints for Special Education

Informal Process/Pre-Hearing Mediation Conference

Before requesting a due process hearing, the Superintendent or designee and a parent/guardian may agree to meet informally to resolve any issue(s) relating to the identification, assessment or education and placement of the student. The Superintendent or designee shall have the authority to resolve the issue(s). (Education Code 56502)

In addition, either party may file a request with the Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education. Based on the mediation conference, the Superintendent or designee may resolve the issue(s) in a manner that is consistent with state and federal law and is to the satisfaction of both parties. (Education Code 56500.3)

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing. (Education Code 56500.3, 56501)

If either of these processes fails to resolve the issue(s), either party may file for a state-level due process hearing as described below.

Due Process Hearing Procedures

A parent/guardian, the district, and/or a student who is emancipated or a ward or dependent of the court may initiate due process hearing procedures whenever: (*Education Code 56501*)

1. There is a proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student. (*Education Code 56501*)
2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student. (*Education Code 56501*)

6.5.81

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL
EDUCATION (continued)**

AR 6159.1(b)

3. The parent/guardian refuses to consent to an assessment of his/her child. (*Education Code 56501*)
4. There is a disagreement between a parent/guardian and the district regarding the availability of a program appropriate for the student, including the question of financial responsibility, as specified in 34 CFR 300.403(b).

Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (*Education Code 56502*)

Upon requesting a due process hearing, the parent/guardian or attorney representing the child shall provide notice, which shall remain confidential, to the district specifying: (20 USC 1415(b); 34 CFR 300.507)

1. The child's name
2. The child's address
3. The name of the school the child attends
4. A description of the nature of the child's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the parents/guardians at the time

At least five business days prior to a hearing, each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. (*20 USA 1415*)

Due Process Hearing Rights

Due process hearing rights include: (*34 CFR 300.509; Education Code 56501, 56505 56506, 5 CCR 3082*)

1. The right to a mediation conference pursuant to Education Code 56500.3.

6.5.87

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL
EDUCATION (continued)**

AR 6159.1(c)

2. The right to request a mediation conference at any point during the hearing process.

The mediation process shall not be used to deny or delay a parent/guardian's right to a due process hearing or to deny any other rights afforded under the Individuals with Disabilities Education Act.

3. The right to examine student records and receive copies within five days of request.

(cf. 5125 - Student Records)

4. The right to a fair and impartial administrative hearing at the state level before a person knowledgeable and under contract in accordance with law.
5. The right to have the student who is the subject of the state hearing present at the hearing.
6. The right to open the state hearing to the public. *(Education Code 56501)*
7. The right to call witnesses, including adverse witnesses, and to cross-examine witnesses
8. The right to compel the attendance of witnesses, including the right to issue subpoenas
9. The right to have witnesses excluded from the hearing
10. Because hearings are conducted in English, the right to an interpreter, when the primary language of a party to a hearing is other than English, or other mode of communication
11. At the hearing, the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of children with disabilities
12. If the hearing officer conducts all or part of a hearing by electronic means, the right of each participant in the hearing to participate in and hear the entire proceeding while it is taking place and to observe exhibits
13. The right to written or, at the option of the parent/guardian, electronic findings of facts and decisions

6.5.83

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL
EDUCATION (continued)**

AR 6159.1(d)

The district shall provide this record and findings of fact to the parent/guardian at no cost.

14. The right to be informed by the other parties to the hearing, at least 10 days prior to the hearing, as to what those parties believe are the issues to be decided at the hearing and their proposed resolution of the issues
15. At least five business days prior to the hearing, the right to receive from other parties to the hearing a copy of all documents and a list of all witnesses and their general area of testimony that the parties intend to present at the hearing, including all completed assessments and recommendations based on those assessments

Parents/guardians or emancipated students have the following additional due process rights: (Education Code 56506; 5 CCR 3082)

1. The right to receive written notice of parent/guardian rights pursuant to Education Code 56506
2. The right to initiate referral of a child for special education pursuant to Education Code 56303
3. The right to obtain an independent educational assessment pursuant to Education Code 56329
4. The right to participate in the development of the individualized education program (IEP) and be informed of the availability under state and federal law of free and appropriate public education and of all available alternative programs, both public and nonpublic

(cf. 6159 - Individualized Education Program)

5. The right to provide written parental consent pursuant to Education Code 56321 before any assessment of the student is conducted unless the district or Special Education Local Plan Area prevails in a due process hearing relating to such assessment

Informed parental consent need not be obtained in the case of a reassessment of the student if the district can demonstrate that reasonable measures have been taken to obtain consent and that the student's parent/guardian has failed to respond.

