AGENDA

REGULAR MEETING
OF THE BOARD OF TRUSTEES
BUCKEYE UNION SCHOOL DISTRICT

DISTRICT VISION STATEMENT
Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

Wednesday, September 18, 2019
5409 Robert J. Mathews Parkway
El Dorado Hills, CA  95762
Board Room

NO CLOSED SESSION
Open Session — 7:00 p.m.

I. CALL TO ORDER

II. FLAG SALUTE

III. ROLL CALL

IV. APPROVAL OF AGENDA

V. PUBLIC COMMENTS

VI. REPORTS

1. Camerado Springs Middle School Student Representative: Crista Gomez Student Body President and Erin Gardner Student Body Vice President

2. Association Reports:
   - BTA
   - CSEA
4. Rising Sun Montessori Report: Karl Zierhut
5. Clarksville Charter School Report: Julie Hancock
7. Reports and Requests by Board Members
8. Enrollment Report: Jackie McHaney
9. Superintendent’s Report: Dr. David Roth

VII. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be acted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.

2. Minutes of the Regular Meeting August 14, 2019
3. Personnel Update
4. Receipt of Donation:
   - Mr. and Mrs. Beffa, Beffa Medical Group, $500 to Oak Meadow
   - Brian and Margot St. Martin, $300 to Oak Meadow
   - Fortuna BMC (Jack Smith), $250 to Oak Meadow

VIII. REVIEW/ACTION ITEMS

1. 2018-2019 District Goal and Objectives Progress Report
   (David Roth, Ph.D, Superintendent)

2. 2019-2020 District Goals and Objectives
   (David Roth, Ph.D, Superintendent)

   (Jackie McHaney, Assistant Superintendent)

4. First Reading of the Following California School Boards Association (CSBA) recommended Administrative Regulations (AR) Board Policies (BP), Board By-Laws (BB)
   (David Roth, Ph.D., Superintendent)
   - AR5144.1 Suspension and Expulsion/Due Process
   - BP 5144.1 Suspension and Expulsion/Due Process
   - AR0460 Local Control and Accountability Plan
   - BP0460 Local Control and Accountability Plan
   - BP0450 Comprehensive Safety Plan
   - AR0450 Comprehensive Safety Plan
   - AR0420 School Plans/Site Councils
IX. NEXT MEETING

Wednesday, October 2, 2019; 7:00 p.m.

X. ADJOURNMENT

Any writings or documents that are public records and are provided to a majority of the governing board regarding a open session item on this agenda will be made available for public inspection in the District Office located at 5049 Robert J. Mathews Parkway, El Dorado Hills, CA 95762 during normal business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.
### Shingle Springs Campus Update

#### Classrooms

<table>
<thead>
<tr>
<th>Teacher's Name</th>
<th>Classroom</th>
<th>Grade Level</th>
<th>CA Cred.</th>
<th>Montessori Certification</th>
<th>CPR Certs</th>
<th>Budgeted Numbers</th>
<th>Current Enrollment</th>
<th>Number Over/Under Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber Presnall</td>
<td>Pine</td>
<td>K/1</td>
<td>CTC</td>
<td>3-6/6-9 IP</td>
<td>Yes</td>
<td>20</td>
<td>20</td>
<td>0</td>
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<tr>
<td>Molly Kimber</td>
<td>Apple</td>
<td>K/1</td>
<td>CTC</td>
<td>3-6-6-9</td>
<td>Yes</td>
<td>20</td>
<td>20</td>
<td>0</td>
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<tr>
<td>Eileen Perkins</td>
<td>Mimosa</td>
<td>K/1</td>
<td>CTC</td>
<td>3-6-6-9</td>
<td>Yes</td>
<td>17</td>
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<td>Natasha Raffety</td>
<td>Mimosa</td>
<td>K/1</td>
<td>CTC</td>
<td>3-6/6-9</td>
<td>Yes</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Charmaine Scott</td>
<td>Cedar</td>
<td>K/1</td>
<td>CTC</td>
<td>3-6-6-9</td>
<td>Yes</td>
<td>17</td>
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<td>Shari DeVille</td>
<td>Cedar</td>
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<td>16</td>
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<tr>
<td>Jan Fagan</td>
<td>Aspen</td>
<td>2/3</td>
<td>CTC</td>
<td>6-9</td>
<td>Yes</td>
<td>21</td>
<td>21</td>
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<tr>
<td>Shannan Chanda/Gwyne Parker</td>
<td>Wisteria</td>
<td>2/3</td>
<td>CTC</td>
<td>6-9/6-9/9-12</td>
<td>Yes</td>
<td>21</td>
<td>21</td>
<td>0</td>
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<tr>
<td>Ronda Ritchie</td>
<td>Laurel</td>
<td>2/3</td>
<td>CTC</td>
<td>6-9</td>
<td>Yes</td>
<td>21</td>
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<td>0</td>
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<tr>
<td>Emily McDaniel</td>
<td>Willow</td>
<td>2/3</td>
<td>CTC</td>
<td>6-9</td>
<td>Yes</td>
<td>21</td>
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<td>Wendy Derish</td>
<td>Olive</td>
<td>2/3</td>
<td>CTC</td>
<td>6-9/9-12</td>
<td>Yes</td>
<td>21</td>
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<tr>
<td>Caleb Peterson</td>
<td>Cypress</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-9/9-12</td>
<td>Yes</td>
<td>22</td>
<td>24</td>
<td>+2</td>
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<tr>
<td>Kathy Gerstle</td>
<td>Manzanita</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-9/9-12</td>
<td>Yes</td>
<td>23</td>
<td>25</td>
<td>+2</td>
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<tr>
<td>Kelly Barton</td>
<td>Fig</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-9/9-12</td>
<td>Yes</td>
<td>23</td>
<td>25</td>
<td>+2</td>
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<tr>
<td>Christina Sherrod</td>
<td>Elm</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-9/9-12</td>
<td>Yes</td>
<td>23</td>
<td>25</td>
<td>+2</td>
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<tr>
<td>Kanchana Sriram</td>
<td>Magnolia</td>
<td>4/5/6:</td>
<td>CTC</td>
<td>6-9-9-12</td>
<td>Yes</td>
<td>16</td>
<td>17</td>
<td>+1</td>
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<tr>
<td>Marie Liston</td>
<td>Magnolia</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-12 IP</td>
<td>Yes</td>
<td>17</td>
<td>17</td>
<td>0</td>
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<tr>
<td>Alison Rosen/Gwyne Parker</td>
<td>Birch</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-9/9-12/ 6-9/9-12</td>
<td>Yes</td>
<td>17</td>
<td>16</td>
<td>-1f</td>
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<tr>
<td>Patty Blankenship</td>
<td>Birch</td>
<td>4/5/6</td>
<td>CTC</td>
<td>6-9/9-12</td>
<td>Yes</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Robert Thomas</td>
<td>Sequoia</td>
<td>7/8</td>
<td>CTC</td>
<td>Secondary (MS)</td>
<td>Yes</td>
<td>24</td>
<td>24</td>
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<tr>
<td>Tom Freer</td>
<td>Sequoia</td>
<td>7/8</td>
<td>CTC</td>
<td>6-9 &amp; MS (IP)</td>
<td>Yes</td>
<td>24</td>
<td>24</td>
<td>0</td>
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<tr>
<td>Mario Sorrentino</td>
<td>Sequoia</td>
<td>7/8</td>
<td>CTC</td>
<td>Secondary (MS)</td>
<td>Yes</td>
<td>24</td>
<td>24</td>
<td>0</td>
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<tr>
<td>Kim Yeager/Sueanne Zufelt</td>
<td>Sequoia</td>
<td>7/8</td>
<td>CTC</td>
<td>6-9/9-12 &amp; MS 3-6</td>
<td>Yes</td>
<td>24</td>
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#### Enrollment

<table>
<thead>
<tr>
<th>Budgeted Enrollment:</th>
<th>465</th>
<th>Actual Enrollment:</th>
<th>473 (+8)</th>
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<tbody>
<tr>
<td>Lottery Binder:</td>
<td>K</td>
<td>1st</td>
<td>2nd</td>
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<tr>
<td>2019-2020</td>
<td>60</td>
<td>27</td>
<td>10</td>
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#### Enrollments & Disenrollments

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Grade Level</th>
<th>Reason</th>
<th>Exit Interview?</th>
<th>Copy to Admin.</th>
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<tbody>
<tr>
<td>5438853720</td>
<td>8th</td>
<td>Student moved to HomeSchool program for medical reasons/Didn’t start school year.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>2002368025</td>
<td>6th</td>
<td>Student moved to local school with brother who just graduated from 8th grade/Didn’t start year.</td>
<td>Yes</td>
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<tr>
<td>DISCIPLINE</td>
<td>SUSPENSIONS:</td>
<td>EXPULSIONS:</td>
<td></td>
<td></td>
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<td>------------</td>
<td>--------------</td>
<td>-------------</td>
<td></td>
<td></td>
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<tr>
<td>CURRENT: 0</td>
<td>YTD: 0</td>
<td>CURRENT: 0</td>
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<tr>
<td></td>
<td></td>
<td>YTD: 0</td>
<td></td>
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<table>
<thead>
<tr>
<th>CLUB MONTESSORI</th>
<th>HOURS</th>
<th>CPR CERTS</th>
<th>CLUB MONTESSORI ENROLLMENT</th>
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</thead>
<tbody>
<tr>
<td>Kaylee Meinz (M-F)</td>
<td>3:00 - 4:30</td>
<td>Yes</td>
<td>BEFORE SCHOOL: 6</td>
</tr>
<tr>
<td>Mikayla Ralph (M-F)</td>
<td>7:00 - 8:30</td>
<td>Yes</td>
<td>AFTER SCHOOL: 9</td>
</tr>
<tr>
<td>Lainey Lord (M-F)</td>
<td>7:30 - 8:30</td>
<td>Yes</td>
<td>BEFORE &amp; AFTER SCHOOL: 24</td>
</tr>
<tr>
<td>Karen Haena (M-F)</td>
<td>8:00 - 8:30</td>
<td>Yes</td>
<td>KINDERGARTEN SUPPLEMENT: 23</td>
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<tr>
<td>Rachelle LeMoine (M-F)</td>
<td>2:00 - 4:45</td>
<td>Yes</td>
<td>SUMMER INTERSESSIONS: ~</td>
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<tr>
<td>Tatjana Thorne (M-F)</td>
<td>3:00 - 4:30</td>
<td>Yes</td>
<td>EARLY RELEASE DAYS: 70-80 each day</td>
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<tr>
<td>Raechel Hayden (M-F)</td>
<td>2:00 - 6:00</td>
<td>Yes</td>
<td>PUNCH CARDS: 125</td>
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<tr>
<td>Kylee Ralph (M-F)</td>
<td>2:00 – 6:00</td>
<td>Yes</td>
<td>STAFF CHILDREN: 34</td>
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<table>
<thead>
<tr>
<th>STUDENT HEALTH AND SAFETY</th>
<th>TOPIC</th>
<th>GRADE</th>
<th>DATE</th>
<th>AGENCY</th>
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<tbody>
<tr>
<td>Hearing Screening</td>
<td>K, 2, 5 &amp; 8</td>
<td>TBD</td>
<td>K-12 Health</td>
<td></td>
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<tr>
<td>Vision Screening</td>
<td>1, 3 &amp; 6</td>
<td>TBD</td>
<td>K-12 Health</td>
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<tr>
<td>Scoliosis</td>
<td>7(F), 8(M)</td>
<td>TBD</td>
<td>K-12 Health</td>
<td></td>
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<tr>
<td>Drug Education</td>
<td>7, 8</td>
<td>Winter</td>
<td>Health Curriculum</td>
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<tr>
<td>Sexual Health</td>
<td>7, 8</td>
<td>Spring</td>
<td>Health Curriculum</td>
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<table>
<thead>
<tr>
<th>EMERGENCY DRILLS</th>
<th>SCHEDULED DATE</th>
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<tbody>
<tr>
<td>Fire/Evacuation</td>
<td>09/17/19</td>
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<tr>
<td>Earthquake</td>
<td>09/12/19</td>
</tr>
<tr>
<td>Lockdown/Shelter in Place</td>
<td>10/16/19</td>
</tr>
<tr>
<td>Club M – Fire Drill</td>
<td>09/17/19</td>
</tr>
<tr>
<td>Club M – Shelter in Place</td>
<td>10/16/19</td>
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<table>
<thead>
<tr>
<th>SPECIAL EDUCATION</th>
<th>ROLE</th>
<th>NAME</th>
<th>SCHEDULE</th>
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<tbody>
<tr>
<td>Point of Contact:</td>
<td>Kim Zawilski</td>
<td>M-F 7:30-4:30</td>
<td></td>
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<tr>
<td>Resource Specialist:</td>
<td>Dawn Nordquist</td>
<td>M-Th 8:00-4:30</td>
<td></td>
</tr>
<tr>
<td>Resource Specialist:</td>
<td>Robyn Axline</td>
<td>M-Th 8:00-4:30</td>
<td></td>
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<tr>
<td>Speech Therapist/Pathologist:</td>
<td>Leigh Anne Krueger</td>
<td>M-F 8:00-4:30</td>
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<tr>
<td>SLP Aide:</td>
<td>Joyce Hollingsworth</td>
<td>T &amp;Th 8:30-3:00</td>
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<tr>
<td>Occupational Therapist:</td>
<td>School Steps</td>
<td>T 8:00-4:30</td>
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<tr>
<td>Resource Aides:</td>
<td>Katie Curtin</td>
<td>M-F 8:30-2:00</td>
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<td></td>
<td>Elizabeth Winn</td>
<td>M-F 9:00-3:00</td>
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<td></td>
<td>Liz Muir</td>
<td>T, W, Th 9:00-3:00</td>
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<td>Open</td>
<td>M-F 9:00-3:00</td>
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<thead>
<tr>
<th>TOTALS</th>
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<tbody>
<tr>
<td>IEP:</td>
<td>69</td>
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<tr>
<td>RSP/SAI:</td>
<td>38</td>
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<tr>
<td>Speech:</td>
<td>50</td>
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<tr>
<td>OT:</td>
<td>14</td>
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<tr>
<td>Behavior</td>
<td>5</td>
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<tr>
<td>Mental Health:</td>
<td>4</td>
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<tr>
<td>ELL:</td>
<td>2 plus new assessments being conducted</td>
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<thead>
<tr>
<th>FUNDRAISING EFFORTS</th>
<th>Event</th>
<th>Total Raised</th>
<th>Funds Used For:</th>
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<tr>
<td></td>
<td>Believe Kids Sales</td>
<td>TBD</td>
<td>August – September 2019: Field Trip Support</td>
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<td>Fall Scholastic Book Faire</td>
<td>TBD</td>
<td>November 12 – 15, 2019: Library</td>
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<tr>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>We have had some very delightful visits with Assemblyman Bigelow and District 4 Supervisor Lori Parlin. Assemblyman Bigelow welcomed us in his office at the State Capitol and discussed legislation affecting Charter Schools. He then paid a visit to our campus where he confidently announced that he should have gone to a Montessori School; he loved the Montessori math materials! District 4 Supervisor Lori Parlin also spent a morning touring our campus and was impressed with our students and their obvious love for learning!</td>
</tr>
</tbody>
</table>

