

ALBANY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

REGULAR MEETING

Albany Community Center

1249 Marin Avenue
Albany, CA 94706

TUESDAY

May 5, 2009

A G E N D A

- I. **OPENING BUSINESS** 6:30 p.m.
- A. Call to Order
 - B. Roll Call
 - C. Identify Closed Session Topics for Discussion Pursuant to Agenda Section III below.
- II. **PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS**
- General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (3) minutes.*
- III. **CLOSED SESSION** 6:35 p.m.
- A. With respect to every item of business to be discussed in Closed Session Pursuant to: Government Code Section 54957: Personnel Assignment Order and Consent Calendar.
 - Certificated**
 - 1. Teacher
 - 2. Substitute Teacher
 - Classified**
 - 1. Volunteers
 - 2. Yard Aide
 - B. With respect to every item of business to be discussed in Closed Session Pursuant to Education Code Section 35146, Student Personnel Matters ID# 201565.
 - C. With respect to every item of business to be discussed in Closed Session Pursuant to Education Code Section 35146, Student Personnel Matters, Anticipated Litigation, ID# 205007.
 - D. With respect to every item of business to be discussed in Closed Session Pursuant to Education Code Section 35146, Student Personnel Matters.

- E. With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54956.9: Anticipated Litigation, one case.
- F. With respect to every item of business to be discussed in Closed Session Pursuant To Government Code Section 54957: Personnel Assignment Order and Consent Calendar Assistant Superintendent’s Contract.
- G. With respect to every item of business to be discussed in Closed Session Pursuant to Government Code Section 54957.6: CONFERENCE WITH LABOR NEGOTIATOR (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as pertains to:
 - 1. California School Employees Association (CSEA)
 - 2. Albany Teachers Association (ATA)
 - 3. SEIU Local 1021

IV. OPEN SESSION

7:30 p.m.

Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session At 7:30 pm to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.

- A. Reconvene to Open Session
- B. Roll Call
- C. Pledge of Allegiance
- D. Report of Action Taken in Closed Session
- E. Approval of Agenda
 Moved: _____ Seconded: _____ Vote: _____
- F. Approval of Consent Calendar
 Moved: _____ Seconded: _____ Vote: _____

(The consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.)

- 1. **Approval of Board Minutes**
 - a. April 14, 2009
- 2. **Personnel Assignment Order**
 - a. **Certificated Personnel – Public Employee Assignment, Employment, Appointment, Evaluation, Leave Requests:**
 - i. Teacher
 - ii. Substitute Teacher
 - b. **Classified Personnel – Public Employee Assignment, Appointment Employment, Leave Requests:**
 - i. Volunteers
 - ii. Yard Aide
- 3. **Curriculum and Instruction**
 - A. Independent Contractor Agreement for Ivy Chen Puberty Education for 5th Grade

Pg. 5

- B. Overnight Extended Field Trip, Los Angeles, AHS Wrestling Team Pg. 9
- C. National Finals of the U.S. Dept. of Energy Science Bowl, Washington D.C., Peggy Carlock, AHS Science Club Pg.12
- 4. **Business and Operations**
 - A. Williams Complaint Quarterly Report Pg. 17
 - B. Accept Donation of \$2,500 from Marcia Condon to be used for School Site Expenditures at AHS. Pg. 18

V. STUDENT BOARD MEMBER REPORTS

VI. STAFF REPORTS

- A. Swine Flu Pg. 19
- B. Albany Children’s Center, Susan Stevenson, Director Oral Report
Handouts available at meeting.
- C. Special Education, Diane Marie, Director Oral Report
Handouts available at meeting.

VII. PERSONS TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA

Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or Act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.

VIII. REVIEW AND ACTION ITEMS

(Members of the public will have the opportunity to speak on all issues.)

- A. Allocation of 2005 Parcel Tax – Librarians/Mental Health Pg. 20
Moved: _____ Seconded: _____ Vote: _____
- B. Wave First Reading and Adopt Board Policies Section 0000 Pg. 21
Moved: _____ Seconded: _____ Vote: _____
- C. Resolution No. 2008-09-28 Reduction of Classified School Services Pg. 64
Moved: _____ Seconded: _____ Vote: _____

IX. REVIEW AND DISCUSSION ITEMS

- A. Review 2008-09 Categorical Funding in Anticipation of 2009-2010 Budget Pg. 67
Handout under separate cover.
- B. Board Protocols and Board Training Pg. 69
- C. Reallocation of 2005 Parcel Tax Pg. 70

X. BOARD AND SUPERINTENDENT COMMENTS

- A. Board Members
- B. Superintendent

XI. FUTURE AGENDA ITEMS

- A. Volunteer Recognition May 19
- B. Review Addition of 20 minutes to the 1-3 Instruction Day May 19

- C. Resolution to Sale Bonds May 19
- D. Increase of 1987, 1999, and 2005 Parcel Tax Rate June 3
- E. Staff Recognition June 3
- F. Enrichment Update June 3
- G. Consolidated Application Part I for Funding Categorical Programs June 30
- H. Single School Plans June 30
- I. 2009-2010 Budget June 30

XII. FUTURE BOARD MEETINGS

- A. Tuesday, May 19, 2009, 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- B. **Wednesday**, June 3, 2009, 7:30 p.m., Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- C. Tuesday, June 30, 2009, 7:30 p.m. Regular Meeting, Albany Community Center, 1249 Marin Avenue, Albany
- D. **PLEASE NOTE: There will not be a meeting in July.**

XIII. ADJOURNMENT

The Board believes that late night meetings deter public participation, can affect the Board's decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at 10:00 p.m. unless extended to a specific time determined by a majority of the Board.

The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 904 Talbot Avenue, Albany. The agenda is available on the Albany Unified School District web site: www.albany.k12.ca.us


If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet

In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be give forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

**ITEM: INDEPENDENT CONTRACTOR AGREEMENT FOR IVY CHEN
PUBERTY EDUCATION FOR 5TH GRADE**

PREPARED BY: Lynda Hornada, Director of Curriculum and Instruction 

TYPE OF ITEM: *Approve the Independent Contractor Agreement for Ivy Chen*

BACKGROUND INFORMATION:

Ivy Chen, MPH is providing Puberty Education for 5th grade classes at Ocean View, Cornell, and Marin. PTA and Parent Donations will pay the contractor's fees. The agreement is attached.

FINANCIAL INFORMATION: No Fiscal Impact

RECOMMENDATION:

Approve The Independent Contractor Agreement for Ivy Chen, MPH

Albany Unified School District

Independent Contractor Agreement

THIS AGREEMENT, made this 28 day of April, 2009 between Ivy Chen, an independent contractor, (Contractor), having a principal place of business at _____, and the Albany Unified School District ("District"), mutually agree as follows:

I. TERMS OF THE CONTRACT

A. This Agreement will become effective as of the date above and will continue in effect through June 30, 2009, unless sooner terminated.

II. SCOPE OF WORK TO BE PERFORMED BY CONTRACTOR

- A. Contractor agrees to perform the services specified in the "Description of Services" attached to this Agreement and incorporated by reference herein as Exhibit "A".
- B. Contractor shall perform within the time set forth in Exhibit "A": everything required to be performed.

III. COMPENSATION

- A. In consideration for the services and/or materials referenced in Article II, scope of work by contract, District agrees to pay _____, Unless otherwise provided for in Article II, payment of expenses shall be made within sixty (60) days upon completion/delivery of goods and accompanied by invoices and appropriate supporting documentation. Invoices shall be submitted to the attention of the Albany Unified School District, Attention: Accounts Payable, along with completed W-9 Form (copy attached).
- B. The District reserves the right to withhold payment until order is completed and/or accepted by the District.