6.5.84

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL
EDUCATION (continued)**

AR 6159.1(e)

6. The right to provide written parental consent pursuant to Education Code 56321 before the student is placed in a special education program
7. The right to determine whether the due process hearing will be open or closed to the public

Prior Written Notice

The Superintendent or designee shall send to parents/guardians of a student with a disability a prior written notice within a reasonable time before: (Education Code 56500.4, 56500.5; 20 USC 1415(c); 34 CFR 300.503)

1. The district initially refers the student for assessment
2. The district proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education
3. The district refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education
4. The student graduates from high school with a regular diploma

This notice shall include: (20 USC 1415(c); 34 CFR 300.503)

1. A description of the action proposed or refused by the district
2. An explanation as to why the district proposes or refuses to take the action
3. A description of any other options that the district considered and why those options were rejected
4. A description of each evaluation procedure, test, record or report the district used as a basis for the proposed or refused action
5. A description of any other factors that are relevant to the district's proposal or refusal
6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained
7. Sources for parents/guardians to obtain assistance in understanding these provisions

6.5.85

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL
EDUCATION (continued)**

AR 6159.1(f)

(cf. 5145.6 - Parental Notifications)

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34 CFR 300.503)

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that: (34 CFR 300.503)

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication
2. The parent/guardian understands the contents of the notice
3. There is written evidence that items #1 and #2 have been satisfied

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/ guardians of students with a disability upon: (20 USC 1415(d))

1. Initial referral for evaluation
2. Each notification of an IEP meeting
3. Reevaluation of the student
4. Registration of a complaint
5. Filing for a prehearing mediation conference or a due process hearing

This notice shall include information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of

6.5-86

**PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL
EDUCATION (continued)**

AR 6159.1(g)

representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5)

In addition, this notice shall include a full explanation of the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees and the state's complaint procedure. (20 USC 1415(d); 34 CFR 300.504)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6164.4 - Identification of Individuals for Special Education)

Adopted: 8/1/95

Revised: 2/2/99, 10/5/99, 12/7/99

q:6000\ar6159.1

6.5.89

WESTERN PLACER UNIFIED SCHOOL DISTRICT

BP 6164.4 (a)

INSTRUCTION

Identification of Individuals with Exceptional Needs

The Governing Board recognizes the need to actively seek out and evaluate district residents from birth to age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

(cf. 0430 - *Comprehensive Plan for Special Education*)

(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. (Education Code 56301)

The Superintendent or designee shall develop a method to ensure that all eligible individuals residing within the district are currently receiving needed special education and related services. In addition, the Superintendent or designee shall consult with appropriate representatives of private school children with disabilities on how to identify, locate and evaluate these children. (20 USC 1412(a)(3); 34 CFR 300.451)

The Superintendent or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program. (Education Code 56302)

For assessment purposes, staff shall use appropriate tests to identify specific information about individual's abilities in accordance with Education Code 56320.-

The Superintendent or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (Education Code 56301)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

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

(cf. 5145.6 - Parental Notifications)

(cf. 6159 - Individualized Education Program)

6-5-88

INSTRUCTION

Identification of Individuals with Exceptional Needs

- (cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

- 44265.5 Professional preparation for teachers of impaired students
56000-56885 Special education programs, especially:
56026 Individuals with disabilities
56170-56177 Children in private schools
56195.8 Adoption of policies
56300-56304 Identification of individuals with disabilities
56320-56330 Assessment
56340-56347 Instructional planning and individualized education program
56381 Reassessment of students
56425-56435 Early education for individuals with disabilities
56441.11 Eligibility criteria, children 3 to 5 years old
56445 Transition to grade school; reassessment
56500-56508 Procedural safeguards

GOVERNMENT CODE

- 95000-95029 California Early Intervention Services Act

CODE OF REGULATIONS, TITLE 5

- 3021-3029 Identification, referral and assessment
3030-3031 Eligibility criteria

UNITED STATES CODE, TITLE 20

- 1232g Family Educational Rights and Privacy Act of 1974
1412 State eligibility
1415 Procedural safeguards

CODE OF FEDERAL REGULATIONS, TITLE 34

- 104.35 Evaluation and placement
104.36 Procedural safeguards
300.1-300.756 Assistance to states for the education of students with disabilities