![Assemblyman Bigelow in the office](image1)
![Montessori Math Materials](image2)
![District 4 Supervisor Lori Parlin](image3)
# Enrollment Update from Head of School

Rising Sun Montessori School 9/7/19

<table>
<thead>
<tr>
<th>Teacher's Name</th>
<th>Class Grade Levels</th>
<th>CA Credential</th>
<th>Montessori Certification</th>
<th>CPR/1st Aide/BBP/AED</th>
<th>Budgeted Numbers</th>
<th>Current</th>
<th>Variance</th>
</tr>
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<tbody>
<tr>
<td>Hana Arbuckle</td>
<td>TK/K Leo</td>
<td>CTC</td>
<td>Early Childhood</td>
<td>Yes</td>
<td>20</td>
<td>20</td>
<td>0</td>
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<tr>
<td>Linda Reik</td>
<td>TK/K Sunflower</td>
<td>CTC</td>
<td>Early Childhood and Lower Elementary</td>
<td>Yes</td>
<td>22</td>
<td>22</td>
<td>0</td>
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<tr>
<td>Jeff Ritchie</td>
<td>1-3 Andromeda</td>
<td>CTC</td>
<td>Lower Elementary</td>
<td>Yes</td>
<td>27</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Kate Watson</td>
<td>1-3 Seashell</td>
<td>CTC</td>
<td>Lower Elementary</td>
<td>Yes</td>
<td>27</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>Susan Parker</td>
<td>4-6 Phoenix</td>
<td>CTC</td>
<td>Lower and Upper Elementary</td>
<td>Yes</td>
<td>26</td>
<td>23</td>
<td>-3</td>
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<tr>
<td>Karl Zierhut</td>
<td>7-8 Taurus</td>
<td>CTC</td>
<td>Secondary</td>
<td>Yes</td>
<td>26</td>
<td>23</td>
<td>-3</td>
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**Totals:**

- Budgeted: 148
- Current: 148
- Variance: 0
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<thead>
<tr>
<th>Grade</th>
<th>Buckeye Elem.</th>
<th>Blue Oak Elem.</th>
<th>Valley View</th>
<th>William Brooks</th>
<th>Silva Valley</th>
<th>Oak Meadow</th>
<th>Mandarin</th>
<th>Rolling Hills</th>
<th>Camerado</th>
<th>TOTAL</th>
<th>Variance</th>
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<tbody>
<tr>
<td>TK</td>
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<td>18</td>
<td>11</td>
<td>15</td>
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<td></td>
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<td>84</td>
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<tr>
<td>K</td>
<td>81</td>
<td>62</td>
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<td>58</td>
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<td>1st</td>
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<td>2nd</td>
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Demograph Report - December 2018 - One Year Enrollment

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NPS 7

ENROLLMENT HISTORY
# Summary Report of Warrants

Warrant Registers for the period of: August 1, 2019 through August 31, 2019

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<tr>
<th>Register #</th>
<th>Date</th>
<th>Fund</th>
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$2,346,179.74 $316.00

A detailed listing of warrants is available in the District Office.
BUCKEYE UNION SCHOOL DISTRICT

MINUTES

REGULAR MEETING
OF THE BOARD OF TRUSTEES
BUCKEYE UNION SCHOOL DISTRICT

DISTRICT VISION STATEMENT
Working together with families, the community, and a highly qualified staff, the Buckeye Union School District ensures that each student masters the knowledge and skills needed to maximize his/her academic and personal success in a global society.

Wednesday, August 14, 2019
Buckeye Union School District Board Room
5409 Robert J. Mathews Parkway
El Dorado Hills, CA  95762

Closed Session: 6:00 p.m.
Open Session: 7:00 p.m.

I. CALL TO ORDER

II. PUBLIC COMMENT

III. ADJOURN TO CLOSED SESSION

1. Public Employee Discipline/Dismissal/Release (Govt. Code Section 54957)(Classified)

2. Superintendent Evaluation

IV. FLAG SALUTE
Brenda Hanson-Smith, Ph.D. led a flag salute.

V. ROLL CALL
Present:
Brenda Hanson-Smith, Ph.D.
Gloria Silva  
Jon Yoffie  
Winston Pingrey  
Absent:  
Kirk Seal  

VI. APPROVAL OF AGENDA  
Winston Pingrey motioned to approve the agenda. Gloria Silva seconded. The motion carried 4-0.  

VII. PUBLIC COMMENTS  
None  

VIII. PRESENTATION  
1. Reintroduction of the Buckeye Union Education Foundation  
Melissa Keyzer introduced herself and Michael Smith, VP of the Buckeye Education Foundation and shared a video that was shared at the Back-to-School Night. Melissa shared with Board the form that was sent home to the parents and the responses received to date. Melissa shared how excited she is to be a part of the Foundation and how much she is looking forward to working with the District.  

2. Special Education Home to School Transportation Funding  
The District will discuss the new El Dorado County Office of Education Special Education Cost-Sharing Plan. This plan will impact the District's budget by $738,695.00 over the next 5 years.  

Superintendent David Roth reminded the Board that in the late spring we had a Budget meeting regarding the County transportation fee sharing plan. As you may recall, originally the County had presented a spreadsheet that set forth the formula and calculation for the pro-rata fee sharing proposal, which in turn determined how much each District in the County would now start paying for Special Education transportation costs. After the Budget Advisory Committee meeting, the County presented a new proposal for the transportation fee sharing plan which does provide some benefit as it is an 8 year plan, with an agreement that it is approved conditioned on the parties being able to review the agreement in 2 years, and if a District wanted to leave the SELPA transportation program, it must provide twelve months notice.
IX. REPORTS

1. California Montessori Project School Report: Kim Zawilski

Principal Kim Zawilski reported that today was CMP’s first day of school and we had an excellent day. We set up photo booths on each of our campuses and the families loved taking photos with their children. She also hosted a Principal’s Café for her parents to gather and connect, which really helped put the new Kindergarten parents at ease.

Ms. Zawilski also reported that they served Before-the-Bell Breakfast to 12 children this morning as part of their new nutrition services program. She thanked Ms. Andreason and shared how much she appreciates all of the support she got from the District as we brought this program to life! The piggy-backing with your vendors worked out really well and helped us to save on costs. We are offering breakfast to our students who qualify via the Funding Eligibility Survey (we’re still collecting them) as well as our students who are in our morning Club Montessori care program. We anticipate these numbers will go up as more families turn in their forms.

Ms. Zawilski said they are currently running 10 students over their projected enrollment, due to higher retention rate. Great news that parents want to stay with our school, but it means our upper grade classrooms are running a bit higher than normal.

We are holding Initial Parent Meetings with each of our families the first three days of school. At the end of today’s meetings I got excellent feedback. These meetings gave our parents a wonderful opportunity to meet their child’s teachers, share updates and important information, and set goals and have a vision for the school year.

2. Rising Sun Montessori Charter School Report: Karl Zierhut

Head of School Karl Zierhut reported that they opened today as they got final approval from the County on their new facility yesterday. Mr Zierhut acknowledged and thanked parents who help tremendously to make this happen -- scheduled a parent work day -- so many showed up, work done in a fraction of the time. Mr. Zierhut also reported that they had their parent orientation night to meet the teachers and that 85 % of the parents school wide showed up, which is a good turnout. Drop off was smooth, and first day was good.

3. Clarksville Charter School Report: Julie Haycock

None

   None
5. Association Reports: BTA & CSEA
   Amy Gargani said that they are off to a smooth start, excited to be back.

6. Reports and Requests by Board Members

7. Superintendent’s Report: David Roth, Ph.D.
   The District is off to a smooth start, parents and students seem settled in.
   Dr. Roth said that IB is off and running smoothly, Amy is doing a great job.

8. Budget Update: Jackie McHaney
   None

X. CONSENT AGENDA
   All matters listed on the Consent Agenda are considered by the Board to be routine and will be
   enacted by the Board in one motion. There will be no discussion on these items prior to the time
   the Board votes on the motion unless members of the Board, staff, or public request specific
   items to be discussed and/or removed from the Consent Agenda. If items are pulled for
   discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend
   approval of all Consent Agenda items.

   2. Minutes of the Regular Meeting June 26, 2019
   3. Personnel Update
   4. Declaration of Surplus Items: Rolling Hills Middle School
   5. Investment Portfolio Report: Quarter Ended June 30, 2019
   6. Overnight Field Trip Request from Valley View Charter Montessori, Alliance
   7. Schoolwork 2019/2020 Service Contract

   Jon Yoffie motioned to approve the consent agenda as presented. Winston
   Pingrey seconded the motion. The motion carried 4-0.

XI. ACTION

   1. First Reading of the Following California School Board Association (CSBA)
      recommended Board Policy (BP), Administrative Regulations (AR), and
      Exhibit (E)

      Superintendent David Roth, Ph.D said that these are Board Policies that
      have changes due to changes that have been made in law. For example,
      the District Residency Policy has some changes adding the California
Drivers license update language to the proof of residency and the shared residency documentation requirement.

- AR5111.1-District Residency
- BP5111.1- District Residency
- AR5117- Interdistrict Transfers
- BP5117- Interdistrict Transfers
- AR5131.41-Use of Seclusion and Restraint
- AR5141.52- Suicide Prevention
- BP5141.52-Suicide Prevention
- BP5131.2-Bullying
- AR5131.2-Bullying

Winston Pingrey moved to approve First Reading of the above-identified California School Board Association (CSBA) recommended Board Policies (BP) and, Administrative Regulations (AR). Jon Yoffie seconded the motion. The motion carried 4-0.