IV. OBLIGATION OF CONTRACTOR

- A. While performing services hereunder, Contractor is an independent contractor and not an officer, agent or employee of the District.
- B. The Contractor shall provide and furnish all necessary tools, labor, materials, equipment and all transportation services as described and required to perform the services under this Agreement. The Contractor shall assume all other expenses incurred in connection with the performance of this contract and the District shall not be responsible for payment of any other expenses. The Contractor is personally liable for among other things, taxes, personal health and car insurance. Workers'

Sexuality Education Invoice

Date: April 20, 2009

To: Ocean View School, Albany, CA

For: Puberty Education - 5th grade, Spring 2009

Dates:

Hours:

Parent Night

May 6, 2009, 7-8 PM, Cornell

1

Ocean View

May 18-22, 2009

15

(3 classes: Caroline Tranduc, Marilyn Merlino, Caedmon Cebulski)

Mon, Tues, Thurs, Fri:

Block #1: 10:45-11:45am, Block #2: 12:30-1:30pm, Block #3: 1:50-2:50pm

Wed only:

Block #1: 9:30-10:30am, Block #2: 10:45-11:45am, Block #3: 12:30-1:30pm

Total Time: 15 hours, OV puberty classes
+ 1/3 parent meeting = 15.34

Total Due: 15.34 hours x \$110/hour = \$1687.40

** Please make check payable to Ivy Chen, MPH

Mail to: 263 41st. St #16
Oakland, CA 94611

Thank you for your support!

Sexuality Education Invoice

Date: April 5, 2009

To: Albany Unified School District

For: Puberty Education - 5th grade, Spring 2009

Dates:

Hours:

Parent Night

May 7, 2008, 6-7 PM, Cornell

1

Marin

May 11-15, 2009:

15

(3 classes: Derek Schaffler, Naomi Gardner, Alison Mckela)

Mon, Tues, Thurs: 11-12pm, 12:50-1:50pm, 2-3pm

Wed, Fri: 10-11am, 11-12pm, 12:50-1:50pm

Total Time: 15 hours, Marin Only

Total Due: 15 hours x \$110/hour = \$1650.00

**** Please make check payable to Ivy Chen, MPH**

Mail to: 263 41st. St #16
Oakland, CA 94611

Thank you for your support!

REFERENCE: BP/AR 6520

ALBANY UNIFIED SCHOOL DISTRICT
Office of the superintendent
904 Talbot Avenue
Albany, California
559-6500

OVERNIGHT EXTENDED FIELD TRIP APPLICATION

To the Board of Education

Date of application: April 17, 2009

Teacher Making Application: Kermit Bankson

School: Albany High School

Class(es) involved: Albany High School Wrestling Team

Number of Students involved: 35

Dates of trip 12-17-09 through 12-21-09

General statement of proposed trip:

The Albany High School wrestling team has spent the past 20 years raising funds to compete at tournaments in different areas of the state and country. Los Angeles and the Hawaiian Islands have been their main destinations. The team has been an excellent representative for both Albany High School and the community of Albany. Our actions, both on and off the wrestling mat, have been met with many complimentary comments from all with whom we have made contact.

The trips have established a common bond between all the members of our team and have taught individual responsibility and the idea of groups working together towards achieving a common goal. The trips have allowed our students to experience the cultural differences that exist with our state and within the Mid Pacific Island communities. They have been a major highlight in each of the past 20 wrestling seasons.

Even though wrestling is a very physical sport the main goal of these trips has not been physical development. Goals of social development, emotional development, and cultural learning have always been achieved. Responsibility to ones self and the team have also been important learned goals.

The trip has included all members of our team , male and female, thus giving all students an equal opportunity under Title IX.

Before they may participate, in the scheduled trip, team members will be held responsible to meet the demands of their classroom teachers. Class assignments will be due prior to wrestlers being allowed to take part in the trip.

These trips have been a major learning experience for our students. Some of whom might, otherwise, never experience this type of learning environment.

REFERENCE: BP/AR6520

Overnight Extended Field Trip Application
Page 2 of 3

Proposed Itinerary: (Please be specific regarding dates, times and location)

December 17, 2009 - Leave for Los Angeles
December 18, 2009 - Colton Wrestling Tournament
December 19, 2009 - Colton Wrestling Tournament
December 20, 2009 - Disneyland
December 21, 2009 - Return to Albany

Estimated Cost of district:

None - wrestling fund raisers pay for trip

Estimated costs to Students:

Approximately - \$150

Names of Adult Sponsors:

Kermit Bankson - Head Wrestling coach
Tyrone Rose - Assistant Wrestling Coach
Phil Wanlin - Albany District Employee

REFERENCE BP/AR6520

Overnight Extended Field Trip Application
Page 3 of 3

Principal's Recommendation:

Est. Tam M. Ben 4/17/09
Principal's Signature Date

Superintendent's Recommendation:

Superintendent's Signature/ Date

Board Action:
(Required for overnight extended field trips outside of state)

Approved as Requested:

Approved with Following changes:

Superintendent's Signature/Date

REVISED: 10/28/91

ALBANY UNIFIED SCHOOL DISTRICT

EXTENDED FIELD TRIP BEYOND REGULAR SCHOOL HOURS
OVERNIGHT FIELD TRIP
OUT OF STATE FIELD TRIP

Page 1 of 4

MUST BE SUBMITTED FOUR WEEKS PRIOR TO FIELD TRIP

Date of Request: 4-04-09

Sponsoring Teacher(s): Peggy Carlock

School: Albany High

Class(es) Involved: Science Club

Grade Level(s): 10-12

Days and Dates of Trip: Wed 4/29 through May 6, 2009

Number of Students Involved: 5

Each adult will be assigned responsibility for 5 students
(Refer to page 4 for guidelines)

Day and Time of Departure: 4:30am 4/29/09

Day and Time of Return: ~9:00-10:30pm @ SFO
Drive to Albany arrive
~ 10:00 pm - 11pm

General Statement of Proposed Trip:

National Finals of the U.S. Dept. of Energy Science Bowl. Team won 1ST Place in our region.

Objectives to be Accomplished by Students:

Students will increase understanding of the connection of Research to School-Learned Science. Our goal is to perform in the Top 10 of schools in the Country. This has been achieved for the past 3 years, and Proposed Itinerary: it is unprecedented in AUSD's history. (Please be specific regarding dates, times and locations)

See attached itinerary - for each day.

Attachment

Estimated Costs to District:

- Substitute Teacher - 6 days
- Teacher Expenses - \$1015 (Airfare to D.C., lodging, meal ticket) (as per projections supplied to Ted Barone).
- Late Fee for 2 AP Natl. Exams (\$30)

Estimated Costs to Students:

Meals, ground transportation (shuttle), lodging plus souvenirs.
~\$195 (depends on food/snack needs & memorabilia).