COURT DECISIONS

- Agostini v. Felton, (1997) 521 U.S. 203, 117 S.Ct. 1997

6-5-89

INSTRUCTION

Identification of Individuals with Exceptional Needs

Management Resources:

FEDERAL REGISTER

34 CFR 300.a Appendix A to Part 300 - Questions and Answers

34 CFR 300a1 Attachment 1: Analysis of Comments and Changes

WEB SITES

CDE: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/offices/OSERS/OSEP>

Adopted: 2/6/84

Revised: 12/07/99

1994/1995 School Year (Total District Policy Book Review)

q:6000\bp6164.4

6.5.90

WESTERN PLACER UNIFIED SCHOOL DISTRICT

AR 6164.4 (a)

INSTRUCTION

Identification of Individuals with Exceptional Needs

A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

All referrals from special education and related services school staff shall include a brief reason for the referral and describe the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR 3021)

A proposed assessment plan shall be developed within 15 days of a referral for assessment, not counting days between the student's regular school session or terms or days of school vacation in excess of five school days from the date of receipt of the referral. Within 15 days of a referral for assessment, the student's parent/guardian shall receive a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term or days of school vacation in excess of five school days unless, the parent/guardian agrees in writing to an extension. (Education Code 56321)

The proposed assessment plan shall meet all of the following requirements: (Education Code 56321)

1. Be in a language easily understood by the general public
2. Be provided in the primary language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of assessment to be conducted
4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent

(cf. 6159 - Individualized Education Program)

6.5.91

INSTRUCTION

Identification of Individuals with Exceptional Needs

Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the assessment. The assessment may begin as soon as informed parental consent is given. The district shall not construe parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505)

Informed parental consent means that the parent/guardian: (34 CFR 300.500)

1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication
2. Understands and agrees in writing to the assessment.
3. Understands that the granting of consent is voluntary on the part of the parent/guardian and may be revoked at any time

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

As part of the assessment plan, the parent/guardian shall receive written notice that: (Education Code 56329; 34 CFR 300.502))

2. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code 56026 and shall discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian.
3. If the parent/guardian disagrees with an assessment obtained by the district, a parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, as defined by district regulations in accordance with 34 CFR 300.502.

6.5.92

INSTRUCTION

Identification of Individuals with Exceptional Needs

4. The district may initiate a due process hearing pursuant to Education Code 56500-56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian still has the right for an independent educational assessment but not at public expense.

An individualized education program (IEP) required as a result of an assessment shall be developed within a total time not to exceed 50 days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees in writing to an extension. (Education Code 56043)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. . (Education Code 56445)

Adopted: 8/1/95

Revised: 12/7/99

q:6000\ar6164.4

6.5.93

MISSION STATEMENT: Empower Students with the Skills, Knowledge, and Attitudes for Success in an Ever Changing World

BOARD OF TRUSTEE GLOBAL DISTRICT GOALS

1. Develop and continually upgrade a well articulated K-12 academic program that challenges all students to achieve their highest potential.
2. Fosters 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, local government, business, service organizations, etc. as partners in the education of our students.

COMPLIANCE CHECK LIST

Complies with Board Policy ____
Complies with Site Plan (UP) ____
Complies with Governance & Management Document ____
Complies with Mission Statement ____
Funding Sign-Off by J. Stewart ____
Personnel Sign-Off by B. Noyes ____
Program Sign Off by S. Leanan ____
SBLT Involvement ____
Initial

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

SUBJECT:

First Reading of New
Policies as Seen by the
District Policy Committee

AGENDA ITEM AREA:

DISCUSSION/INFORMATION

REQUESTED BY:

Roger R. Yohe
Superintendent

ENCLOSURES:

New Policies/Regulations

MEETING DATE:

January 6, 2004

BACKGROUND:

•The District Policy Committee and the Management Team have reviewed the following new policies/regulations/exhibits as per CSBA. This group of new policies are being reviewed on a first reading basis:

- * BP/AR/E 0520.2 Title I Program Improvement Schools
- * E 4112.1 Certification
- * BP/AR 6142.7 Physical Education
- * BP 6142.8 Comprehensive Health Education

SUPERINTENDENT'S RECOMMENDATION:

Administration recommends the Board of Trustees review these new policies/regulations and exhibits as submitted by the Policy Committee. Adoption will take place at the January 20, 2004 board meeting.

Eva\h:\wpfiles\Board\format1

6.6

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

The Governing Board desires to assist all schools receiving federal Title I funds to achieve adequate yearly progress (AYP) toward the state's proficient level of achievement on state assessments.