XII. NEXT MEETING
Wednesday, September 4, 2019

XIII. ADJOURNMENT
Winston Pingrey motioned to adjourn the meeting at 8:22 p.m. and Gloria Silva seconded the motion. The motion carried 4-0.

Date: ______________________________

By: ________________________________  By: __________________________
Gloria Silva, Clerk                 David Roth, Ph.D., Secretary
BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE
September 2019

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF
None

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Tamara Blackburn - Behavior Technician at 5 hours per day at Buckeye Elementary School - Effective August 19, 2019
Tatiana Bughera - Behavior Technician at 6 hours per day at the District Office - Effective August 26, 2019
Zhiyan Gong - Bus Driver at 4.25 hours per day in Transportation - Effective August 28, 2019
Cindy Hunter - Teacher Associate (OH) at 6 hours per day (5 hours on Wednesday) at Oak Meadow Elementary School - Effective August 19, 2019
Tamara Navickas - Playground Monitor at 5.75 hours per day (2 days per week) at Valley View Charter Montessori - Effective August 22, 2019
Angela Thuesen - Teacher Associate (OH) at 4 hours per day at Valley View Charter Montessori School - Effective August 22, 2019
Amber Wild - Teacher Associate at 1.5 hours per day at Buckeye Elementary School - Effective August 26, 2019

II. CHANGE OF STATUS

A. Certificated/Administrative
None

B. Classified

Michele Anderson - Teacher Associate (OH) at 4 hours per day and Teacher Associate (Kinder) at 1.5 hours per day and Playground Monitor at .5 hours per day and Crossing Guard at .25 hours per day at Buckeye Elementary School - Now Teacher Associate (OH) at 6 hours per day (5 on Wednesday) at Buckeye Elementary School - Effective August 26, 2019
Faye Davis  
Bus Driver at 4.25 hours per day in Transportation
-Now Bus Driver at 4.5 hours per day in Transportation
-August 28, 2019

Grayson Silva  
Bus Driver at 4.5 hours per day in Transportation
-Now Bus Driver at 6.25 hours per day in Transportation
-August 28, 2019

III. LEAVE OF ABSENCE REQUEST
A. Certificated
   None
B. Classified
   None

IV. RESIGNATION
A. Certificated/Administrative
   None
B. Classified
   Tracy Irwin -Playground Monitor at 4 hours per day at Blue Oak Elementary School
      -Effective September 27, 2019

V. RETIREMENT
A. Administrative/Certificated
   Gayle Paridon -Teacher at Silva Valley Elementary School
      -Effective June 2, 2020
B. Classified Management/Classified/Confidential
   None
RECEIPT OF DONATION

Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762

Name of Donor: David Beffa - Beffa Medical Group APC

Street Address: 708 Anna Pl.

City, State & Zip: El Dorado Hills, CA 95762

Telephone: 708-308-1662

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Check # 2070, 2071

Donor's estimate of value: $500.00

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Sheila Overstreet

Signature: ___________________________ Date: 9/11/15
RECEIPT OF DONATION

Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762

Name of Donor: Fortuna BMC (Jack Smith)
Street Address: 3140 Peace Keeper Way #101
City, State & Zip: McClellan, CA 95652
Telephone: 1-919-904-1157

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

Adopt-a-Class Check # 7152

Donor’s estimate of value:

$250

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator):

Signature: Shanae Oversreet

Date: 8/28/19
RECEIPT OF DONATION

Oak Meadow Elementary School
7701 Silva Valley Parkway
El Dorado Hills, CA 95762

Name of Donor: Brian & Margaret St. Martin
Street Address: 17766 Dormity Red
City, State & Zip: Rescue, CA 95672
Telephone: 916-812-2156

Description of the Donation: (if cash or check, show the exact amount; if other than cash or check, include a detailed description of each item, including serial number)

$ 5436

Donor’s estimate of value: $300

Purpose of the donation – if the donation is for a club or organization, indicate the name of the club or organization. Retain this form as a record of the donation.

Adopt-a-Class

If the donation is for the district, either for the use of the school or for another district program, forward the cash, check, or other item to the district business office with this form. Explain below whether the donation is for the school site or a specific district program.

Received at: Oak Meadow

Received by (principal or other administrator): Sharla Overstreet

Signature: Sharla Overstreet

Date: 8/28/19
AGENDA ITEM: VIII.1.

SITUATION:
The District is focused on five major strategic goal statements which are annually reviewed and updated to identify objectives that are of particular focus within each goal. These goals ultimately drive practices in each school and set the direction for budget expenditures by the District.

During the September 18, 2019, Board meeting, the District reported on the progress report towards meeting the 2018/2019 goals and objectives.

PLAN:

FISCAL IMPACT:
N/A

SUPERINTENDENT’S RECOMMENDATION:
Discussion only.
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA

1. Provide financial, instructional, curricular and technical resources to ensure that each student is demonstrating sustained and consistent progress at the highest level possible for that student.

2. Annually, growth in student achievement will occur to meet measurable targets. The district will develop a list of high performing comparable districts and schools to compare the performance of students in Buckeye Union School District.

3. Implement a challenging subject matter curriculum and assessment in each content area aligned to standards. The district will begin working with LCF teachers to implement State-adopted standards. The district will begin to identify options for updating elementary English-Language Arts curriculum.

4. Implement data-driven differentiated instruction and train staff to meet the needs of all levels of learners using research-based programs.

5. Maintain a research-based professional development program that cultivates ongoing learning and professional dialogue to ensure a highly skilled teaching staff.

6. Provide an environment that maximizes learning for all staff and students via 1) clean, safe, and well-maintained facilities; 2) appropriate class sizes based on research and resources; 3) modern equipment and technology access needed to enhance learning. The district will begin implementation of a plan to replace and expand wireless access points across the District.

7. Use technology to help maximize student performance in all academic areas via 1) the implementation and communication of technology standards/assessments for each grade level; 2) the use of computers to safely and appropriately access information and further learning; 3) integration into all appropriate parts of the curriculum. The district will continue professional development and collaborative activities aimed at promoting use.
2018-2019 Objectives:

1. The District will maintain or improve upon its current California School Dashboard status of High for both English language arts and mathematics. Additionally, the District strives for students to be in the High or Very High-status range for the new California Assessment Science Test that will be administered for the first time in spring 2019. In addition, the District strives to raise achievement levels of underperforming subgroups.

   The numbers in the table below represent scaled score points.

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<td>English Learners</td>
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<td>+6</td>
</tr>
<tr>
<td>Students with Disabilities</td>
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<td>+9</td>
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</table>

   Student performance in English language arts and mathematics remains in the “High” category for the State Dashboard. This goal was met for English language arts and mathematics.

   Science test results will be released by the State in January.

2. Implement teacher professional development for the first-year implementation of Amplify Science.

   Met. Middle school science teachers have received 1.5 days of training and ongoing support. Elementary teachers received 2 half days of training and ongoing support.

3. Support special education full inclusion pilot occurring at Brook Elementary.

   Met. The first year of implementing full inclusion at Brooks was completed. Preliminary local assessment results indicate student achievement is improving. Teachers remain very positive about the program model and are looking forward to a second year of implementation.

4. Monitor first-year implementation of Mandarin Immersion program and explore new program offerings that meet community interests and attract enrollment to Buckeye Union.

   Met. Our first year has been very successful and enrollment expanded during the current school year. All but 5 students will continue from the current year into next year and 5 entered the program during the current year. As we look to next year, a new Kindergarten class will be added. We began the new school year with 64 students in grades K-2.
GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT

1. Develop a balanced budget using state budget standards and board policy that includes criteria for a contingency reserve beyond the 3% requirement.

2. Maintain an appropriate balance between using resources for the greatest good to the greatest number of students while serving our highest/lowest achievement groups.

3. Support the priority of the district goals by focusing expenditures on academic programs, student achievement, and effective staff.

4. Increase and improve services, in proportion to the increase in funds apportioned under the LCFF, to ensure that English learners, foster children, and socio-economically disadvantaged students, who generate the increased supplemental funds, have targeted resources to promote student learning as outlined in the LCFF.

5. Develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) to align resources through a comprehensive planning process to State priorities and district goals.

6. Monitor progress on goals to help inform necessary adjustments to funding allocations and processes consistent with the LCFF and LCAP.

7. Develop, adopt and update a two-year Common Core State Standards Spending Plan to support professional development, acquisition of instructional materials and technology to support the transition to the Common Core State Standards.

8. Hire and retain a diverse and highly qualified workforce, strengthen their skills through ongoing professional development and collaboration, and evaluate their performance on a regular basis.

9. Pursue revenue sources including grants, donations, partnerships, and support the Buckeye Education Foundation.

10. Explore and implement strategies to control costs in all areas, i.e., special education, nonpublic school placements (NPS), food service, transportation, and utilities, including changing methods of program delivery and operations.

2018-2019 Objectives:

1. Study Special Education Local Planning Area (SELPA) cost restructuring that may impact Buckeye Union’s general fund expenditures in the coming years.

   Ongoing. It has been projected that the District will absorb $785,000.00 in special education transportation costs over the next 5 years. Additional potential costs are under review.
GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF

1. Implement and communicate a technology literacy standard for staff and implement a professional development plan to ensure all staff meets this standard.

2. Implement and maintain the use of data management systems so administration and teachers can use data to target teaching programs, interventions, resources, and staff development on the integration of technology into the curriculum.

3. Maintain a current District Technology Plan through an annual review and identify the resources needed to meet the plan’s hardware/software standards.

GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS

1. Use public awareness of Buckeye Union School District’s accomplishments through positive/accurate reporting in all forms of media to foster community-wide relationships and support for the District and its goals. The District will establish a practice of periodically communicating through a district newsletter to the community.

2. Develop and maintain a comprehensive plan for community relations.

3. Continue positive connections with parents through parent education programs, PTA/PTO coordination, School Site Council/Parent Advisory Council, Buckeye Education Foundation, ConnectEd calls/emails, and expanded use of school newsletters and websites.

4. Support open communication and dialogue with constituency groups through district staff and Board visitations to all sites.

5. Continue to use the district website and school websites as vehicles of communication and link to resources for the community.

6. Increase personal communication with parents and students via online access to grades and attendance (eSchool PLUS).

2018-2019 Objectives:

1. Launch parent information app.

Postponed. Although the Board approved the acquisition of the app, we subsequently learned that additional programming would need to be created in order for E-School to communicate with the app in real-time. The cost was several thousand dollars (equivalent to a year’s subscription to the app). Additionally, it has become clear that we will need to begin looking for a new student information management system over the course of the next 24 months. Thus, we have placed
the purchase on hold and would like to make the acquisition once the new system is in place.

GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

1. Continue to improve prevention and intervention strategies for addressing "at risk" behaviors of students, including bullying awareness with both parents and students.

2. Provide training to teachers, parents, and students in activities emphasizing exercise and nutrition for the development of healthy lifestyle choices in students.

3. Continue to create, provide and strengthen activities for personal growth, self-esteem, responsible behavior, youth development, and citizenship.

4. Build and implement programs to develop lifelong learning habits in students.

5. Encourage and increase the participation rate in extracurricular activities.

6. Develop an understanding, acceptance, and appreciation of racial, cultural, ethnic, social and religious diversity.

2017-2018 Objectives:


   Met. We now have three sites (Valley View, Buckeye, and Silva) that have trained on PBIS in a formal manner. Nicole will continue to facilitate each site’s progression in implementation. Brooks and Blue Oak teachers have now also expressed interest in moving forward with PBIS in the current year.

2. Initiate Multi-Tiered Systems of Support training at both middle schools.

   Met. Both middle schools participated in 8 trainings and have begun to identify practices to support and improve school climate.

3. Conduct trauma-informed practice trainings for teachers and staff.

   Met. All teachers and staff received training in trauma-informed practices over the course of two I-Days.
AGENDA ITEM #: VIII.2.  
ACTION ITEM: 2019/2020 District Goals & Objectives

SITUATION:
The District is focused on five major strategic goal statements which are annually reviewed and updated to identify objectives that are of particular focus within each goal. These goals ultimately drive practices in each school and set direction for budget expenditures by the District.

During the September 18, 2019 board meeting, the District presented the Board with proposed goals and objectives for 2019/2020.