Name of Adult Sponsors:

Peggy Carlock - Coach

MINIMUM GUIDELINES FOR ADULT SUPERVISION ON FIELD TRIPS

VEHICLE FIELD TRIPS	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:5
3-5	1:6
6-8	1:10
9-12	1:15

WATER TRIPS*	
<u>Grade</u>	<u>Adult/Student Ratio</u>
Pre K-2	1:3
3-5	1:5
6-8	1:8
9-12	1:10

*Excludes Albany Pool

FORMS TO BE SUBMITTED PRIOR TO FIELD TRIP:
(to be completed by ^{Assistant}Principal)

- K-12 FIELD TRIP PERMISSION FORM
- HIGH SCHOOL FIELD TRIP/CLASS ABSENCE FORM
- OVERNIGHT EXTENDED FIELD TRIP APPLICATION
- ASSUMPTION OF RISK AND WAIVER, RELEASE AND INDEMNITY AGREEMENT
(for a trip beyond regular school hours, Student participation in school sports and water trips)
- PERSONAL VEHICLE USE PERMISSION FORM
(for Vehicle Field Trips)

Attachment - Detailed Itinerary

P15

April 10, 2009

To: Albany High Champion Science Bowl Team Members and Parents
From: P. Carlock, Coach
Re: The US Dept. of Energy (DOE) National Science Bowl Competition, April 29 – May 7, 2009
National Finals Washington, DC AND Capitol Hill for a Congressional Reception

The U. S. Dept. of Energy (DOE), will host the National Science Bowl Competition for the high schools that won 1st Place at the regional events throughout the entire country. Approximately sixty-eight teams from across the United States will participate. As the First Place Regional Winners from the Lawrence Berkeley National Laboratory, our AHS team has won the opportunity to advance to the National Competition for the United States Finals. Students will travel to Washington, D. C. April 29, 2009, and return to school the following week on, Thursday, May 7. Family members are invited to attend, and they are required to research their own travel arrangements and accommodations. Parents are responsible to schedule and purchase their families' airline tickets, daily meals, ground transportation, and hotel reservations. Upon your arrival, you may pick up the program for the week, and I suggest that you use the map of the National 4-H Campus and walk to each competition room/auditorium. There is a strict policy that requires all team members remain on campus at all times. They may NOT get in their parent's car to go to dinner with the family. Attendance is mandatory at all events.

Teams will fly in and out of the airports in the metropolitan D. C. area as coordinated by the Oak Ridge National Laboratory in Oakridge, Tennessee. (This is also a DOE facility.) The Oak Ridge Institute for Science and Education (ORISE) will coordinate air travel and lodging accommodations. I will not receive this information or the flight itinerary until our tickets have been purchased by ORISE. The tickets are purchased by the DOE, but ORISE reports that if you miss the flight the airlines will charge a late fee if you change to another flight. Please arrive at the airport 1.5 hours before the actual flight time. The team must depart on time so as to avoid late charges. Parents are responsible for making alternate arrangements and for insuring their son's/daughter's safe travel if they miss the flight.

Wednesday, April 29, 2009 Departure and Schedule of Events

Parents are required to drive students to the San Francisco airport – or students may travel with Joyce Kessler/Meiling Lincoff, registered AUSD fieldtrip drivers. If they are unable to drive, our backup is that we will rent a van/take a shuttle for the trip to SFO, and we will divide the cost among the team members. We have mailed our biographies, team registration forms, medical information and pictures to Washington, D.C. The U. S. Dept. of Energy travel agent will contact us as soon as all of these documents are processed. They will book our flight reservations and notify me of the itinerary. I have not received this information yet, but I will pass this information along as soon as it arrives.

Upon our arrival in D.C., we will travel to the National 4-H Conference Center at 7100 Connecticut Avenue, in Chevy Chase, Maryland. We'll travel from the airport via shuttle service (cost again shared by team members). For the return trip, transportation (buses) will be arranged to transport our team from the dormitory site back to the airport at the end of the competition. The team members will pay for all shuttle costs. The 4-H Center is a college campus-like setting that includes dormitory-style sleeping rooms. Most students will share a room, and there may be from three to five persons per room. Due to the large number of students being housed, some of our students may share a room with students from another city. For example: our female students typically share their room with females from another school (and AHS males with males from other schools). Lodging (except for the first travel day) and meals (except for travel days) are provided for the students. See details below.

Registration and Check-in

Cell phones are advised for the trip. There will be no time to telephone parents from our rooms or via pay phones until late in the day. Please do not expect students to telephone you as soon as we have arrived (if they have a cell phone, we may have time for telephone calls from the airport.) Also, please instruct your son/daughter to use the payphone (or cell phone), because the calls made from rooms may be billed to Albany High. The room fee does not include telephone calls. **Parents — Ask your son/daughter to Not Use Room Phones.**

Phone Numbers

If parents have an urgent need, the 24-hour general contact number for the Conference Center is 301-961-2801. It's like a hotel. I have given my cell phone number, to the team members so that they may contact me anytime while we are in DC area. Parents who attended the regional competition already have these numbers. Please ask your son/daughter for my number if you have misplaced it.

Thursday, April 30 – Saturday, May 2, Events

Various group activities are planned for Thursday morning and afternoon. A bus tour of the monuments is planned for the evening. Additional activities, seminars, and tours of historical places are planned for Friday and all day Saturday — in addition to preliminary competition events. Friday morning, our DOE buses will take the students around the city to visit historical sites of interest, the monuments and the many museums. Students may need spending money for this excursion. The team will be sequestered behind closed doors on Saturday morning for the experimental exam phase. (No audience is allowed in this room.) Once the hands-on competition is completed on Saturday, the Science Seminars begin. The main competition resumes all day

Sunday (until as late as 9:30pm) and Monday. Families should therefore plan to be with the team all day – both of these days. Parents have asked me which days are best for them to tour the city on their own, and I'd suggest that families arrive Thursday evening, so that they may tour DC on Friday and Saturday. For those familiar with DC (who wish to remain in Bay Area until the actual competition), I suggest that you depart Friday evening, because you will need Saturday to sleep and/or orient yourselves to the routines listed in the program. See attached itinerary.

Sunday, May 3, Events In the last few years, we have advanced to the "Sweet 16" or the final 16 remaining teams. They continue to have matches after dinner. This round is played late Sunday night and may not be completed until 9:30pm. If we are fortunate to repeat this performance, we'll qualify to move on to the "Elite 8". Please be available at that time for the Secret Service to interview you; they must conduct a background check on all team members and coaches before morning. Members of the President Obama's Cabinet, Senators and Congressmen will be in attendance watching the final rounds on Monday. The final 8 teams will compete on Monday, May 4, 2009.

Competition Locations – Before Monday

The preliminary rounds of the competition will take place in the conference rooms at the National 4-H Conference Center. (See address above.) Parents and other family members who are staying in nearby hotels should allow travel time to the 4-H Center. Parents and other family members must secure their own transportation to the 4-H Center in Maryland. Many of the dorm rooms are above the conference rooms which are on the ground floor.

Monday, May 4, Travel to the National Building Museum for the Semi-Final and Final Rounds of Competition — Guess What! !! This is the grand ballroom in the National Museum which President Obama's Inaugural Ball was held.

All teams will travel by buses provided by the Dep't. of Energy to the National Building Museum for the final rounds of the competition, followed by a banquet, Keynote Address and Presentation of Awards. Last year, the teams then traveled to Capitol Hill for a Congressional Reception in the Cannon Caucus Room. After meeting with Congressmen and Members of the President's Cabinet, buses will transport us back to the 4-H Center. Please adhere to the dress code for this special event – black pants required.

Reminder: We are the guests of the U. S. Dept. of Energy, and we will adhere to their guidelines for group excursions, behavior, and time-lines (curfews). Students will be chaperoned in small groups (5-10) with 1 to 2 adults in charge. Once assigned to a group, the group members must stay together. Students will have free time on the mall at museums. Do NOT take off on your own.

Room Assignments: Rooms have been reserved for the Albany High Science Bowl Team – males and females are assigned to different rooms. Depending on how the numbers work out, our students may share a room with students from another school. Team members will adhere to the DOE curfew and guidelines and the overnight field trip procedures for the Albany Unified School District Overnight Field Trips. You'll have some time in the rooms for homework or games. Room checks will be made by coaches: Ms. Carlock (females) and Mr. Ken Carlock, Jr. (males). There is a one night room cost for students, approximately \$135; the remainder is paid by DOE.

Important Note: Some parents worry considerably when the time isn't nailed down precisely. Students, you know whether your parents require a phone call in the event of time delays or changes. It is the responsibility of the parent and the student to make an arrangement for telephone contact, and it is each student's responsibility to comply with their parents' request. Bring a cell phone or whatever you need to do to keep your parents informed, as frequently as they require.