(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall coordinate program improvement efforts with federal, state and local school improvement programs as appropriate.

(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)
(cf. 0520 - Intervention for Underperforming Schools)
(cf. 0520.1 - High Priority Schools Grant Program)

The Superintendent or designee shall ensure that students in program improvement schools receive supplemental educational services and opportunities for student transfers in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall provide the Board with regular reports on the implementation of the improvement plan and the effectiveness of the program improvement efforts in raising student achievement.

(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9000 - Role of the Board)

Legal Reference:

EDUCATION CODE

60642.5 California Standards Tests

60850-60856 High School Exit Examination

6.6.1

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

PUBLIC LAW 107-110

1001 Title I program purpose

1111 Adequate yearly progress

1112 Local educational agency plan

1113 Eligibility of schools and school attendance areas; funding allocation

1116 School improvement

9532 Persistently dangerous schools

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.39-200.43 Requirements for program improvement, corrective action and restructuring

200.44 School choice option

200.45-200.47 Supplemental services

200.48 Funding for transportation and supplemental services

200.49-200.51 State responsibilities

200.52-200.53 District improvement

Management Resources:

CSBA ADVISORIES

No Child Left Behind: Update on Federal Regulations and State Board of Education Actions, January 2003

Supplemental Educational Services for NCLB: School Districts and County Offices as Providers, November 2002

The "No Child Left Behind" Act of 2001: Policy Implications for School Districts, July 2002

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, December 4, 2002

Supplemental Educational Services, December 12, 2002

WEB SITES

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

CDE: <http://www.cde.ca.gov/iasa/titleone>

U.S. Department of Education: <http://www.ed.gov>

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

Adopted:

Q:10006Abp0520.2

C.B. Z

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

Definitions

Program improvement school is a school receiving federal Title I funds that has failed to make adequate yearly progress for two or more consecutive school years.

Adequate yearly progress (AYP) is the minimum percentage of students at each school who must perform at or above the "proficient" level each year in reading-language arts and mathematics. The minimum percentage rises each year, so that by 2014 all students in all schools must achieve at the proficient level or higher in both content areas. The minimum percentage also applies to each numerically significant subgroup of students, unless the percentage of students in the group who did not meet or exceed the target decreased by at least 10 percent from the preceding year and the group progressed on one or more academic indicators.

At or above the "proficient" level, for students in grades 2-8, means the percentage of students scoring at the proficient or advanced level on the California Standards Tests. At the high school level, proficiency is determined by equivalent levels on the California High School Exit Examination as determined by the State Board of Education.

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested.

Requirements for Program Improvement Schools

When any district school is identified for program improvement: (P.L. 107-110, Section 1116)

(cf. 0420 - School Plans/Site Councils)

(cf. 6171 - Title I Programs)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for program improvement, as described below under "Student Transfers."

6.6.3

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

(cf. 0420.4 - Charter Schools)

(cf. 5118 - Transfers)

2. The school shall develop or revise a two-year improvement plan in accordance with P.L. 107-110, Section 1116, for approval by the Governing Board.

Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (P.L. 107-110, Section 1116)

The school shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvement, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (P.L. 107-110, Section 1116)

As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education, an institution of higher education, a private organization, an educational service agency or another entity with experience in helping schools improve academic achievement, including assistance in: (P.L. 107-110, Section 1116)

1. Analyzing state assessment data and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school's Title I plan
2. Identifying and implementing professional development, instructional strategies and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement
3. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and to remove the school from program improvement status

For any school that fails to make AYP by the end of the first full school year after being identified for program improvement, the Superintendent or designee shall: (P.L. 107-110, Section 1116)

6.16.14

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

1. Continue to provide all students enrolled in the school with the option to transfer to another district school or charter school that has not been identified for program improvement
2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"
3. Continue to provide for technical assistance

Any school that continues to fail to make AYP in subsequent years shall be subject to items #1-3 above as well as additional consequences ranging from corrective actions to restructuring of school governance pursuant to P.L. 107-110, Section 1116.