PLAN:
Review and request adoption of the 2019/2020 District Goals and Objectives.

FISCAL IMPACT:
N/A

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends the Board adopt the 2019/2020 District Goals and Objectives as presented.
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA

1. Provide financial, instructional, curricular and technical resources to ensure that each student is demonstrating sustained and consistent progress at the highest level possible for that student.

2. Annually, growth in student achievement will occur to meet measurable targets. The district will develop a list of high performing comparable districts and schools to compare the performance of students in Buckeye Union School District.

3. Implement a challenging subject matter curriculum and assessment in each content area aligned to standards. The district will begin working with LCF teachers to implement State-adopted standards. The district will begin to identify options for updating elementary English-Language Arts curriculum.

4. Implement data-driven differentiated instruction and train staff to meet the needs of all levels of learners using research-based programs.

5. Maintain a research-based professional development program that cultivates ongoing learning and professional dialogue to ensure a highly skilled teaching staff.

6. Provide an environment that maximizes learning for all staff and students via 1) clean, safe, and well-maintained facilities; 2) appropriate class sizes based on research and resources; 3) modern equipment and technology access needed to enhance learning. The district will begin implementation of a plan to replace and expand wireless access points across the District.

7. Use technology to help maximize student performance in all academic areas via 1) the implementation and communication of technology standards/assessments for each grade level; 2) the use of computers to safely and appropriately access information and further learning; 3) integration into all appropriate parts of the curriculum. The district will continue professional development and collaborative activities aimed at promoting use.

2019-2020 Objectives:

1. Continue with implementation of Buckeye Union Collaboration Protocol activities aligning instruction with standards, assessments, and curriculum.

2. Support Year 1 International Baccalaureate Candidacy implementation at Camerado and Valley View middle schools.

3. Transition to FAST universal screening tools.

4. Implement Illuminate assessment reporting tools.
GOAL #2: MAINTAIN FISCAL INTEGRITY & ACCOUNTABILITY OF DISTRICT

1. Develop a balanced budget using state budget standards and board policy that includes criteria for a contingency reserve beyond the 3% requirement.

2. Maintain an appropriate balance between using resources for the greatest good to the greatest number of students while serving our highest/lowest achievement groups.

3. Support the priority of the district goals by focusing expenditures on academic programs, student achievement, and effective staff.

4. Increase and improve services, in proportion to the increase in funds apportioned under the LCFF, to ensure that English learners, foster children, and socio-economically disadvantaged students, who generate the increased supplemental funds, have targeted resources to promote student learning as outlined in the LCFF.

5. Develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) to align resources through a comprehensive planning process to State priorities and district goals.

6. Monitor progress on goals to help inform necessary adjustments to funding allocations and processes consistent with the LCFF and LCAP.

7. Develop, adopt and update a two-year Common Core State Standards Spending Plan to support professional development, acquisition of instructional materials and technology to support the transition to the Common Core State Standards.

8. Hire and retain a diverse and highly qualified workforce, strengthen their skills through ongoing professional development and collaboration, and evaluate their performance on a regular basis.

9. Pursue revenue sources including grants, donations, partnerships, and support the Buckeye Education Foundation.

10. Explore and implement strategies to control costs in all areas, i.e., special education, nonpublic school placements (NPS), food service, transportation, and utilities, including changing methods of program delivery and operations.
2019-2020 Objectives:

1. Continue study of Special Education Local Planning Area (SELPA) cost restructuring that may impact Buckeye Union’s general fund expenditures in the coming years.

GOAL #3: MAXIMIZE USE OF TECHNOLOGY TO ENHANCE THE WORK OF STAFF

1. Implement and communicate a technology literacy standard for staff and implement a professional development plan to ensure all staff meets this standard.
2. Implement and maintain the use of data management systems so administration and teachers can use data to target teaching programs, interventions, resources, and staff development on the integration of technology into the curriculum.
3. Maintain a current District Technology Plan through an annual review and identify resources needed to meet the plan’s hardware/software standards.

GOAL #4: STRENGTHEN COMMUNITY RELATIONS AND COMMUNICATIONS

1. Use public awareness of Buckeye Union School District’s accomplishments through positive/accurate reporting in all forms of media to foster community-wide relationships and support for the District and its goals. The District will establish a practice of periodically communicating through a district newsletter to the community.
2. Develop and maintain a comprehensive plan for community relations.
3. Continue positive connections with parents through parent education programs, PTA/PTSA coordination, School Site Council/Parent Advisory Council, Buckeye Education Foundation, ConnectEd calls/emails, and expanded use of school newsletters and websites.
4. Support open communication and dialogue with constituency groups through district staff and Board visitations to all sites.
5. Continue to use the district website and school websites as vehicles of communication and link to resources for the community.
6. Increase personal communication with parents and students via online access to grades and attendance (eSchool PLUS).
2019-2020 Objectives:

1. Support re-introduction of Buckeye Education Foundation.
2. Continue marketing of special programs designed to generate enrollment (e.g. Charter Montessori, Mandarin Immersion, and International Baccalaureate programs).

GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON

1. Continue to improve prevention and intervention strategies for addressing "at risk" behaviors of students, including bullying awareness with both parents and students.
2. Provide training to teachers, parents, and students in activities emphasizing exercise and nutrition for the development of healthy lifestyle choices in students.
3. Continue to create, provide and strengthen activities for personal growth, self-esteem, responsible behavior, youth development, and citizenship.
4. Build and implement programs to develop lifelong learning habits in students.
5. Encourage and increase the participation rate in extracurricular activities.

Develop an understanding, acceptance, and appreciation of racial, cultural, ethnic, social and religious diversity.

2018-2019 Objectives:

2. Provide professional development focused on classroom management strategies.
3. Update Board’s Wellness Policy.
4. Initiate District-wide employee suicide prevention training.
BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: VIII.2. Resolution No. 19-22: Eliminating Classified Employee Services Effective November 22, 2019

SITUATION:
The District employs teacher associates for a variety of purposes and with different funding sources. Each year the District assesses its needs and funding available and makes adjustments. Due to changes in enrollment at our elementary schools, it will not be necessary to staff one 6 hour teacher associate position. State law specifies that in order to reduce services provided by classified employees, those employees must be notified of possible reduction or layoff 60 days prior to the effective date of the reduction or layoff. The attached resolution implements the reductions in particular kinds of services provided by classified employees and authorizes the Superintendent to notify those employees impacted by the reductions or eliminations.

PLAN:
The plan is to eliminate specific classified positions as noted in Resolution No. 19-22

FISCAL IMPACT:
An estimated reduction of $29,534.00 in staffing costs for the 2019-2020 school year. The purpose of this resolution is to notify specific classified employees of an intention to eliminate their services based on a lack of work or lack of funds.

SUPERINTENDENT’S RECOMMENDATION:
The Superintendent recommends that the Board approve Resolution No. 19-22: Eliminating Classified Employee Services, effective November 22, 2019.

Cover Sheet/9.18.19/VIII.2.
BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

REDUCTION IN CLASSIFIED STAFF
DUE TO LACK OF WORK AND/OR LACK OF FUNDS

RESOLUTION NO. 19-22

WHEREAS, California Education Code § 45308 states that classified and confidential employees shall be subject to layoff due to lack of work or lack of funds;

WHEREAS, California Education Code § 45117 provides that where classified (including confidential) employees are subject to layoff, the affected employee shall be given a notice of layoff not less than sixty (60) days prior to the effective date of the layoff and informed of their displacement rights, if any, and their reemployment rights;

WHEREAS, the Governing Board of the Buckeye Union School District has determined that it shall be necessary to reduce the following particular kinds of classified services not later than November 22, 2019:

<table>
<thead>
<tr>
<th>CLASSIFIED POSITIONS</th>
<th># Days/Hours Reduction/Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Associate (OH)</td>
<td>6 hours per day for 196 days</td>
</tr>
</tbody>
</table>

NOW, THEREFORE, THE GOVERNING BOARD OF THE BUCKEYE UNION SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That due to lack of work or lack of funds, this Governing Board has determined that the following level of service shall be reduced:

<table>
<thead>
<tr>
<th>CLASSIFIED POSITIONS</th>
<th># Days/Hours Reduction/Elimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Associate (OH)</td>
<td>6 hours per day for 196 days</td>
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</tbody>
</table>

Section 3. That the District Superintendent or his designee is directed to give notice of layoff to the affected classified employee(s) pursuant to Education Code §45117. Such notice shall be pursuant to this Resolution and applicable provisions of the Education Code of the State of California.

Section 4. That said layoff shall become effective at the close of business on November 22, 2019, and such notice shall be served on employees no later than September 20, 2019 to provide at least 60 days advance notice to employees of this action.
Section 5. The District Superintendent or the Superintendent’s designee is further authorized to take any further actions necessary to carry out the intent of this Resolution.

Section 6. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this September 18, 2019 by the following vote:

   AYES:  
   NOES:  
   ABSENT:  
   ABSTAIN:  

___________________________________________  
Brenda Hanson-Smith, Ph.D.  
President, Governing Board

___________________________________________  
Gloria Silva  
Clerk, Governing Board
### CSBA Policy Language

<table>
<thead>
<tr>
<th>POLICY #</th>
<th>POLICY AND UPDATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR4060/BP4060</td>
<td>Local Control and Accountability Plan&lt;br&gt;(BP/AR revised) Policy and regulation updated to reflect NEW LAW (AB 2878) which expands the state priority on parent involvement that must be addressed in the local control and accountability plan (LCAP) to include family engagement. Policy also reflects NEW LAW (AB 1808) which requires consultation on plan development with special education local plan administrator(s) and, by July 1, 2019, requires districts to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP. Policy reflects NEW LAW (AB 1840) which requires the State Board of Education to expand the LCAP template by January 31, 2020 to include specified information. Section on &quot;Technical Assistance/Intervention&quot; updated to reflect AB 1808 which establishes a single statewide system of support for districts and schools, and AB 1840 which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence. Regulation updated to reflect AB 1840 which requires data in the LCAP to be reported in a manner consistent with the California School Dashboard and requires districts to post their LCAP prominently on the homepage of their web site. Section on &quot;Annual Updates&quot; deleted since the annual updates follow the same process and adhere to the same template as the initial LCAP.</td>
</tr>
<tr>
<td>AR4050/BP4050</td>
<td>Comprehensive Safety Plan&lt;br&gt;(BP/AR revised) Policy updated to reflect NEW LAW (AB 1747) which requires the California Department of Education (CDE) to post a compliance checklist for developing the comprehensive safety plan and best practices related to reviewing and approving the plan, and requires districts to share their approved comprehensive safety plans with local law enforcement, the fire department, and other first responder entities. Regulation updated to reflect AB 1747, which adds requirements to consult with the fire department and other first responders in developing safety plans and to develop procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.</td>
</tr>
<tr>
<td>BP4020</td>
<td>School Plans/Site Councils&lt;br&gt;BP/AR revised) Policy updated to reflect NEW LAW (AB 716) which renames the single plan for student achievement as the school plan for student achievement (SPSA), authorizes the use of uniform complaint procedures for complaints alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA, and authorizes the use of the SPSA to satisfy the requirement for a school improvement plan when a school is identified for targeted</td>
</tr>
</tbody>
</table>
or comprehensive support. Regulation updated to reflect AB 716 which eliminates the authority to use a school advisory committee other than a school site council to develop the SPSA, allows certain small schools to share a school site council, requires a needs assessment to identify school goals, and, if applicable, requires consultation with the school's English learner advisory committee on review of the SPSA.