Students will need warm clothing while outside and good walking shoes. Bring an extra pair of socks in case you get wet; it may rain. I suggest that you wear layers, so that you can peel them indoors. Pack light, because you will carry this luggage on the buses that transport you to the competition sites and the airport for the return trip.

Return the lower portion of this page.

My signature below indicates that I understand the foregoing information regarding the room arrangements, telephone procedures, curfews, transportation and other activities, money for snacks, souvenirs and pay-telephones. I understand that I am fully responsible for my child's transportation to the airport before departure to D.C. and from the airport to my home after the students return to Albany. If my child travels with aforementioned drivers, I will pick my child up at the driver's home upon the team's return from Washington D.C.

PRINT STUDENT'S NAME	Home Phone #	Cell Phone #
PRINT Parent's NAME	Home Phone #	Cell Phone #

Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186(d)]

District: ALBANY UNIFIED SCHOOL DISTRICT

Person completing this form: Marla Stephenson Title: Superintendent

Quarterly Report Submission Date: X April 2008
 (check one) July 2008
 October 2008
 January 2009

Date for information to be reported publicly at governing board meeting: May 5, 2009

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignment	0	0	0
Facilities Conditions	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTALS	0	0	0

Marla Stephenson
 Print Name of District Superintendent

 Signature of District Superintendent

May 5, 2009
 Date

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

ITEM: APPROVAL OF A \$2,500.00 DONATION FOR ALBANY HIGH SCHOOL EXPENDITURES

PREPARED BY: Laurie Harden, Assistant Superintendent for Business Services

TYPE OF ITEM: APPROVE THE \$2,500.00 DONATION

BACKGROUND INFORMATION:

Marcia Condon is making a donation of \$2,500.00 to Albany High School. The donation is earmarked for school site expenditures.

FINANCIAL INFORMATION: No Fiscal Impact

RECOMMENDATION:

Approve the \$2,500.00 donation from Marcia Condon

<p>ALBANY UNIFIED SCHOOL DISTRICT BOARD AGENDA BACKUP</p> <p>Regular Meeting of May 5, 2009</p>

ITEM: Discuss Albany Unified School District Emergency Plans for Pandemic Flu

PREPARED BY: Marla Stephenson, Superintendent *MS*

TYPE OF ITEM: Review and Discussion

BACKGROUND INFORMATION:

The 2009 Influenza A H1N1 (no longer referred to as Swine Flu) has infiltrated Alameda County as of April 30, 2009. Santa Clara and San Francisco have declared local emergencies. The Public Health Department focus of strategy is moving from case finding and counting to the support of the medical system with anti-viral supplies and other resources. The pandemic significance is that it is a new virus to which the U.S. population does not have immunity. The virus appears to be transmissible from human-to-human. The good news is that the virus is behaving in a way that suggests an overwhelmingly mild clinical manifestation, and it is responsive to anti-viral medications.

The school district has responded to the outbreak of A H1N1 by stepping up restroom and water fountain disinfecting to three times per day. Teachers are demonstrating proper hand washing techniques to students. They are also reviewing proper hygiene procedures when dealing with the common cold. Food services have suspended the use of salad bars for the duration of the outbreak.

The District Office is being briefed daily by Alameda County Superintendent of Schools, Sheila Jordan. The District has reviewed its emergency plans for school closure. All phone trees have been updated and procedures put into place for notifying parents, city, county and media should a school closure be necessary. At this point school closures are lasting seven days. If a school is closed all necessary maintenance and custodial personnel will be reassigned to the closed school. The entire school will be cleaned and disinfected.

FINANCIAL INFORMATION: Unknown at this time.

<p>RECOMMENDATION: Discuss Albany Unified School District Emergency Plans for Pandemic Flu</p>

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

ITEM: Allocation of 2005 Parcel Tax –Librarians and Mental Health
PREPARED BY: Marla Stephenson, Superintendent *MS*
TYPE OF ITEM: Approve

BACKGROUND INFORMATION:

With the uncertainty of the AUSD 2009-10 budget, the 2005 Parcel Tax provides the Board flexibility to back-fill general fund reductions. That being said, the 2005 Parcel Tax language states that the funds will be used to provide a full time librarian at each school site. I am advising that the Board honor the language and allocate a full time librarian at each school site. The additional cost is \$226,630. I am also recommending that the Board allocate \$129,091 to support an expanded mental health program that will include Albany Middle School and MacGregor High School as well as continue services at Albany High School.

FINANCIAL INFORMATION: Allocate \$355,721 out of the 2005 Parcel Tax.

RECOMMENDATION: Approve the Allocation of \$355,721 out of the 2005 Parcel Tax to provide a full time Librarian at each school site and support the secondary mental health program.

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

ITEM: Waive first reading and Adopt Board Policy Update/Revision
Section 0000 – Philosophy-Goals-Objectives, and Comprehensive
Plans

PREPARED BY: Marla Stephenson, Superintendent 

TYPE OF ITEM: Approve

BACKGROUND INFORMATION:

Per Education Code the Governing Board shall adopt written policies to convey its expectations for actions that will be taken in the district, clarify roles and responsibilities of the Board and Superintendent, and communicate Board philosophy and positions to the students, staff, parents/guardians and the community. Board policies are binding on the district to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements.

Pursuant to Governing Board Bylaws, staff members shall regularly review Governing Board policies, administrative regulations, and exhibits to compare them against the latest sample materials from California School Boards Association (CSBA). After comparison, appropriate updates and revisions are presented for Governing Board consideration for appropriate action as recommended by staff.

RECOMMENDATION:

It is recommended that the Governing Board:
(1) Waive the first reading and adopt the following board policies, administrative regulations and/or exhibits proposed for revision or deletion in response to recommendations by the California School Boards Association. (CSBA)

Philosophy-Goals-Objectives and Comprehensive Plans
0000

NO.	Title	Reason for Update	Action
BP/AR 0000	Vision	Policy reorganized and updated	Replace BP/AR
BP 0005	School Organization	Policy reorganized	Replace BP
BP 0100	Philosophy	Policy reorganized and updated	Replace BP
BP 0200 a-d	Goals for the School District	Technical revision. Policy reorganized and updated	Replace BP
BP 0400 a-b	Comprehensive Plans	New policy	Add BP
BP 0410 a-c	Nondiscrimination in District Programs and Activities	Technical revision. Policy reorganized and updated	Replace BP
BP /AR 0420 a-d	School Plans/Site Councils	Technical revision. Policy reorganized and updated	Replace BP/AR
BP 0430 a-b AR 0430 a-c	Comprehensive Local Plan for Special Education	Technical revision. Policy reorganized and updated	Replace BP/AR
BP 0440	District Technology Plan	New policy	Add BP
BP 0450 a-b AR 0450 a-e	Comprehensive Safety Plan	New policy	Add BP/AR
BP 0510 a-c	School Accountability Report Card	New policy	Add BP

Philosophy-Goals-Objectives, and Comprehensive Plans

BP 0000

VISION

Note: The following **optional** policy uses the term "vision" as a generic term to describe any types of documents (e.g., vision statement, mission statement, etc.) that the Board of Education might adopt to set a direction for the district.

In order to provide a clear focus for district programs, activities and operations, the Board of Education shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives, and/or comprehensive plans.

- (cf. 0100 - Philosophy)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0400 - Comprehensive Plans)*
- (cf. 9000 - Role of the Board)*

The Superintendent or designee shall recommend an appropriate process for establishing and/or reviewing the district's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district vision statements at least every three years or whenever a new Board member or Superintendent joins the district. Following these reviews the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

- (cf. 0500 - Accountability)*
- (cf. 1100 - Communication with the Public)*

Management Resources:

- CSBA PUBLICATIONS
- Maximizing School Board Leadership: Vision, 1996
- WEB SITES
- CSBA: <http://www.csba.org>

Policy
adopted:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0000

VISION

The Superintendent or designee shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district
3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)

4. Board adoption of district vision statements at a public meeting

As part of this process, the Superintendent or designee may provide the Board of Education with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)

Regulation
approved:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0005

SCHOOL ORGANIZATION

The Board of Education recognizes that the grouping of grades and services within the facilities of the district can assist the efficient operation of the district and help achieve a more effective instructional program.