Whenever a school is identified for program improvement, corrective action or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (P.L. 107-110, Section 1116)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. An explanation of complicated state formulas that may have factored into the outcome of scores leading to the failure to make AYP.
3. The reasons for the identification
4. An explanation of what the school is doing to address the problem of low achievement
5. An explanation of what the district or state is doing to help the school address the achievement problem
6. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for program improvement
7. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services

6.6.5

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media and public agencies. (P.L. 107-110, Section 1116)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (P.L. 107-110, Section 1116)

All notifications pertaining to program improvement shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (P.L. 107-110, Section 1116)

When a school identified for program improvement, corrective action or restructuring makes AYP for two consecutive school years, it shall no longer be subject to the requirements described above. (P.L. 107-110, Section 1116)

Student Transfers

All students enrolled in a Title I school that is identified for program improvement, corrective action or restructuring shall be provided an option to transfer to another district school or charter school that: (P.L. 107-110, Section 1116; 34 CFR 200.44)

1. Has not been identified for program improvement, corrective action or restructuring
2. Has not been identified by the California Department of Education as a "persistently dangerous" school pursuant to P.L. 107-110, Section 9532

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (P.L. 107-110, Section 1116)

6.6.6

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered not later than the first day of the school year following administration of the assessments that resulted in the identification of the school for program improvement, corrective action or restructuring. (34 CFR 200.44)

An explanation of the option to transfer to another public school shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. (P.L. 107-110, Section 1116)

The notice shall:

1. Inform parents/guardians that their child is eligible to attend another public school or public charter school due to the less-than-adequate performance of their child's current school
2. Identify each public school or public charter school that the parent/guardian can select
3. Explain why the choices made available to them may have been limited
4. Describe the performance and quality of the schools to which the student may transfer
5. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
6. Explain the provision of transportation to the new school (34 CFR 200.37)

6.6.7

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before- and after-school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

The Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to notify parents/guardians of the school assignment.

The Superintendent or designee may require parents/guardians to rank-order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may decline their assigned school and remain in their school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (P.L. 107-110, Section 1116)

(cf. 3540 - Transportation)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location. Transportation to schools within that zone shall be fully provided, while transportation outside that zone may be partially provided or funded.

Any student who transfers to another school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for program improvement, corrective action or restructuring. (P.L. 107-110, Section 1116)

If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (P.L. 107-110, Section 1116)

6-6-8

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

(cf. 5117 - Interdistrict Attendance)

(cf. 5117.1 - Interdistrict Attendance Agreements)

(cf. 5117.2 - Alternative Interdistrict Attendance Program)

Supplemental Educational Services

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase eligible students' achievement on state academic assessments and to assist them in attaining state academic standards. (P.L. 107-110, Section 1116)

(cf. 6011 - Academic Standards)

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of:

1. The availability of supplemental educational services (P.L. 107-110, Section 1116)
2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies (P.L. 107-110, Section 1116)
3. The identity of approved providers that are accessible through technology, such as distance learning
4. The services, qualifications and demonstrated effectiveness of each provider (P.L. 107-110, Section 1116)
5. The procedures and timelines that parents/guardians must follow to select a provider

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the State Board of Education. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (P.L. 107-110, Section 1116)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

6.4.9

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Title I Program Improvement Schools

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program or Section 504 plan.

(cf. 6159 - Individualized Education Program)

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

(cf. 6164.6 - Identification and Education under Section 504)

(cf. 6174 - Education for English Language Learners)

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (P.L. 107-110, Section 1116)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (P.L. 107-110, Section 1116)

1. Require the district to develop, in consultation with the parents/guardians and the provider, a statement of specific achievement goals for the student, how the student's progress will be measured, and a timetable for improving achievement. In the case of a student with disabilities, the statement shall be consistent with the student's individualized education program.
2. Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.
3. Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.
4. Contain provisions with respect to the district making payments to the provider.
5. Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services.

Adopted:

Q:1000b\ar0520.2

6.6.10

Western Placer Unified School District

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Titl I Program Improvement Schools

**PARENTAL NOTIFICATION:
OPTION TO TRANSFER OUT OF PROGRAM IMPROVEMENT SCHOOL**

Dear Parent/Guardian:

The _____ School is a Title I school receiving funds through the federal No Child Left Behind (NCLB) Act of 2001. The NCLB requires schools to be assessed each year to determine if they are making adequate yearly progress toward meeting the state's student academic achievement standards. For the past [number] years, the _____ School has not met the criteria adopted by the State Board of Education and so has been identified as needing [program improvement/corrective action/restructuring].

Federal law requires that all parents/guardians of students in this school be offered an opportunity to transfer their children to another district school or charter school. Such transfers would take effect on [date].

The following schools are available to accept transfers:

Information about the performance and quality of each available school is enclosed, including information on academic achievement.