<table>
<thead>
<tr>
<th>AR5144.1/BP5144.1</th>
<th><strong>Suspension and Expulsion/Due Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(BP/AR revised) Policy and regulation updated to reflect NEW LAW (AB 752, 2017) which prohibits the expulsion of a child enrolled in a California State Preschool Program (CSPP) unless the district has taken specified steps and the child's continued enrollment presents a serious safety threat to the child or other enrolled children. Policy also adds data collection on the type of firearm involved in any expulsion for firearm possession, in accordance with federal law. Regulation also revises section on &quot;Final Action by the Board&quot; to correct the location in policy where acts requiring &quot;mandatory recommendation and mandatory expulsion&quot; are listed.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>BP4119.21 4219.21 4319.21</th>
<th><strong>Professional Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(BP revised) Policy updated to reflect NEW LAW (AB 500) which requires any district that has an employee code of conduct addressing employee interactions with students to post that section of its code of conduct on each school's web site (or on the district web site if a school does not maintain one) and to provide it to parents/guardians at the beginning of the school year.</td>
<td></td>
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<table>
<thead>
<tr>
<th>BP4119.24 4219.24 4319.24</th>
<th><strong>Maintaining Appropriate Adult-Student Interactions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>New policy addresses the avoidance of unlawful and inappropriate interactions between staff and students, an employee's responsibility to report another employee's violation of this policy, disciplinary consequences for staff, referral to law enforcement when appropriate, the requirement to post the code of conduct on school and/or district websites, and examples of conduct that are inappropriate or can create the appearance of impropriety.</td>
<td></td>
</tr>
</tbody>
</table>
CSBA Sample
Administrative Regulation
Suspension and Expulsion/Due Process

AR 5144.1
Students

Definitions

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following:  (Education Code 48925)

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students of the same grade level

2. Referral to a certificated employee designated by the principal to advise students

3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Expulsion means removal of a student from the immediate supervision and control or the general supervision of school personnel.  (Education Code 48925)

Notice of Regulations

At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion.  (Education Code 35291, 48900.1, 48980)

(cf. 5144 - Discipline)
(cf. 5145.6 - Parental Notifications)

Grounds for Suspension and Expulsion:  Grades K-12

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be only those specified as follows:

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury  (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))

(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)

3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind (Education Code 48900(c))

(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 5131.6 - Alcohol and Other Drugs)

4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))

5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))

7. Stole or attempted to steal school property or private property (Education Code 48900(g))

8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))

(cf. 5131.62 - Tobacco)

9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))

10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))

12. Possessed an imitation firearm (Education Code 48900(m))
Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))

13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))

14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))

16. Engaged in, or attempted to engage in, hazing (Education Code 48900(q))

Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))

17. Engaged in an act of bullying (Education Code 48900(r))

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. (Education Code 48900(r))

Bullying includes any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student.

Bullying also includes an act of cyber sexual bullying by a student through the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording that depicts a nude, semi-nude, or sexually explicit photograph or other visual recording of an identifiable minor, when such dissemination is to another student or to school personnel by means of an electronic act and has or can be reasonably predicted to have one or more of the
effects of bullying described above. Cyber sexual bullying does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Electronic act means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication including, but not limited to: (Education Code 48900(r))

a. A message, text, sound, video, or image

b. A post on a social network Internet web site, including, but not limited to, posting to or creating a burn page or creating a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.

Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

(cf. 1114 - District-Sponsored Social Media)
(cf. 5131.2 - Bullying)
(cf. 6163.4 - Student Use of Technology)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))

19. Made terrorist threats against school officials and/or school property (Education Code 48900.7)

A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

Additional Grounds for Suspension and Expulsion: Grades 4-12

authority to remove a student from class for one day pursuant to Education Code 48910.***

Any student in grades 4-12 may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))
A student in grades 4-12 shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2)

   Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)

   (cf. 5145.7 - Sexual Harassment)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3)

   Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)

   (cf. 5145.9 - Hate-Motivated Behavior)

3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment (Education Code 48900.4)

   (cf. 5145.3 - Nondiscrimination/Harassment)

Suspension from Class by a Teacher

A teacher may suspend a student, including a grade K-3 student, from class for the remainder of
the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-18 under "Grounds for Suspension and Expulsion: Grades K-12" above.  (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action.  If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended.  (Education Code 48910)

As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension.  A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests.  (Education Code 48910)

A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee.  (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension.  However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended.  (Education Code 48910)

The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal.  (Education Code 48913)

Suspension by Superintendent, Principal or Principal's Designee

To implement disciplinary procedures at a school site, the principal may, in writing, designate as the principal's designee another administrator or, if the principal is the only administrator at the school site, a certificated employee. As necessary, the principal may, in writing, also designate another administrator or certificated employee as the secondary designee to assist with disciplinary procedures when the principal and the principal's primary designee are absent from the school site.

The Superintendent, principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.  (Education Code 48915(c))

The Superintendent, principal, or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under "Grounds for Suspension and Expulsion: Grades K-8 above or if the student's presence causes a danger to persons.  (Education Code 48900.5)
For all other offenses, a student may be suspended only when the Superintendent or principal has determined that other means of correction have failed to bring about proper conduct.  
(Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the Superintendent, principal, or designee shall document the other means of correction used and retain the documentation in the student's record.  
(Education Code 48900.5)

(cf. 5125 - Student Records)

Length of Suspension

The Superintendent, principal, or designee may suspend a student from school for not more than five consecutive school days.  
(Education Code 48911)

A student may be suspended from school for not more than 20 school days in any school year.  However, if a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class for the purpose of adjustment, he/she may be suspended for not more than 30 school days in a school year.  The district may count suspensions that occur while a student is enrolled in another school district toward the maximum number of days for which the student may be suspended in any school year.  
(Education Code 48903, 48911, 48912)

(cf. 6184 - Continuation Education)

These restrictions on the number of days of suspension shall not apply when the suspension is extended pending an expulsion.  
(Education Code 48911)

Due Process Procedures for Suspension

Suspensions shall be imposed in accordance with the following procedures:

1. Informal Conference: Suspension shall be preceded by an informal conference conducted by the Superintendent, principal, or designee with the student and, whenever practicable, the teacher, supervisor, or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action, including the other means of correction that were attempted before the suspension as required pursuant to Education Code 48900.5, and the evidence against him/her, and shall be given the opportunity to present his/her version and evidence in support of his/her defense.  
(Education Code 48911)

This conference may be omitted if the Superintendent, principal, or designee determines that an emergency situation exists involving a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the
purpose of the conference and the conference shall be held within two school days, unless the
student waives his/her right to it or is physically unable to attend for any reason. In such a case,
the conference shall be held as soon as the student is physically able to return to school.
(Education Code 48911)

2. Administrative Actions: All requests for student suspension are to be processed by the
principal or designee. A school employee shall report the suspension, including the name of the
student and the cause for the suspension, to the Superintendent or designee.  (Education Code
48911)

3. Notice to Parents/Guardians: At the time of the suspension, a school employee shall make
a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student
is suspended, the parent/guardian shall also be notified in writing of the suspension.  (Education
Code 48911)

   This notice shall state the specific offense committed by the student.  (Education Code
48900.8)

   In addition, the notice may state the date and time when the student may return to school.

4. Parent/Guardian Conference: Whenever a student is suspended, school officials may
request a meeting with the parent/guardian to discuss the cause(s) and duration of the suspension,
the school policy involved, and any other pertinent matter.  (Education Code 48914)

   If school officials request to meet with the parent/guardian, the notice may state that the
law requires the parent/guardian to respond to such requests without delay. However, no
penalties may be imposed on the student for the failure of the parent/guardian to attend such a
conference. The student may not be denied reinstatement solely because the parent/guardian
failed to attend the conference.  (Education Code 48911)

5. Extension of Suspension: If the Board is considering the expulsion of a suspended
student from any school or the suspension of a student for the balance of the semester from
continuation school, the Superintendent or designee may, in writing, extend the suspension until
such time as the Board has made a decision, provided the following requirements are followed:
(Education Code 48911)

   a. The extension of the original period of suspension is preceded by notice of such
extension with an offer to hold a conference concerning the extension, giving the student an
opportunity to be heard. This conference may be held in conjunction with a meeting requested by
the student or parent/guardian to challenge the original suspension.

   b. The Superintendent or designee determines, following a meeting in which the student and
the student's parent/guardian were invited to participate, that the student's presence at the school
or at an alternative school would endanger persons or property or threaten to disrupt the
instructional process.  (Education Code 48911)
c. If the student involved is a foster youth, the Superintendent or designee shall notify the district liaison for foster youth of the need to invite the student's attorney and a representative of the appropriate county child welfare agency to attend the meeting. (Education Code 48853.5, 48911, 48918.1)

(cf. 6173.1 - Education for Foster Youth)

d. If the student involved is a homeless child or youth, the Superintendent or designee shall notify the district liaison for homeless students. (Education Code 48918.1)

(cf. 6173 - Education for Homeless Children)

In lieu of or in addition to suspending a student, the Superintendent, principal, or designee may provide services or require the student to participate in an alternative disciplinary program designed to correct his/her behavior and keep him/her in school.

Suspension by the Board

The Board may suspend a student for any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above and within the limits specified under "Suspension by Superintendent, Principal, or Designee" above. (Education Code 48912)

The Board may suspend a student enrolled in a continuation school or class for a period not longer than the remainder of the semester. The suspension shall meet the requirements of Education Code 48915. (Education Code 48912.5)

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it shall hold a closed session if a public hearing would lead to disclosure of information that would violate a student's right to privacy under Education Code 49073-49079. (Education Code 35146, 48912)

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall provide the student and his/her parent/guardian with written notice of the closed session by registered or certified mail or personal service. Upon receiving this notice, the student or parent/guardian may request a public meeting, and this request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy still shall be held in closed session. (Education Code 35146, 48912)

On-Campus Suspension

A student for whom an expulsion action has not been initiated and who poses no imminent
danger or threat to the school, students, or staff may be assigned to on-campus suspension in a separate classroom, building, or site for the entire period of suspension. The following conditions shall apply: (Education Code 48911.1)

1. The on-campus suspension classroom shall be staffed in accordance with law.

2. The student shall have access to appropriate counseling services.

3. The on-campus suspension classroom shall promote completion of schoolwork and tests missed by the student during the suspension.

4. The student shall be responsible for contacting his/her teacher(s) to receive assignments to be completed in the supervised suspension classroom. The teacher(s) shall provide all assignments and tests that the student will miss while suspended. If no such work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a student is assigned to an on-campus suspension classroom, the principal or designee shall notify the student's parent/guardian in person or by telephone. When the assignment is for longer than one class period, this notification may be made in writing. (Education Code 48911.1)

Superintendent or Principal's Authority to Recommend Expulsion

Unless the Superintendent or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915)

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student

3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician

4. Robbery or extortion

5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

In determining whether or not to recommend the expulsion of a student, the Superintendent, principal, or designee shall act as quickly as possible to ensure that the student does not lose instructional time. (Education Code 48915)

Student's Right to Expulsion Hearing
Any student recommended for expulsion shall be entitled to a hearing to determine whether he/she should be expelled. The hearing shall be held within 30 school days after the Superintendent, principal, or designee determines that the student has committed the act(s) that form the basis for the expulsion recommendation.  (Education Code 48918(a))

The student is entitled to at least one postponement of an expulsion hearing for a period of not more than 30 calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.  (Education Code 48918(a))

If the Board finds it impractical during the regular school year to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.  (Education Code 48918(a))

If the Board finds it impractical to comply with the time requirements of the expulsion hearing due to a summer recess of Board meetings of more than two weeks, the days during the recess shall not be counted as school days. The days not counted during the recess may not exceed 20 school days, as defined in Education Code 48925. Unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days prior to the first day of the next school year.  (Education Code 48918(a))

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.  (Education Code 48918(a))

Stipulated Expulsion

After a determination that a student has committed an expellable offense, the Superintendent, principal, or designee shall offer the student and his/her parent/guardian the option to waive a hearing and stipulate to the expulsion or to a suspension of the expulsion under certain conditions. The offer shall be made only after the student or his/her parent/guardian has been given written notice of the expulsion hearing pursuant to Education Code 48918.

The stipulation agreement shall be in writing and shall be signed by the student and his/her parent/guardian. The stipulation agreement shall include notice of all the rights that the student is waiving, including the waiving of his/her right to have a full hearing, to appeal the expulsion to the County Board of Education, and to consult legal counsel.

A stipulated expulsion agreed to by the student and his/her parent/guardian shall be effective upon approval by the Board.

Rights of Complaining Witness
An expulsion hearing involving allegations of sexual assault or sexual battery may be postponed for one school day in order to accommodate the special physical, mental, or emotional needs of a student who is the complaining witness. (Education Code 48918.5)

Whenever the Superintendent or designee recommends an expulsion hearing that addresses allegations of sexual assault or sexual battery, he/she shall give the complaining witness a copy of the district's suspension and expulsion policy and regulation and shall advise the witness of his/her right to: (Education Code 48918.5)

1. Receive five days' notice of his/her scheduled testimony at the hearing

2. Have up to two adult support persons of his/her choosing present at the hearing at the time he/she testifies

3. Have a closed hearing during the time he/she testifies

Whenever any allegation of sexual assault or sexual battery is made, the Superintendent or designee shall immediately advise complaining witnesses and accused students to refrain from personal or telephone contact with each other during the time when an expulsion process is pending. (Education Code 48918.5)

Written Notice of the Expulsion Hearing

Written notice of the expulsion hearing shall be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. The notice shall include: (Education Code 48900.8, 48918(b))

1. The date and place of the hearing

2. A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

3. A copy of district disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation, pursuant to Education Code 48915.1, to provide information about the student's status in the district to any other district in which the student seeks enrollment

   This obligation applies when a student is expelled for acts other than those described in Education Code 48915(a) or (c).