The schools of this district shall be organized as follows:

Elementary school(s)	Grades K through 5
Middle school	Grades 6 through 8
High school(s)	Grades 9 through 12

An adult school and a children's center shall be maintained and operated by the district in accordance with law.

Modifications in the organizational plan of the schools may be made only upon the recommendation of the Superintendent and the approval of the Board.

*Legal Reference:*EDUCATION CODE

8200-8216. Chapter 2. Child Care and Development Services Act

35351 Discrimination

CODE OF REGULATIONS, TITLE 5

14001-14043

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0100(a)

PHILOSOPHY

As part of its responsibility to establish a guiding vision for the district, the Board of Education shall develop and regularly review a set of fundamental principles which describes the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 9000 - Role of the Board)

Note: Districts are encouraged to replace or supplement the philosophical statements below with those that reflect their own locally developed philosophical statements.

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. A safe, nurturing environment is necessary for learning.
4. Parents/guardians have a right and an obligation to participate in their child's schooling.
5. Students and staff respond positively to high expectations and recognition for their accomplishments.
6. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
7. The diversity of the student population and staff enriches the learning experience for all students.
8. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.
9. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
10. The community provides an essential resource to the educational program.
11. Effective communication with all stakeholders helps build support for the schools.

BP 0100(b)

PHILOSOPHY (continued)

12. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

*Legal Reference:*EDUCATION CODE*51002 Local development of programs based on stated philosophy and goals**51019 Definition of philosophy**Management Resources:*CSBA PUBLICATIONS*Maximizing School Board Leadership: Vision, 1996*

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0200(a)

GOALS FOR THE SCHOOL DISTRICT

As part of the Board of Education's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement and needs of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities and shall be limited in number so as to be reasonably achievable within established timelines.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

Note: Items #1-14 below list areas of consideration in the development of goals. Districts are encouraged to replace the list with their own locally developed goals.

When developing the district's goals, the Board shall consider the following areas:

1. Developing curriculum, assessments, and instructional materials that are aligned with the state's content standards, frameworks, and assessments

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

2. Maintaining safe and orderly campuses which promote learning

(cf. 0450 - Comprehensive Safety Plan)

3. Ensuring that all students achieve proficiency in essential areas of skill and knowledge and attain the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6146.1 - High School Graduation Requirements)

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

(cf. 6178 - Career Technical Education)

4. Providing for the specialized needs of identified groups of students, including providing necessary support and intervention programs and closing the gap between low-achieving and high-achieving students

(cf. 5149 - At-Risk Students)

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

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

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6179 - Supplemental Instruction)

GOALS FOR THE SCHOOL DISTRICT (continued)

5. Providing a system of shared accountability for student achievement with clear performance standards and consequences

(cf. 0510 - School Accountability Report Card)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 9400 - Board Self-Evaluation)

6. Promoting student health, nutrition, and physical activity in order to enhance learning

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5030 - Student Wellness)
(cf. 6142.7 - Physical Education)
(cf. 6142.8 - Comprehensive Health Education)

7. Developing each student's self-respect, respect for others, appreciation for diversity, and sense of personal responsibility

(cf. 5137 - Positive School Climate)
(cf. 6141.6 - Multicultural Education)
(cf. 6142.3 - Civic Education)

8. Maintaining fiscal integrity for the district and aligning resources to instructional needs and priorities for student achievement

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

9. Improving the organization, management, and decision-making structure and capabilities of the district to better support the education of students

(cf. 0420.5 - School-Based Decision Making)
(cf. 2000 - Concepts and Roles)

10. Providing and maintaining facilities to meet the needs of present and future students

(cf. 7000 - Concepts and Roles)
(cf. 7110 - Facilities Master Plan)

11. Maintaining positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the schools

BP 0200(c)

GOALS FOR THE SCHOOL DISTRICT (continued)

(cf. 1100 - Communication with the Public)
(cf. 1113 - District and School Web Sites)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

Each goal shall include measurable standards, performance indicators, and benchmarks that can be used to determine the district's progress toward meeting that goal.

The Superintendent or designee shall, with the involvement of district and school site staff, develop a strategic plan containing short-term objectives, actions, and timelines designed to enable the district to achieve its long-term goals. The Superintendent or designee shall also ensure that district improvement plans and reform efforts are aligned with the district's goals.

(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 0520.1 - High Priority Schools Grant Program)
(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 0520.3 - Title I Program Improvement Districts)
(cf. 0520.4 - Quality Education Investment Schools)
(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that these goals are communicated to staff, parents/guardians, students, and the community and that those groups are given an opportunity to provide feedback to the district about the goals.

Monitoring and Evaluation

Note: The following section should be modified to reflect district practice. In order to help ensure that the Board's meetings are focused on the district's goals for student achievement, CSBA's Agenda Online program allows items from the Board meeting agenda to link to specific district goals.

The Board shall regularly monitor the progress of the district's efforts in achieving the goals. To that end, the Superintendent or designee shall provide the Board with the necessary data and analysis to help the Board evaluate the effectiveness of the district's efforts. These data shall include an analysis of the progress based on the performance indicators and benchmarks for each goal, as well as other measures of student achievement, such as the Academic Performance Index, Adequate Yearly Progress, student attendance, and graduation rates.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9322 - Agenda/Meeting Materials)

BP 0200(d)

GOALS FOR THE SCHOOL DISTRICT (continued)

If the Board determines that sufficient progress is not being made toward a particular goal, the Board and Superintendent shall determine what types of additional district resources and support should be provided so that progress in increasing student achievement can be made. District goals shall be revised as necessary.

*Legal Reference:*EDUCATION CODE33127-33129 *Standards and criteria for fiscal accountability*33400-33407 *CDE evaluation of district programs*44660-44665 *Evaluation of certificated employees*51002 *Local development of programs based on stated philosophy and goals*51020 *Definition of goal*51021 *Definition of objective*51041 *Evaluation of the educational program*52050-52059 *Public Schools Accountability Act*64000-64001 *Consolidated application process*CODE OF REGULATIONS, TITLE 515440-15463 *Standards and criteria for fiscal accountability*UNITED STATES CODE, TITLE 206311 *Accountability, adequate yearly progress*6312 *Local educational agency plan**Management Resources:*CSBA PUBLICATIONS*Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007**Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. 2006**Maximizing School Board Governance: Vision, 1996*WEB SITESCSBA: <http://www.csba.org>

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>California Department of Education: <http://www.cde.ca.gov>

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0400(a)

COMPREHENSIVE PLANS

The Board of Education believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0500 - Accountability)
(cf. 1112 - Media Relations)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3543 - Transportation Safety and Emergencies)
(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)
(cf. 6171 - Title I Programs)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 7110 - Facilities Master Plan)

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

(cf. 0420.5 - School-Based Decision Making)
(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent or designee and/or the Board.