Other district schools may not appear on this list because either (1) the school is ineligible to accept transfers in accordance with Section 1116 of P.L. 107-110 and 34 CFR 200.44, or (2) the Superintendent has determined that all transfer requests can be accomplished among the above schools.

6.6.11

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

If you decide you want to transfer your child, please submit your top [number] choices of schools on the enclosed form by [date] to the [district office or the principal at your child's school]. It cannot be guaranteed that your first choice will be available, but your preferences will be considered.

If you choose to transfer your child, the district will [provide transportation for your child to the new school] [reimburse your costs of transporting your child by private or public transportation] during the time your child's current school is designated as needing [program improvement/corrective action/restructuring].

If you decide to leave your child in his/her current school, please be assured that the school will be developing an improvement plan and undergoing a number of steps to improve the school's performance.

6.6.12

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

Exhibit 2

**PARENT/GUARDIAN TRANSFER REQUEST BASED ON
SCHOOL'S PROGRAM IMPROVEMENT STATUS**

Instructions: To request a transfer for your child out of a school that has been identified for [program improvement, corrective action or restructuring], please complete the following form and return it by [return date] to [the district office or to the principal at your child's school]. You will be notified by [date] regarding your child's school assignment for the next school year and your options if you decide to decline the school assignment at that time.

Child's Name: _____

Parent/Guardian's Name: _____ Signature: _____

School Child Currently Attends: _____

Please write numbers in the boxes below to rank your top [number] choices of available schools:

[] _____ [school name] _____

[] _____ [school name] _____

[] _____ [school name] _____

If you have any questions, please contact the [district office or principal] at [phone number].

6.6.13

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Titl I Program Improvement Schools

Exhibit 3

**PARENTAL NOTIFICATION:
SUPPLEMENTAL EDUCATIONAL SERVICES**

Dear Parent/Guardian:

The _____ School is subject to the accountability requirements of the federal No Child Left Behind Act of 2001 for schools receiving Title I funds that fail to make "adequate yearly progress," as defined by the State Board of Education, toward meeting the state's student academic achievement standards. In accordance with those requirements, eligible students in the _____ School may receive supplemental educational services (such as tutoring and other supplemental academic enrichment services outside the regular school day) by a provider with a demonstrated record of effectiveness. The district has determined that your child is eligible based on family income.

You are entitled to select supplementary educational services for your child from a list of service providers approved by the State Board of Education. Approved providers that are within the district, are reasonably available in neighboring local educational agencies or are available through technology are listed below. A brief description of the services, qualifications and demonstrated effectiveness of each such provider is enclosed.

Please submit your top [number] choices of service providers on the enclosed form by [date] to [the district office or the principal at your child's school]. It cannot be guaranteed that your first choice will be available. If funding is insufficient to serve all eligible students, or if a particular service provider is unable to serve all students who select that provider, priority will be given to the lowest achieving eligible students in the district.

If you wish assistance in choosing a provider or have any questions about this program, contact [name] at [phone number].

6.6.14

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANS

Tital I Program Improvement Schools

Exhibit 4

**PARENT/GUARDIAN SELECTION OF
SUPPLEMENTAL EDUCATIONAL SERVICES**

Instructions: To select supplemental educational services for your child, please complete the following form and mail, fax or deliver it to the principal of your child's school or to the district office by [date].

Student's Name: _____ School: _____
Parent/Guardian's Name: _____ Signature: _____

Please write numbers in the boxes below to indicate your top [number] choices of service providers:

[] _____ [name of service provider] _____
[] _____ [name of service provider] _____
[] _____ [name of service provider] _____
[] _____ [name of service provider] _____
[] _____ [name of service provider] _____

Once a service provider has been determined for your child, the district will enter into a formal contract with the provider in accordance with law.

If you have any questions, please contact [name] at [phone number].

Adopted:
Q:1000E0520.2

6.6.15

WESTERN PLACER UNIFIED SCHOOL DISTRICT

E 4112.2 (a)

Personnel
CERTIFICATION

ATTESTATION REGARDING TITLE I TEACHERS

The following certification must be annually completed and signed by each principal in a school that operates a Title I program pursuant to P.L. 107-110, Section 1114 (schoolwide programs) and Section 1115 (targeted assistance schools).