   (cf. 5119 - Students Expelled from Other Districts)

5. The opportunity for the student or the student's parent/guardian to appear in person or be represented by legal counsel or by a nonattorney adviser
Legal counsel means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.

Nonattorney adviser means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the student or student's parent/guardian to provide assistance at the hearing.

6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses

Additional Notice of Expulsion Hearing for Foster Youth and Homeless Students

If the student facing expulsion is a foster student, the Superintendent or designee shall also send notice of the hearing to the student's attorney and a representative of an appropriate child welfare agency at least 10 days prior to the hearing. (Education Code 48918.1)

If the student facing expulsion is a homeless student, the Superintendent or designee shall also send notice of the hearing to the district liaison for homeless students at least 10 days prior to the hearing. (Education Code 48918.1)

Any notice for these purposes may be provided by the most cost-effective method possible, including by email or a telephone call. (Education Code 48918.1)

Conduct of Expulsion Hearing

1. Closed Session: Notwithstanding Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such a request is made, the meeting shall be public to the extent that privacy rights of other students are not violated. (Education Code 48918)

Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to deliberate and determine whether or not the student should be expelled. If the Board admits any other person to this closed session, the parent/guardian, the student, and the counsel of the student also shall be allowed to attend the closed session. (Education Code 48918(c))

If a hearing that involves a charge of sexual assault or sexual battery is to be conducted in public, a complaining witness shall have the right to have his/her testimony heard in closed session when testifying in public would threaten serious psychological harm to the witness and when there are no alternative procedures to avoid the threatened harm, including, but not limited to, a videotaped deposition or contemporaneous examination in another place communicated to
the hearing room by closed-circuit television.  (Education Code 48918(c))

2. Record of Hearing: A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. (Education Code 48918(g))

3. Subpoenas: Before commencing a student expulsion hearing, the Board may issue subpoenas, at the request of either the student or the Superintendent or designee, for the personal appearance at the hearing of any person who actually witnessed the action that gave rise to the recommendation for expulsion. After the hearing has commenced, the Board or the hearing officer or administrative panel may issue such subpoenas at the request of the student or the County Superintendent of Schools or designee. All subpoenas shall be issued in accordance with Code of Civil Procedure 1985-1985.2 and enforced in accordance with Government Code 11455.20. (Education Code 48918(i))

Any objection raised by the student or the Superintendent or designee to the issuance of subpoenas may be considered by the Board in closed session, or in open session if so requested by the student, before the meeting. The Board's decision in response to such an objection shall be final and binding. (Education Code 48918(i))

If the Board determines, or if the hearing officer or administrative panel finds and submits to the Board, that a witness would be subject to unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as described in item #4 below. (Education Code 48918(i))

4. Presentation of Evidence: Technical rules of evidence shall not apply to the expulsion hearing, but relevant evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel shall be supported by substantial evidence that the student committed any of the acts pursuant to Education Code 48900 and listed in "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12" above. (Education Code 48918(h))

Findings of fact shall be based solely on the evidence at the hearing. Although no finding shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. (Education Code 48918(f))

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.

5. Testimony by Complaining Witnesses: The following procedures shall be observed when a hearing involves allegations of sexual assault or sexual battery by a student:
(Education Code 48918, 48918.5)

a. Any complaining witness shall be given five days' notice before being called to testify.

b. Any complaining witness shall be entitled to have up to two adult support persons, including, but not limited to, a parent/guardian or legal counsel, present during his/her testimony.

c. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential.

d. The person presiding over the hearing may remove a support person whom he/she finds is disrupting the hearing.

e. If one or both support persons are also witnesses, the hearing shall be conducted in accordance with Penal Code 868.5.

f. Evidence of specific instances of prior sexual conduct of a complaining witness shall be presumed inadmissible and shall not be heard unless the person conducting the hearing determines that extraordinary circumstances require the evidence to be heard. Before such a determination is made, the complaining witness shall be given notice and an opportunity to oppose the introduction of this evidence. In the hearing on the admissibility of this evidence, the complaining witness shall be entitled to be represented by a parent/guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of a complaining witness shall not be admissible for any purpose.

g. In order to facilitate a free and accurate statement of the experiences of the complaining witness and to prevent discouragement of complaints, the district shall provide a nontreating environment.

(1) The district shall provide a room separate from the hearing room for the use of the complaining witness before and during breaks in testimony.

(2) At the discretion of the person conducting the hearing, the complaining witness shall be allowed reasonable periods of relief from examination and cross-examination during which he/she may leave the hearing room.

(3) The person conducting the hearing may:

   (a) Arrange the seating within the hearing room so as to facilitate a less intimidating environment for the complaining witness

   (b) Limit the time for taking the testimony of a complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours
Permit one of the support persons to accompany the complaining witness to the witness stand.

6. Decision: The Board's decision as to whether to expel a student shall be made within 40 school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))

Alternative Expulsion Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the county hearing officer or with the Office of Administrative Hearings of the State of California for a hearing officer. The Board may also appoint an impartial administrative panel composed of three or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures applicable to a hearing conducted by the Board as specified above in "Conduct of Expulsion Hearing," including the requirement to issue a decision within 40 school days of the student's removal from school, unless the student requests that the decision be postponed. (Education Code 48918(a) and (d))

The hearing officer or administrative panel shall, within three school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the expulsion proceeding shall be terminated and the student shall be immediately reinstated and permitted to return to the classroom instructional program from which the referral was made, unless another placement is requested in writing by the student's parent/guardian. Before the student's placement decision is made by his/her parent/guardian, the Superintendent or designee shall consult with the parent/guardian and district staff, including the student's teachers, regarding other placement options for the student in addition to the option to return to the classroom instructional program from which the student's expulsion referral was made. The decision to not recommend expulsion shall be final. (Education Code 48918(e))

If expulsion is recommended, findings of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

In accordance with Board policy, the hearing officer or administrative panel may recommend that the Board suspend the enforcement of the expulsion. If the hearing officer or administrative panel recommends that the Board expel a student but suspend the enforcement of the expulsion, the student shall not be reinstated and permitted to return to the classroom instructional program from which the referral was made until the Board has ruled on the recommendation. (Education Code 48917, 48918)
Final Action by the Board

Whether the expulsion hearing is conducted in closed or open session by the Board, a hearing officer, or an administrative panel or is waived through the signing of a stipulated expulsion agreement, the final action to expel shall be taken by the Board in public. (Education Code 48918(j))

(cf. 9321.1 - Closed Session Actions and Reports)

The Board's decision is final. If the decision is to not expel, the student shall be reinstated immediately. If the decision is to suspend the enforcement of the expulsion, the student shall be reinstated under the conditions of the suspended expulsion.

Upon ordering an expulsion, the Board shall set a date when the student shall be reviewed for readmission to a school within the district. For a student expelled for any "mandatory recommendation and mandatory expulsion" act listed in the section "Authority to Expel" in the accompanying Board policy, this date shall be one year from the date the expulsion occurred, except that the Board may set an earlier date on a case-by-case basis. For a student expelled for other acts, this date shall be no later than the last day of the semester following the semester in which the expulsion occurred. If an expulsion is ordered during summer session or the intersession period of a year-round program, the Board shall set a date when the student shall be reviewed for readmission not later than the last day of the semester following the summer session or intersession period in which the expulsion occurred. (Education Code 48916)

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, which may include: (Education Code 48916)

1. Periodic review, as well as assessment at the time of review, for readmission

2. Recommendations for improved academic performance, tutoring, special education assessments, job training, counseling, employment, community service, or other rehabilitative programs

With parent/guardian consent, students who have been expelled for reasons relating to controlled substances or alcohol may be required to enroll in a county-sponsored drug rehabilitation program before returning to school. (Education Code 48916.5)

Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. This notice shall include the following:

1. The specific offense committed by the student for any of the causes for suspension or expulsion listed above under "Grounds for Suspension and Expulsion: Grades K-8 or "Additional Grounds for Suspension and Expulsion: Grades 4-12” (Education Code 48900.8)
2. The fact that a description of readmission procedures will be made available to the student and his/her parent/guardian (Education Code 48916)

3. Notice of the right to appeal the expulsion to the County Board (Education Code 48918)

4. Notice of the alternative educational placement to be provided to the student during the time of expulsion (Education Code 48918)

5. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the expelling district, pursuant to Education Code 48915.1 (Education Code 48918)

Decision to Suspend Expulsion Order

In accordance with Board policy, when deciding whether to suspend the enforcement of an expulsion order, the Board shall take into account the following criteria:

1. The student's pattern of behavior

2. The seriousness of the misconduct

3. The student's attitude toward the misconduct and his/her willingness to follow a rehabilitation program

The suspension of the enforcement of an expulsion shall be governed by the following:

1. The Board may, as a condition of the suspension of enforcement, assign the student to a school, class, or program appropriate for the student's rehabilitation. This rehabilitation program may provide for the involvement of the student's parent/guardian in the student's education. However, a parent/guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the student has satisfactorily completed the rehabilitation program. (Education Code 48917)

2. During the period when enforcement of the expulsion order is suspended, the student shall be on probationary status. (Education Code 48917)

3. The suspension of the enforcement of an expulsion order may be revoked by the Board if the student commits any of the acts listed under "Grounds for Suspension and Expulsion: Grades K-8" or "Additional Grounds for Suspension and Expulsion: Grades 4-8" above or violates any of the district's rules and regulations governing student conduct. (Education Code 48917)

4. When the suspension of enforcement of an expulsion order is revoked, a student may be expelled under the terms of the original expulsion order. (Education Code 48917)
5. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expunging of any or all records of the expulsion proceedings. (Education Code 48917)

6. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall inform the parent/guardian of the right to appeal the expulsion to the County Board, the alternative educational placement to be provided to the student during the period of expulsion, and the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of his/her status with the expelling district, pursuant to Education Code 48915.1(b). (Education Code 48918(j))

7. Suspension of the enforcement of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board. (Education Code 48917)

Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision with the County Board. The appeal must be filed within 30 days of the Board's decision to expel, even if the expulsion order is suspended and the student is placed on probation. (Education Code 48919)

If the student submits a written request for a copy of the written transcripts and supporting documents from the district simultaneously with the filing of the notice of appeal with the County Board, the district shall provide the student with these documents within 10 school days following the student's written request. (Education Code 48919)

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. (Education Code 48902)

The principal or designee shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance, or of any student acts involving the possession, sale, or furnishing of firearms, explosives, or other dangerous weapons in violation of Education Code 48915(c)(1) or (5) or Penal Code 626.9 and 626.10. (Education Code 48902)

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate county or district law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering, or sale of controlled substances, alcohol, or intoxicants of any kind. (Education Code 48902)
Placement During Expulsion

The Board shall refer expelled students to a program of study that is: (Education Code 48915, 48915.01)

1. Appropriately prepared to accommodate students who exhibit discipline problems
2. Not provided at a comprehensive middle, junior, or senior high school or at any elementary school, unless the program is offered at a community day school established at any of these
3. Not housed at the school site attended by the student at the time of suspension

(cf. 6158 - Independent Study)
(cf. 6185 - Community Day School)

When the placement described above is not available and when the County Superintendent so certifies, students expelled for only acts described in items #6-12 under "Grounds for Suspension and Expulsion: Grades K-12" and items #1-3 under "Additional Grounds for Suspension and Expulsion: Grades 4-12" above may be referred to a program of study that is provided at another comprehensive middle, junior, or senior high school or at an elementary school. (Education Code 48915)

The program for a student expelled from any of grades K-6 shall not be combined or merged with programs offered to students in any of grades 7-12. (Education Code 48916.1)

Readmission After Expulsion

Prior to the date set by the Board for the student's readmission:

1. The Superintendent or designee shall hold a conference with the parent/guardian and the student. At the conference, the student's rehabilitation plan shall be reviewed and the Superintendent or designee shall verify that the provisions of this plan have been met. School regulations shall be reviewed and the student and parent/guardian shall be asked to indicate in writing their willingness to comply with these regulations.