(cf. 0420 - School Plans/Site Councils)
(cf. 0420.1 - School-Based Program Coordination)

Legal Reference: (see next page)

COMPREHENSIVE PLANS (continued)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0410(a)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

Note: Discrimination in education programs and activities is prohibited by state and federal law. Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7) prohibits discrimination on the basis of race, color and national origin. Title IX (20 USC 1681-1688) prohibits discrimination on the basis of sex. The Americans with Disabilities Act (ADA) (42 USC 12101-12213) and Section 504 of the Vocational Rehabilitation Act of 1973 (29 USC 794) prohibit discrimination on the basis of disability. State law, Government Code 12940, prohibits employers from discriminating on the basis of all categories listed below, including discrimination on the basis of sexual orientation. Government Code 11138 **mandates** districts to adopt rules and regulations to carry out the intent of this nondiscrimination provision. Education Code 220 also prohibits discrimination on the basis of sexual orientation in all programs and activities in public schools. The Office for Civil Rights (OCR) of the U.S. Department of Education has authority to enforce federal laws in all programs and activities that receive federal funds. The California Department of Education may also investigate complaints regarding discrimination through the Uniform Complaint Procedure, see BP/AR 1312.3 - Uniform Complaint Procedures.

Education Code 260 and the implementing regulations at 5 CCR 4900-4965 specify that the Board has primary responsibility for ensuring that district programs and activities are free from discrimination on the basis of both sex and gender, among other categories. 5 CCR 4910 defines "sex" as the biological condition or quality of being a female or male human being. "Gender," pursuant to 5 CCR 4910, is defined as a person's actual sex or perceived sex and includes a person's perceived identity, appearance or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth. In accordance with those definitions, the following paragraph lists both "sex" and "gender" as prohibited categories of discrimination.

The Board of Education is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 6145.2 - Athletic Competition)

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

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

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

Note: Pursuant to 28 CFR 35.130 and 35.160, the ADA requires school districts to provide services and aids to ensure that a disabled individual is not excluded from participation or denied a benefit, service or program on the basis of a disability. However, if the district can show that providing such aids and services would fundamentally alter the nature of the function, program or meeting, or would be an undue burden, then the district need not provide them.

In addition, Government Code 54953.2, as added by AB 3035 (Ch. 300, Statutes of 2002), requires that all Board meetings meet the protections of the ADA and implementing regulations (28 CFR 35.160, 36.303). The district is required to ensure that the meeting is accessible to persons with disabilities and, upon request, to provide disability-related accommodations, such as auxiliary aids and services.

BP 0410(b)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Note: Pursuant to 34 CFR 104.8 and 106.9, a district that receives federal aid is required to take "continuing steps" to notify students, parents/guardians, employees, employee organizations and applicants for admission and employment that it does not discriminate in its educational programs or activities.

The Superintendent or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin, catalog, application form or other recruitment materials distributed to these groups. (34 CFR 104.8, 106.9)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Note: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in English or the primary language. In addition, the No Child Left Behind Act (20 USC 6311 and 6312) requires that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.

In compliance with law, the district's nondiscrimination policy shall be published in the individual's primary language to the extent practicable.

(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

BP 0410(c)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

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

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

*Management Resources:*U.S. DEPARTMENT OF EDUCATION, OFFICE OF CIVIL RIGHTS PUBLICATIONS*Protecting Students from Harassment and Hate Crime, January, 1999**Notice of Non-Discrimination, January, 1999**Nondiscrimination in Employment Practices in Education, August, 1991*WEB SITESU.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>CDE: <http://www.cde.ca.gov>Safe Schools Coalition: <http://www.casafeschoolscoalition.org>Pacific Disability and Business Technical Assistance Center: <http://www.pacdbtac.org>Policy
adopted:**ALBANY UNIFIED SCHOOL DISTRICT**
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0420(a)

SCHOOL PLANS/SITE COUNCILS

When required by law or determined to be a useful tool to accomplish district and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0400 - Comprehensive Plans)*
- (cf. 0420.5 - School-Based Decision Making)*
- (cf. 1220 - Citizen Advisory Committees)*
- (cf. 1431 - Waivers)*
- (cf. 6020 - Parent Involvement)*

Single Plan for Student Achievement

Note: School site councils are required to develop a single plan for student achievement to consolidate the school plans required for (1) the state and federal categorical programs included in the consolidated application pursuant to Education Code 64000-64001; (2) purposes funded under the Pupil Retention Block Grant and School and Library Improvement Block Grant pursuant to Education Code 41506-41507 and 41571-41572; and (3) the Quality Education Investment Act pursuant to Education Code 52055.700-52055.770, as added by SB 1133 (Ch. 751, Statutes of 2006). See the accompanying administrative regulation and the California Department of Education's A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils for additional information regarding development of the single plan and required content of the plan.

The Superintendent or designee shall ensure that a single plan for student achievement is prepared by the school site council as required by law for each school participating in specified state and/or federal categorical programs. (Education Code 41507, 41572, 52055.755, 64001)

- (cf. 0420.1 - School-Based Program Coordination)*
- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 0520.1 - High Priority Schools Grant Program)*
- (cf. 0520.2 - Title I Program Improvement Schools)*
- (cf. 0520.4 - Quality Education Investment Schools)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 4131 - Staff Development)*
- (cf. 4139 - Peer Assistance and Review)*
- (cf. 5147 - Dropout Prevention)*
- (cf. 5148.1 - Child Care Services for Parenting Students)*
- (cf. 6142.91 - Reading/Language Arts Instruction)*
- (cf. 6163.1 - Library Media Centers)*
- (cf. 6164.2 - Counseling/Guidance Services)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Education for English Language Learners)*
- (cf. 6190 - Evaluation of the Instructional Program)*

Note: Pursuant to Education Code 64001, the district may, at its discretion, choose to include any other school plan in the single plan for student achievement. The following paragraph is **optional**.

BP 0420(b)

SCHOOL PLANS/SITE COUNCILS (continued)

Whenever feasible, any other school plan may be incorporated into the single plan for student achievement.

Note: The following **optional** paragraph may be revised to reflect district practice.

The Superintendent or designee shall review each school's single plan and ensure that it has been developed and approved by a properly constituted school site council, meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board of Education his/her recommendations for plan approval or recommendations regarding any subsequent material revisions of the plan.

The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)

Note: The following **optional** paragraph may be revised to reflect district practice.

The Superintendent or designee shall ensure that principals and members of each site council receive training on the roles and responsibilities of the site council. To the extent necessary, he/she shall ensure that site councils receive the resources necessary in order to perform their role effectively.

School Site Block Grants

Note: Uncodified AB 1802 (Ch. 79, Statutes of 2006), Sec. 43, allocates state budget funds to school districts for the purpose of school site block grants, including block grants to locally funded charter schools that have students currently enrolled. The following section reflects the purposes of this one-time funding and the approval process. See the accompanying administrative regulation for allowable uses of these funds.

Upon receipt of state funding for school site block grants, the Board shall allocate the funds to district schools on an equal per-pupil basis. (AB 1802, Sec. 43, Statutes of 2006)

The school's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)

Note: The following **optional** paragraph may be revised to reflect district practice.

SCHOOL PLANS/SITE COUNCILS (continued)

The Board encourages school site councils to fund the highest priority needs identified in school improvement plans. The school site council shall provide the Superintendent or designee and the Board with a written proposal that includes a statement of the identified need(s) and how the funds will be used to enhance the educational program.

Before the funds are encumbered or expended, the Board shall approve the site council's proposed use of the funds. If the Board does not approve the proposed use, the Board shall inform the school site council of the reasons for disapproval and request that the council review and revise its proposal. (AB 1802, Sec. 43, Statutes of 2006)

Note: If the school site council and Board are unable to agree on the use of the funds by May 1, 2007, the dispute shall be immediately submitted to the County Board of Education, which shall resolve the dispute within 30 days of submission. The County Board's decision will be final.