School: _____ Principal: _____

I certify that this school has met all the requirements of P.L. 107-110, Section 1119, including the requirement that all teachers hired after the first day of the 2002-03 school year meet the following qualifications:

1. Hold at least a bachelor's degree
2. Have obtained full certification as a teacher or passed the state teacher licensing examination, and hold a license to teach in California

OR

Have fulfilled the certification and licensure requirements applicable to the years of experience the teacher possesses, or are participating in an alternative route to certification under the conditions described in Section 1119

3. Have not currently had certification or licensure requirements waived on an emergency, temporary or provisional basis
4. At the elementary school level, if new to the profession, have demonstrated subject knowledge and teaching skills in reading/language arts, writing, mathematics and other areas of the basic elementary school curriculum
5. At the middle or high school level, if new to the profession, have demonstrated competency in each of the academic subjects in which the teacher teaches, by either passing a rigorous state academic subject test in each subject or successfully completing

6.6.16

E 4112.2 (b)

an undergraduate major, graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing in each subject

6. At any grade level, if not new to the profession, demonstrate subject matter competency either by fulfilling the applicable criteria listed above for new teachers or meeting a high, objective, uniform state standard of evaluation

Signature of Principal

6.6.17

Exhibit 2

PARENTAL NOTIFICATION: TEACHER QUALIFICATIONS

To Parents/Guardians:

The _____ School is a Title I school receiving funds through the federal No Child Left Behind (NCLB) Act of 2001. The NCLB Act grants you the right to know that your child's teacher [include teacher's name when child is instructed by more than one teacher] is authorized to teach in the State of California and satisfies state licensure requirements, but meets one of the following conditions and therefore may not yet satisfy NCLB requirements:

1. Holds a pre-internship certificate
2. Holds an emergency credential
3. Does not have a major or equivalent coursework in the subject matter being taught

If you have any questions, please contact the principal at [phone number].

Adopted:

Q:4000(a)\E4112.2

6.6.18

Western Placer Unified School District

BP 6142.7 (a)

INSTRUCTION

Physical Education

The Governing Board recognizes the positive benefits of physical activity for student health and academic achievement and encourages each student to take advantage of the various opportunities for physical activity offered by the district.

The Board desires to provide a physical education program which builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

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

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6145.2 - Athletic Competition)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall approve the components of the physical education program.

(cf. 6143 - Courses of Study)

Physical education staff shall take special care to ensure that excessive physical exertion is not required of students who have informed staff of a heart or respiratory condition or other physical disability that may restrict such activity. An appropriate alternative activity shall be provided for these students.

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

Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather, or other inclement conditions.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Exemptions

With the consent of the student, the Superintendent or designee may grant temporary exemption from physical education under either of the following conditions: (Education Code 51241)

6.6.11

INSTRUCTION

Physical Education

1. A student is enrolled for one-half time or less.
2. A student is ill or injured and a modified program to meet his/her needs cannot be provided.

The Superintendent or designee may grant permanent exemptions from physical education for a student who is either: (Education Code 51241)

1. Age 16 years or older and has been in grade 10 for one or more academic years
2. Enrolled as a postgraduate student
3. Enrolled in a juvenile home, ranch, camp or forestry camp school with recreation and exercise scheduled

The Superintendent or designee may exempt students, with their consent, from any two years of physical education courses during grades 10 through 12 pursuant to Education Code 51241, provided the student has passed the physical performance test administered in grade 9 pursuant to Education Code 60800. (Education Code 51241)

The Superintendent or designee may excuse any student in grades 10 through 12 who attends a regional occupational center or program from attending physical education courses if such attendance results in hardship because of the travel time involved. (Education Code 52316)

The Superintendent or designee may exempt a high school student from physical education if he/she is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours. (Education Code 51242)

(cf. 6146.11 - Alternative Credits Toward Graduation)

Legal Reference:

EDUCATION CODE

49066 Grades; physical education class

6.6.20

INSTRUCTION

Physical Education

51210 Course of study, grades 1-6
51220 Course of study, grades 7-12
51222 Physical education
51223 Physical education, elementary schools
51241 Temporary or permanent exemption from physical education
51242 Exemption from physical education for athletic program participants
52316 Excuse from attending physical education classes
60800 Physical performance test
CODE OF REGULATIONS, TITLE 5
3051.5 Adapted physical education for individuals with exceptional needs
10060 Criteria for physical education program
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
ATTORNEY GENERAL OPINIONS
53 Ops.Cal.Atty.Gen. 230 (1970)

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PROGRAM ADVISORIES

0418.89 Physical Education, April 18, 1989

CDC PUBLICATIONS

School Health Index for Physical Activity and Healthy Eating: A Self-Assessment and Planning Guide for Elementary and Middle/High Schools, 2000