2. The Superintendent or designee shall transmit to the Board his/her recommendation regarding readmission. The Board shall consider this recommendation in closed session. If a written request for open session is received from the parent/guardian or adult student, it shall be honored to the extent that privacy rights of other students are not violated.

3. If the readmission is granted, the Superintendent or designee shall notify the student and parent/guardian, by registered mail, of the Board's decision regarding readmission.
4. The Board may deny readmission only if it finds that the student has not satisfied the conditions of the rehabilitation plan or that the student continues to pose a danger to campus safety or to other district students or employees. (Education Code 48916)

5. If the Board denies the readmission of a student, the Board shall determine either to continue the student's placement in the alternative educational program initially selected or to place the student in another program that serves expelled students, including placement in a county community school.

6. The Board shall provide written notice to the expelled student and parent/guardian describing the reasons for denying readmittance into the regular program. This notice shall indicate the Board's determination of the educational program which the Board has chosen. The student shall enroll in that program unless the parent/guardian chooses to enroll the student in another school district. (Education Code 48916)

No student shall be denied readmission into the district based solely on the student's arrest, adjudication by a juvenile court, formal or informal supervision by a probation officer, detention in a juvenile facility, enrollment in a juvenile court school, or other such contact with the juvenile justice system. (Education Code 48645.5)

Maintenance of Records

The district shall maintain a record of each suspension and expulsion, including its specific cause(s). (Education Code 48900.8)

Expulsion records of any student shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls upon written request by that school. (Education Code 48918(k))

The Superintendent or designee shall, within five working days, honor any other district's request for information about an expulsion from this district. (Education Code 48915.1)

(cf. 5119 - Students Expelled from Other Districts)
The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct.  (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6164.2 - Guidance/Counseling Services)
(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910.  (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct.  (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board.  (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school
grounds:  (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm

3. Brandishing a knife at another person

4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following:  (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation.  (Education Code 48917)

No student shall be expelled for disruption or willful defiance.  (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

(cf. 5148.3 - Preschool/Early Childhood Education)

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or
expulsion by affording them their due process rights under the law. The Superintendent or
designee shall comply with procedures for notices, hearings, and appeals as specified in law and
administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and
expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited
to, the number of students recommended for expulsion, the grounds for each recommended
expulsion, the actions taken by the Board, the types of referral made after each expulsion, and
the disposition of the students after the expulsion period. For any expulsion that involves the
possession of a firearm, such data shall include the name of the school and the type of firearm
involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported
to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on
suspensions and expulsions by school and by numerically significant student subgroups,
including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students,
English learners, students with disabilities, foster youth, and homeless students. Based on the
data, the Board shall address any identified disparities in the imposition of student discipline and
shall determine whether and how the district is meeting its goals for improving school climate as
specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Legal Reference:
EDUCATION CODE
212.5 Sexual harassment
233 Hate violence
1981-1981.5 Enrollment of students in community school
8239.1 Prohibition against expulsion of preschool student
17292.5 Program for expelled students
32261 Interagency School Safety Demonstration Act of 1985
35145 Open board meetings
35146 Closed sessions (regarding suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48645.5 Readmission; contact with juvenile justice system
48660-48666 Community day schools
48853.5 Foster youth
48900-48927 Suspension and expulsion
48950 Speech and other communication
48980 Parental notifications
49073-49079 Privacy of student records
52052 Numerically significant student subgroups
52060-52077 Local control and accountability plan
64000-64001 Consolidated application

CIVIL CODE
47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE
1985-1997 Subpoenas; means of production

GOVERNMENT CODE
11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE
11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE
230.7 Employee time off to appear in school on behalf of a child

PENAL CODE
31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
417.27 Laser pointers
422.55 Hate crime defined
422.6 Interference with exercise of civil rights
422.7 Aggravating factors for punishment
422.75 Enhanced penalties for hate crimes
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors, or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE
729.6 Counseling

UNITED STATES CODE, TITLE 18
Definitions, firearm
UNITED STATES CODE, TITLE 20
1415(K) Placement in alternative educational setting
7961 Gun-free schools
UNITED STATES CODE, TITLE 42
11432-11435 Education of homeless children and youths
COURT DECISIONS
ATTORNEY GENERAL OPINIONS

Management Resources:
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: http://www.csba.org
California Attorney General’s Office: http://www.oag.ca.gov
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education, Office for Civil Rights:
U.S. Department of Education, Office of Safe and Healthy Students:
http://www2.ed.gov/about/offices/list/oese/osh
School Site Councils

Each school that operates a program requiring the development of a school plan for student achievement (SPSA) pursuant to Education Code 64001 shall have a school site council composed of the following: (Education Code 65000)

1. The principal or designee

2. Classroom teachers at the school, selected by the classroom teachers at the school

3. Other school personnel who are not teachers, selected by the other personnel at the school who are not teachers

4. Parents/guardians of students attending the school and/or other members of the community, selected by the parents/guardians of students attending the school

5. If the school is a secondary school, students attending the school selected by other secondary students

(cf. 0450 - Comprehensive Safety Plan)

Half of the school site council membership shall consist of school staff in the categories listed in items #1-3 above, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parents/guardians and/or community members. For a secondary school site council, the remaining half shall be parents/guardians, community members, and/or students. (Education Code 65000)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 65000)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination and equity.

(cf. 0415 - Equity)
School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

School Plan for Student Achievement

The school site council shall develop and annually review and update an SPSA that addresses all federal and/or state categorical programs in which the school participates pursuant to Education Code 64000. (Education Code 64001)

(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The SPSA shall be developed with the review, certification, and advice of the school English learner advisory committee, if required. (Education Code 64001)

(cf. 6174 - Education for English Learners)

Other school and district committees, including, but not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP), advisory committee established for special education programs, and Western Association of Schools and Colleges leadership teams, may also be consulted on the content of the plan.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6190 - Evaluation of the Instructional Program)

Before developing the content of the SPSA, the school site council shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis of verifiable state data consistent with the state priorities specified in Education Code 52060 and the indicators in the state accountability system. The school may consider any other data developed by the district to measure student outcomes. (Education Code 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

The SPSA shall include all of the following: (Education Code 64001)

1. Goals to improve student outcomes, including goals that address the needs of student groups as identified through the needs assessment

2. Evidence-based strategies, actions, or services
3. Proposed expenditures based on the projected resource allocation from the district to address the findings of the needs assessment, including identifying resource inequities, which may include a review of the district's budgeting, the LCAP, and school-level budgeting, if applicable

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

The school site council shall approve the proposed SPSA at a meeting for which public notice has been posted. Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted to the Governing Board for review and approval at a regularly scheduled Board meeting. (Education Code 35147, 64001)

The school site council shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the principal or designee shall evaluate results of improvement efforts and report to the Board, school site council, and other interested parties regarding progress toward school goals.

The school site council may amend the SPSA at any time through the same process required for the annual update of the plan.

BUCKEYE UNION SCHOOL DISTRICT

Adopted: El Dorado Hills, California
School Site Councils

Each school that operates a program requiring the development of a school plan for student achievement (SPSA) pursuant to Education Code 64001 shall have a school site council composed of the following: (Education Code 65000)

1. The principal or designee
2. Classroom teachers at the school, selected by the classroom teachers at the school
3. Other school personnel who are not teachers, selected by the other personnel at the school who are not teachers
4. Parents/guardians of students attending the school and/or other members of the community, selected by the parents/guardians of students attending the school
5. If the school is a secondary school, students attending the school selected by other secondary students

(cf. 0450 - Comprehensive Safety Plan)

Half of the school site council membership shall consist of school staff in the categories listed in items #1-3 above, the majority of whom shall be classroom teachers. For an elementary school site council, the remaining half shall be parents/guardians and/or community members. For a secondary school site council, the remaining half shall be parents/guardians, community members, and/or students. (Education Code 65000)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 65000)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination and equity.

(cf. 0415 - Equity)
School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

School Plan for Student Achievement

The school site council shall develop and annually review and update an SPSA that addresses all federal and/or state categorical programs in which the school participates pursuant to Education Code 64000. (Education Code 64001)

(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6171 - Title I Programs)

The SPSA shall be developed with the review, certification, and advice of the school English learner advisory committee, if required. (Education Code 64001)

(cf. 6174 - Education for English Learners)

Other school and district committees, including, but not limited to, a parent advisory committee established to review and comment on the district's local control and accountability plan (LCAP), advisory committee established for special education programs, and Western Association of Schools and Colleges leadership teams, may also be consulted on the content of the plan.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 6190 - Evaluation of the Instructional Program)

Before developing the content of the SPSA, the school site council shall conduct a comprehensive needs assessment pursuant to 20 USC 6314, including an analysis of verifiable state data consistent with the state priorities specified in Education Code 52060 and the indicators in the state accountability system. The school may consider any other data developed by the district to measure student outcomes. (Education Code 64001)

(cf. 0500 - Accountability)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)

The SPSA shall include all of the following: (Education Code 64001)

1. Goals to improve student outcomes, including goals that address the needs of student groups as identified through the needs assessment

2. Evidence-based strategies, actions, or services
3. Proposed expenditures based on the projected resource allocation from the district to address the findings of the needs assessment, including identifying resource inequities, which may include a review of the district's budgeting, the LCAP, and school-level budgeting, if applicable.

In addition to meeting the requirements common to all applicable school plans, the SPSA shall address any content required by law for each individual categorical program in which the school participates.

The school site council shall approve the proposed SPSA at a meeting for which public notice has been posted. Whenever there are material revisions to the SPSA which affect the academic programs for students participating in applicable programs, the SPSA shall be submitted to the Governing Board for review and approval at a regularly scheduled Board meeting. (Education Code 35147, 64001)

The school site council shall regularly monitor the implementation and effectiveness of the SPSA and modify any activities that prove ineffective. At least once per year, the principal or designee shall evaluate results of improvement efforts and report to the Board, school site council, and other interested parties regarding progress toward school goals.

The school site council may amend the SPSA at any time through the same process required for the annual update of the plan.

BUCKEYE UNION SCHOOL DISTRICT

Adopted: El Dorado Hills, California
Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) and annual updates shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. The LCAP shall identify goals for each of the following state priorities:

   a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

      (cf. 1312.4 - Williams Uniform Complaint Procedures)
      (cf. 3517 - Facilities Inspection)
      (cf. 4112.2 - Certification)
      (cf. 4113 - Assignment)
      (cf. 6161.1 - Selection and Evaluation of Instructional Materials)

   b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

      (cf. 6011 - Academic Standards)
      (cf. 6174 - Education for English Learners)

   c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy, and students with disabilities

      (cf. 3553 - Free and Reduced Price Meals)
d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(3) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(4) The English learner reclassification rate

(5) The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher

(6) The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 6146.1 - High School Graduation Requirements)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)
(cf. 6159 - Individualized Education Program)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality review conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard. (Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students. (5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall: (5 CCR 15496)
1. Identify those services that are being funded and provided on a districtwide or schoolwide basis

2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas.

3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 40 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Availability of the Plan

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, and the LCFF budget overview for parents/guardians on the homepage of the district's web site. (Education Code 52064.1, 52065)

(cf. 1113 - District and School Web Sites)
Buckeye Union ESD
Board Policy
Local Control And Accountability Plan

BP 0460
Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0415 - Equity)

The Board shall adopt a districtwide local control and accountability plan (LCAP), based on the template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP shall be updated on or before July 1 of each year and, like the district budget, shall cover the next fiscal year and two subsequent fiscal years. (Education Code 52060, 52064; 5 CCR 15494-15497)

(cf. 3100 - Budget)

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth, as defined in Education Code 42238.01 for purposes of the local control funding formula (LCFF). (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6174 - Education for English Learners)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when there are at least 30 students in the subgroup or at least 15 foster youth or homeless students. (Education Code 52052)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6173 - Education for Homeless Children)
The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

The LCAP shall also be aligned with other district and school plans to the extent possible in order to minimize duplication of effort and provide clear direction for program implementation.