*Legal Reference:*EDUCATION CODE

52-53 *Designation of schools*
 8240-8244 *General child care and development programs*
 8750-8754 *Conservation education*
 18100-18203 *School libraries*
 32228-32228.5 *School safety and violence prevention*
 33133 *Information guide for school site councils*
 35147 *Open meeting laws exceptions*
 41500-41573 *Categorical education block grants*
 44500-44508 *Peer Assistance and Review Program*
 44520-44534 *New Careers Program*
 48400-48403 *Compulsory continuation education*
 48430-48438 *Continuation education*
 48660-48667 *Community day schools*
 51745-51749.3 *Independent study*
 51760-51769.5 *Work experience education*
 51870-51874 *Educational technology*
 52053-52055.55 *Immediate Intervention/Underperforming Schools Program*
 52055.600-52055.662 *High Priority Schools Grant Program*
 52055.700-52055.770 *Quality Education Investment Act*
 52176 *Advisory committees*
 52200-52212 *Gifted and Talented Education Program*

Legal Reference continued: (see next page)

SCHOOL PLANS/SITE COUNCILS (continued)*Legal Reference: (continued)*EDUCATION CODE (continued)

52300-52346 Regional occupational centers

52500-52617 Adult education, including:

52610-52616.24 Adult education finances

52800-52887 School-Based Program Coordination Act

52890 Qualifications and duties of outreach consultants

54000-54028 Educationally Disadvantaged Youth Programs

54100-54145 Miller-Unruh Basic Reading Act

54425 Advisory committees (compensatory education)

54650-54659 Education Improvement Incentive Program

54740-54749.5 California School Age Families Education Program

56000-56867 Special education

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

52012 Establishment of school site council

52014-52015 School plans

HEALTH AND SAFETY CODE

104420 Tobacco use prevention

MILITARY AND VETERANS CODE

500-520.1 California Cadet Corps

AB 1802 UNCODIFIED 2006 STATUTE

43 School site block grants

CODE OF REGULATIONS, TITLE 5

3930-3937 Compliance plans

UNITED STATES CODE, TITLE 20

6312-6319 Title I programs; plans

6421-6472 Programs for neglected, delinquent, and at-risk children and youth

6601-6651 Teacher and Principal Training and Recruitment program

6801-7014 Limited English proficient and immigrant students

7101-7165 Safe and Drug-Free Schools and Communities

7341-7355c Rural Education Initiative

*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils, April 2006*WEB SITES

California Department of Education, Single Plan for Student Achievement:

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>Center for Comprehensive School Reform and Improvement: <http://www.centerforcsri.org>U.S. Department of Education: <http://www.ed.gov>

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0420(a)

SCHOOL PLANS/SITE COUNCILS**School Site Councils**

Note: Pursuant to Education Code 41507 and 41572, as a condition of receiving funding under the Pupil Retention Block Grant and/or School and Library Improvement Block Grant, districts must have a school site council or advisory committee as described in repealed Education Code 52012, as that statute read on January 1, 2004.

When required for participation in any categorical program, each district school shall establish a school site council or advisory committee. (Education Code 41507, 41572, 52852, 64001)

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians of students attending the school chosen by other such parents/guardians, or community members chosen by the parents/guardians as representatives

Note: Item #5 below applies to secondary schools only. Pursuant to Education Code 52 and 53, secondary schools include high schools and junior high schools.

5. In secondary schools, students attending the school chosen by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. For secondary school site councils, the remaining half shall be equal numbers of parents/guardians (or parent/guardian representatives) and students. (Education Code 41507, 41572, 52852)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52055.620, 52176, 52870, 54425; 5 CCR 3932)

(cf. 0520.1 - High Priority Schools Grant Program)

AR 0420(b)

SCHOOL PLANS/SITE COUNCILS (continued)

Note: Pursuant to Education Code 35147, school site councils and some advisory committees are exempt from open meeting law requirements (Brown Act), but must comply with other, less complex procedural requirements as specified. These procedural requirements are detailed in AR 1220 - Citizen Advisory Committees.

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

Note: The following section reflects requirements pertaining to the development of a single plan for student achievement required for (1) the state and federal categorical programs included in the consolidated application pursuant to Education Code 64000-64001; (2) purposes funded under the Pupil Retention Block Grant and School and Library Improvement Block Grant pursuant to Education Code 41506-41507 and 41571-41572; and (3) the Quality Education Investment Act pursuant to Education Code 52055.700-52055.770, as added by SB 1133 (Ch. 751, Statutes of 2006). To assist schools with the development of the single plan for student achievement, the California Department of Education (CDE) has developed [A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils](#) which is available on the CDE's web site.

In order for a school to participate in any state or federal categorical program specified in Education Code 41506, 41571, 52055.700, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. If the school does not have a school site council, a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed above shall fulfill these responsibilities. (Education Code 41507, 41572, 52055.755, 64001)

- (cf. 0420.1 - School-Based Program Coordination)*
- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 0520.1 - High Priority Schools Grant Program)*
- (cf. 0520.2 - Title I Program Improvement Schools)*
- (cf. 0520.4 - Quality Education Investment Schools)*
- (cf. 3513.3 - Tobacco-Free Schools)*
- (cf. 4131 - Staff Development)*
- (cf. 4139 - Peer Assistance and Review)*
- (cf. 5147 - Dropout Prevention)*
- (cf. 5148.1 - Child Care Services for Parenting Students)*
- (cf. 6142.91 - Reading/Language Arts Instruction)*
- (cf. 6163.1 - Library Media Centers)*
- (cf. 6164.2 - Counseling/Guidance Services)*
- (cf. 6171 - Title I Programs)*
- (cf. 6174 - Education for English Language Learners)*

AR 0420(c)

SCHOOL PLANS/SITE COUNCILS (continued)

The single plan for student achievement shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

The plan shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the school's means of evaluating progress toward accomplishing those goals
3. Identify how state and federal law governing these programs will be implemented

Note: The CDE's A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils clarifies that integrating multiple planning processes into the single plan does not eliminate any specific planning elements required for individual categorical programs, as provided below. For example, see AR 0420.1 - School-Based Program Coordination for plan requirements of that program and the section on "School Plans for Categorical Block Grants" below for additional information regarding plan requirements for categorical block grants.

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

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for the single plan. (Education Code 64001)

(cf. 6171 - Title I Programs)

Note: The CDE's A Guide and Template for the Single Plan for Student Achievement: A Handbook for School Site Councils suggests the following steps for the school site council when developing the single plan. Items #1-5 below are **optional**.

In developing or revising the single plan, the school site council shall:

1. Measure the effectiveness of current improvement strategies at the school

The school site council shall analyze student performance based on state and local data, identify significant low performance among all student groups, and analyze

AR 0420(d)

SCHOOL PLANS/SITE COUNCILS (continued)

instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting academic standards.

(cf. 6011 - Academic Standards)

2. Seek input from other school advisory committees as appropriate
3. Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures
4. Revise improvement strategies and expenditures

The school site council shall specify actions to be taken, dates by which actions are to be started and completed, expenditures needed to implement the action, the funding source, anticipated annual performance growth for each student group, and the means that will be used to evaluate progress toward each goal.

5. Approve and recommend the plan to the Board of Education

School Plans for Categorical Block Grants

Note: The following **optional** paragraph is for use by districts applying for funding under the School and Library Improvement Block Grant, Education Code 41570-41573. Education Code 41572 requires that the school plan incorporate the requirements of Education Code 18181 pertaining to a districtwide library plan, as that repealed section read on January 1, 2004.

Any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)

The student retention and/or school and library improvement plans shall be incorporated into the school's single plan for student achievement as described in the above section. (Education Code 41507, 41572)

Regulation
approved:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0430(a)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Board of Education desires to provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

- (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)

Note: Education Code 56195.1 requires a local plan for the education of all individuals with disabilities residing in the district. This plan may be developed in conjunction with other districts (Option 1 below) or by a single district (Option 2).

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

- (cf. 1220 - Citizen Advisory Committees)*
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the SELPA.

The Superintendent or designee shall extend the district's full cooperation to the SELPA.