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

NASBE PUBLICATIONS

Fit, Healthy and Ready to Learn, 2000

WEB SITES

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

CDE, Nutrition Services Division/SHAPE California: <http://www.cde.ca.gov/nsd>

CDHS, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

6.6.21

INSTRUCTION

Physical Education

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

National School Boards Association: <http://www.schoolhealth@nsba.org>

National Association of State Boards of Education (NASBE): <http://www.boards@nasbe.org>

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

Adopted:

Q:6000(b)bp6142.7

6.6.22

Western Placer Unified School District

AR 6142.7 (a)

INSTRUCTION

Physical Education

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days for students in grades 1 through 6 and not less than 400 minutes each 10 school days for students in grades 7 through 12. (Education Code 51210, 51222)

During the month of February, March, April or May, students in grades 5, 7 and 9 shall undergo the physical performance testing designated by the State Board of Education. Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit. (Education Code 60800)

Adopted:

Q:6000(b)\ar6142.7

6.6.23

INSTRUCTION

Comprehensive Health Education

The Governing Board intends for health education to be part of a comprehensive district program to promote the health and well-being of students and staff. As part of this program, the Board is committed to providing for physical education, health services, nutrition services, psychological and counseling services, a safe and healthy school environment, and involvement of parents/guardians and community members.

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)
(cf. 5141.23 - Infectious Disease Prevention)
(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - Student Health and Social Services)
(cf. 5142 - Safety)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6142.1 - Family Life/Sex Education)
(cf. 6142.2 - AIDS Prevention Instruction)
(cf. 6142.7 - Physical Education)
(cf. 6164.2 - Guidance/Counseling Services)

The Board believes that health education should foster the knowledge, skills and behaviors that students will need in order to lead healthy, productive lives. Besides understanding the process of growth and development, students should know how to obtain and use health-related information, products and services. They should learn to accept personal responsibility for their own lifelong health and to respect and promote the health of others.

The district shall provide age-appropriate health education including, but not limited to, instruction related to:

1. Family living
2. Individual growth and development

6.6.24

INSTRUCTION

Comprehensive Health Education

3. Nutrition, including but not limited to lessons that address the negative effects that obesity has on an individual's long-term health and well-being and ways to promote lifelong healthy eating
4. Communicable and chronic diseases
5. Personal health, including but not limited to lessons that address the hazardous effects of excessive noise and overexposure to sun
6. Mental and emotional health
7. Injury prevention and safety
8. Alcohol, tobacco and other drugs
9. Environmental health
10. Consumer and community health

(cf. 6143 - Courses of Study)

The above content areas shall be addressed in a planned, sequential curriculum for students in kindergarten through 12th grade.

Upon written request by a student's parent/guardian, he/she shall be excused from any part of the health instruction that conflicts with the parent/guardian's religious training, beliefs or personal moral convictions. Parents/guardians shall receive notification at the beginning of each school year regarding their right to excuse students from health instruction on these grounds. (Education Code 48980, 51240)

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

233.5 Duty concerning instruction of students

6.6.23

INSTRUCTION

Comprehensive Health Education

8850.5 Family relationships and parenting education
35183.5 Sun protection
38085 Sale of specified food items
49413 First aid training
49490-49493 Child nutrition needs
49500 Meals for students
51201.5 Instruction on AIDS and AIDS prevention
51202 Instruction in personal and public health and safety
51203 Instruction on alcohol, narcotics and dangerous drugs
51210 Areas of study
51220.5 Parenting skills; areas of instruction
51240 Excuse from instruction due to religious beliefs
51260-51269 Drug education
51265 Gang violence and drug and alcohol abuse prevention inservice
51513 Personal beliefs
51550 Sex education courses
51553 Sex education classes; course criteria
51820 Venereal disease instruction; notifications; inspection of materials
51890-51891 Comprehensive health education programs
51940 Prevention of brain and spinal cord injuries

Management Resources:

CSBA PUBLICATIONS

Healthy Food Policy Resource Guide, 2003

CDE PUBLICATIONS

Health Framework for California Public Schools, 1994

CDHS PUBLICATIONS

Jump Start Teens, 1997

Playing the Policy Game, 1999

School Idea and Resource Mini Kit, 2000

WEB SITES

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

CDE: <http://www.cde.ca.gov>

CDHS, School Health Connections: <http://www.mch.dhs.ca.gov/programs/shc/shc.htm>

Adopted:

Q:6000(b)bp6142.8

6.6.26