(cf. 0400 - Comprehensive Plans)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5030 - Student Wellness)
(cf. 6171 - Title I Programs)
(cf. 7110 - Facilities Master Plan)

***Note: Pursuant to Education Code 52064.1, as added by AB 1808 (Ch. 32, Statutes of 2018), districts are required, by July 1, 2019, to develop an LCFF budget overview for parents/guardians with specified information. The budget overview must be developed in conjunction with, and attached as a cover to, the LCAP and annual update to the LCAP. The budget overview is subject to the requirements of Education Code 52062 and 52070 pertaining to the adoption, review, and approval of the LCAP. The Superintendent of Public Instruction (SPI) is required to develop, before December 31, 2018, a template for the budget overview.***

As part of the LCAP adoption and annual update to the LCAP, the Board shall separately adopt an LCFF budget overview for parents/guardians, based on the template developed by the SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update. (Education Code 52064.1)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

***Note: Education Code 52060 requires consultation on plan development with all of the
groups listed below. The Board may delegate responsibility for arranging meetings and other input opportunities to the Superintendent or designee.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums, student advisory committees, and/or meetings with student government bodies or other groups representing students. (Education Code 52060; 5 CCR 15495)

(cf. 1220 - Citizen Advisory Committees)
(cf. 4140/4240/4340 - Bargaining Units)
(cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish a parent advisory committee to review and comment on the LCAP. The committee shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students as defined above. (Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English learner parent advisory committee composed of a majority of parents/guardians of English learners to review and comment on the LCAP. (Education Code 52063; 5 CCR 15495)

The Superintendent or designee shall present the LCAP to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

(cf. 5145.6 - Parental Notifications)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English. (Education Code 305-306)
The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities. (Education Code 52062)

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

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 9320 - Meetings and Notices)

Adoption of the Plan

The Board shall adopt the LCAP prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the budget, and the budget overview with the County Superintendent of Schools. (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

If the County Superintendent does not approve the district's LCAP, the Board shall accept technical assistance from the County Superintendent focused on revising the plan so that it can be approved. (Education Code 52071)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's
progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

At its discretion, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in identifying district strengths and weaknesses in regard to state priorities, which includes the review of performance data on the state and local indicators included in the Dashboard and other relevant local data, and in identifying effective, evidence-based programs or practices that address any areas of weakness.

2. Assistance from an academic, programmatic, or fiscal expert, or team of experts, in identifying and implementing effective programs and practices that are designed to improve performance in any identified areas of weakness. The district may engage other service providers, including, but not limited to, other school districts, county offices of education, or charter schools, to provide such assistance.

In the event that the County Superintendent requires the district to receive technical assistance based on one or more numerically significant student subgroups meeting the criteria established pursuant Education Code 52064.5, the Board shall work with the County Superintendent, or another service provider at district expense, and shall provide the County Superintendent timely documentation of the district's completion of the activities listed in items #1-2 above or substantially similar activities. (Education Code 52071)

If referred to the California Collaborative for Educational Excellence by either the County Superintendent or the Superintendent of Public Instruction (SPI), the district shall implement the recommendations of that agency in order to accomplish the goals set forth in the district's LCAP. (Education Code 52071, 52074)

If the SPI identifies the district as needing intervention, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following: (Education Code 52072)

1. Revision of the district's LCAP

2. Revision of the district's budget in accordance with changes in the LCAP

3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement
Legal Reference:

EDUCATION CODE
305-306  English language education
17002  State School Building Lease-Purchase Law, including definition of good repair
33430-33436  Learning Communities for School Success Program; grants for LCAP implementation
41020  Audits
41320-41322  Emergency apportionments
42127  Public hearing on budget adoption
42238.01-42238.07  Local control funding formula
44258.9  County superintendent review of teacher assignment
48985  Parental notices in languages other than English
51210  Course of study for grades 1-6
51220  Course of study for grades 7-12
52052  Numerically significant student subgroups
52059.5  Statewide system of support
52060-52077  Local control and accountability plan
52302  Regional occupational centers and programs
52372.5  Linked learning program
54692  Partnership academies
60119  Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8  California Assessment of Academic Achievement; Academic Content Standards Commission
64001  Single plan for student achievement
99300-99301  Early Assessment Program

WELFARE AND INSTITUTIONS CODE
300  Dependent child of the court

CODE OF REGULATIONS, TITLE 5
15494-15497  Local control and accountability plan and spending requirements

UNITED STATES CODE, TITLE 20
6312  Local educational agency plan
6826  Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS
The California School Dashboard and Small Districts, October 2018
Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
LCFF Rubrics, Issue 1:  What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
California School Accounting Manual
California School Dashboard
LCFF Frequently Asked Questions
Local Control and Accountability Plan and Annual Update (LCAP) Template
California Career Technical Education Model Curriculum Standards, 2013
California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Common Core State Standards: Mathematics, rev. 2013
California English Language Development Standards, 2012
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
California School Dashboard: http://www.caschooldashboard.org

BUCKEYE UNION SCHOOL DISTRICT
Adopted: El Dorado Hills, California
Buckeye Union ESD
Administrative Regulation
Comprehensive Safety Plan

AR 0450
Philosophy, Goals, Objectives and Comprehensive Plans

Development and Review of Comprehensive School Safety Plan

The school site council shall consult with local law enforcement, the local fire department, and other first responders in the writing and development of the comprehensive school safety plan. When practical, the school site council shall also consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Before adopting the comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization
3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
   (cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school
   (cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the school’s student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting:  (Education Code 32288)

1. Representatives of local religious organizations

2. Local civic leaders

3. Local business organizations

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

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions.  (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

   (cf. 0500 - Accountability)
   (cf. 0510 - School Accountability Report Card)

The plan shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following:  (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164-11174.3

   (cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:
a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)
(cf. 3516.1 - Fire Drills and Fires)
(cf. 3516.2 - Bomb Threats)
(cf. 3516.5 - Emergency Schedules)
(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations

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

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

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

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition
of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions

Among the strategies for providing a safe environment, the comprehensive safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5131 - Conduct)

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, social and emotional learning, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 - Civic Education)
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(c.f. 1240 - Volunteer Assistance)
(c.f. 5020 - Parent Rights and Responsibilities)
(c.f. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(c.f. 5131.6 - Alcohol and Other Drugs)
(c.f. 5131.61 - Drug Testing)
(c.f. 5131.62 - Tobacco)
(c.f. 5131.63 - Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

7. District policy related to possession of firearms and ammunition on school grounds

(c.f. 3515.7 - Firearms on School Grounds)

8. Measures to prevent or minimize the influence of gangs on campus

(c.f. 5136 - Gangs)

9. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(c.f. 5116.1 - Intradistrict Open Enrollment)

10. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(c.f. 1250 - Visitors/Outsiders)
(c.f. 3515 - Campus Security)
(c.f. 3515.3 - District Police/Security Department)
(c.f. 3530 - Risk Management/Insurance)
11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

14. Crisis prevention and intervention strategies, which may include the following:

a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.41 - Use of Seclusion and Restraint)

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

c. Assignment of staff members responsible for each identified task and procedure

d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
e. Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)
(cf. 9010 - Public Statements)

f. Development of a method for the reporting of violent incidents

g. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

15. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

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

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)
(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

Policy: BUCKEYE UNION SCHOOL DISTRICT
Adopted: El Dorado Hills, California
The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3515 - Campus Security)
(cf. 3515.2 - Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 - Student Disturbances)
(cf. 5131.41 - Use of Seclusion and Restraint)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

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

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

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

The Superintendent or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
41020 Annual audits
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act constituting grounds for suspension or expulsion
67381 Violent crime
GOVERNMENT CODE
54957 Closed session meetings for threats to security
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
7111-7122 Student Support and Academic Enrichment Grants
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:
CSBA PUBLICATIONS
Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, rev. 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010
Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
California Governor's Office of Emergency Services: http://www.caloes.ca.gov
California Healthy Kids Survey: http://chks.wested.org
Centers for Disease Control and Prevention: http://www.cdc.gov/ViolencePrevention
Federal Bureau of Investigation: http://www.fbi.gov
National Center for Crisis Management: http://www.schoolcrisisresponse.com
National School Safety Center: http://www.schoollsafety.us
U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/protection/ntac

Policy: BUCKEYE UNION SCHOOL DISTRICT
Adopted: El Dorado Hills, California
BUCKEYE UNION SD
Board Policy
Professional Standards

BP 4119.21 4219.21,4319.21
Personnel

The Governing Board expects district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district, advances the goals of the district's educational programs, and contributes to a positive school climate.

(cf. 0200 - Goals for the School District)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 5131 - Conduct)
(cf. 5137 - Positive School Climate)

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

(cf. 2111 - Superintendent Governance Standards)
(cf. 9005 - Governance Standards)

Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of district students.

(cf. 4112.2 - Certification)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 4158/4258/4358 - Employee Security)
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5131.2 - Bullying)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time

6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members

7. Willfully disrupting district or school operations by loud or unreasonable noise or other action

(cf. 3515.2 - Disruptions)

8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity

(cf. 3513.3 - Tobacco-Free Schools)
(cf. 3513.4 - Drug and Alcohol Free Schools)
(cf. 4020 - Drug and Alcohol-Free Workplace)
(cf. 4112.41/4212.41/4312.41 - Employee Drug Testing)
(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records

10. Divulging confidential information about students, district employees, or district operations to persons or entities not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities

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

12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

(cf. 4040 - Employee Use of Technology)

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district

14. Wearing inappropriate attire

(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

Notifications

The section(s) of the district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

Legal Reference:
EDUCATION CODE
- 200-262.4 Prohibition of discrimination
- 44050 Employee code of conduct; interaction with students
- 44242.5 Reports and review of alleged misconduct
- 48980 Parental notifications
PENAL CODE
- 11164-11174.4 Child Abuse and Neglect Reporting Act
CODE OF REGULATIONS, TITLE 5
- 80303 Reports of dismissal, resignation and other terminations for alleged misconduct
- 80331-80338 Rules of conduct for professional educators

Management Resources:
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
- California Professional Standards for Educational Leaders, February 2014
- California Standards for the Teaching Profession, 2009
COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS
- Professional Standards for Educational Leaders, 2015
NATIONAL EDUCATION ASSOCIATION PUBLICATIONS
- Code of Ethics of the Education Profession, 1975
WESTED PUBLICATIONS
- Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003
WEB SITES
- CSBA: http://www.csba.org
- Association of California School Administrators: http://www.acsa.org
- California Department of Education: http://www.cde.ca.gov
The Governing Board desires to provide a positive school environment that protects the safety and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, including employees, independent contractors, and volunteers, to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting. Such adults shall not engage in unlawful or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.

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

Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.

(cf. 5145.7 - Sexual Harassment)

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5141.4 - Child Abuse Prevention and Reporting)

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred
from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.

(cf. 4117.7/4317.7 - Employment Status Reports)  
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district web sites. (Education Code 44050)

(cf. 1113 - District and School Web Sites)  
(cf. 5145.6 - Parental Notifications)

Inappropriate Conduct

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. Examples of employee conduct that can undermine professional adult-student interactions or create the appearance of impropriety include, but are not limited to:

1. Initiating inappropriate physical contact
2. Being alone with a student outside of the view of others
3. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent
4. Maintaining personal contact with a student that has no legitimate educational purpose, by phone, letter, electronic communications, or other means, without including the student's parent/guardian or the principal

   When communicating electronically with students, employees shall use district equipment or technological resources when available. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

(cf. 4040 - Employee Use of Technology)

5. Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

6. Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., " friending" or " following" on social media), unless the site is dedicated to school business
7. Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

8. Addressing a student in an overly familiar manner, such as by using a term of endearment

9. Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

10. Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

11. Transporting a student in a personal vehicle without prior authorization

12. Encouraging students to confide their personal or family problems and/or relationships

13. Disclosing personal, family, or other private matters to students or sharing personal secrets with students

Legal Reference
EDUCATION CODE
44030.5 Employment status reports
44050 Employee code of conduct; employee interactions with students
44242.5 Reports and review of alleged misconduct
44940 Sex offenses and narcotic offenses; compulsory leave of absence
48980 Parental notifications
PENAL CODE
11164-11174.3 Child Abuse and Neglect Reporting Act
CODE OF REGULATIONS, TITLE 5
80303 Reports of change in employment status, alleged misconduct
80304 Notice of sexual misconduct

BUCKEYE UNION SCHOOL DISTRICT
ADOPTED: EL DORADO HILLS, CALIFORNIA