Legal Reference: (see next page)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)*Legal Reference:*EDUCATION CODE

56000-56001 *Education for individuals with exceptional needs*
 56020-56035 *Definitions*
 56040-56046 *General provisions*
 56048-56050 *Surrogate parents*
 56055 *Foster parents*
 56060-56063 *Substitute teachers*
 56170-56177 *Children enrolled in private schools*
 56190-56194 *Community advisory committees*
 56195-56195.10 *Local plans*
 56205-56208 *Local plan requirements*
 56213 *Special education local plan areas with small or sparse populations*
 56240-56245 *Staff development*
 56300-56385 *Identification and referral, assessment, instructional planning*
 56440-56447.1 *Programs for individuals between the ages of three and five years*
 56500-56508 *Procedural safeguards, including due process rights*
 56520-56524 *Behavioral interventions*
 56600-56606 *Evaluation, audits and information*
 56836-56836.05 *Administration of local plan*

GOVERNMENT CODE

7579.5 *Surrogate parent, appointment, qualifications, liability*
 95000-95029 *California Early Intervention Services Act*

WELFARE AND INSTITUTIONS CODE

361 *Limitations on parental control*
 726 *Limitations on parental control*

CODE OF REGULATIONS, TITLE 5

3000-3089 *Regulations governing special education*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act*

UNITED STATES CODE, TITLE 29

794 *Rehabilitation Act of 1973, Section 504*

UNITED STATES CODE, TITLE 42

12101-12213 *Americans with Disabilities Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 *Inspection, review and procedures for amending education records*
 104.1-104.39 *Section 504 of the Rehabilitation Act of 1973*
 300.1-300.818 *Assistance to states for the education of children with disabilities, including:*
 300.500-300.520 *Due process procedures for parents and children*
 303.1-303.654 *Early intervention program for infants and toddlers with disabilities*

*Management Resources:*WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>
U.S. Department of Education, Office of Special Education Programs:
<http://www.ed.gov/about/offices/list/osers/osep>

Policy
 adopted:

ALBANY UNIFIED SCHOOL DISTRICT
 Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0430(a)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district. (34 CFR 300.39)

Note: Pursuant to Government Code 7579.5, when a student is a ward of the court, the district would appoint a surrogate parent only when the court has limited the right of the parent/guardian to make educational decisions for his/her child and the student has no responsible adult, such as a foster parent, to represent him/her. Since Welfare and Institutions Code 361 and 726 require the juvenile court to appoint a responsible adult when the court limits parental rights, rarely will it be necessary for the district to appoint a surrogate because that appointment would be superseded by the court's appointment of a responsible adult or foster parent. See BP/AR 6159.3 - Appointment of Surrogate Parent for Special Education.

AR 0430(b)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan

Note: Education Code 56205 details the elements that must be included in the local plan developed by the special education local plan area (SELPA), including a requirement that the plan contain assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the IDEA (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213). The following section is optional.

The local plan developed by the special education local plan area (SELPA) shall include, but not be limited to, the following: (Education Code 56205, 56206)

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process
6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met

AR 0430(c)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Note: Education Code 56195.8 **mandates** entities providing special education to adopt policies that include, among other things, information on the number of individuals with disabilities who are being provided special education and related services. Other mandated policies are located throughout CSBA's policy manual.

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3542 - School Bus Drivers)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6159 - Individualized Education Program)

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

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education)

(cf. 6159.4 - Behavioral Interventions Special Education Students)

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

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

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

Regulation
approved:

ALBANY UNIFIED SCHOOL DISTRICT
Albany, California

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0440(a)

DISTRICT TECHNOLOGY PLAN

Note: The following **optional** policy may be revised to reflect district practice.

The Board of Education recognizes that technological resources can enhance student achievement by increasing student access to information, developing their technological literacy skills, and providing instruction tailored to student needs. Effective use of technology can also increase the efficiency of the district's noninstructional operations and governance. The Board is committed to the development and maintenance of a districtwide infrastructure and to providing staff professional development that will allow the implementation of existing and new technologies.

(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
(cf. 6163.4 - Student Use of Technology)

Note: Education Code 51871.5 requires districts to develop a three- to five-year education technology plan as a condition of receiving any technology grant administered by the California Department of Education (CDE). As required by Education Code 51871.5, the CDE has developed criteria for reviewing technology plans which are described in Education Technology Planning: A Guide for School Districts. See the accompanying administrative regulation for information about the required components of the plan.

In addition, Education Code 52295.35, 5 CCR 11974, and 20 USC 6764 require development of a technology plan for districts receiving funding under the federal Enhancing Education Through Technology (EETT) grant program to enhance teaching and learning in grades 4-8. Pursuant to Education Code 52295.25, to be eligible for EETT, a district or consortium of districts must (1) have a high number or high percentage of children from low-income families and (2) either have one or more schools identified for program improvement or corrective action under the No Child Left Behind Act (see BP/AR 0520.2 - Title I Program Improvement Schools) or have a "substantial need" for assistance in acquiring and using technology as defined in 5 CCR 11973. According to the CDE, a plan that meets the CDE criteria for state technology grants would also satisfy the requirements of the EETT plan.

47 CFR 54.508 requires an approved technology plan as a prerequisite for the E-rate application for federal universal service discounts. The CDE has delegated its authority to approve E-rate technology plans to local county offices of education, which will approve, certify, and retain technology plans for the school districts in their jurisdiction. According to the CDE, a CDE-approved plan for EETT or a state technology grant program will satisfy the requirement for the E-rate plan with the completion of a supplemental budget analysis form.

A CDE-approved technology plan which meets the EETT criteria is also required for participation in the Education Technology K-12 Voucher Program which resulted from the settlement agreement between California consumers and the Microsoft Corporation in Microsoft Cases, J.C.C.P. No. 4106, Superior Court of California, County of San Francisco, Department 305. The vouchers are offered to K-12 schools at which at least 40 percent of the students are eligible to receive free or reduced-price meals.

BP 0440(b)

DISTRICT TECHNOLOGY PLAN (continued)

The Superintendent or designee shall develop a three- to five-year technology plan which:

1. Focuses on the use of technology to improve student achievement and is aligned with the district's vision and goals for student learning

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6000 - Concepts and Roles)

2. Contains clear goals for the use of technology based on an assessment of district needs
3. Addresses all components required for state or federal technology grant programs, administered by the California Department of Education, in which the district participates (Education Code 51871.5, 52295.35; 5 CCR 11974; 20 USC 6764; 47 CFR 54.508)

Note: Among the technological tools available to facilitate governance and management are CSBA's Agenda Online, a service that allows development and access to Board meeting agendas and materials from any computer with Internet access and GAMUT™ Online (Governance and Management Using Technology), a service that provides Internet access to CSBA's sample Board policies as well as the district's local policies.

4. Addresses the use of technology to improve district governance, district and school site administration, support services, and communications

(cf. 0400 - Comprehensive Plans)

(cf. 1113 - District and School Web Sites)

(cf. 3580 - District Records)

Legal Reference: (see next page)

DISTRICT TECHNOLOGY PLAN (continued)*Legal Reference:*EDUCATION CODE*10550-10555 Telecommunications standards**11800 K-12 High Speed Network grant program**51006 Computer education and resources**51007 Programs to strengthen technological skills**51865 California distance learning policy**51870-51874 Educational technology**52270-52272 Education technology and professional development grants**52295.10-52295.55 Implementation of federal Enhancing Education Through Technology (EETT) grant program**60010 Instructional materials, definition**66940-66941 Distance learning*PENAL CODE*502 Computer crimes, remedies*CODE OF REGULATIONS, TITLE 5*11971-11979.5 Enhancing Education Through Technology grants*UNITED STATES CODE, TITLE 20*6751-6777 Enhancing Education Through Technology Act, No Child Left Behind Act, Title II, Part D*UNITED STATES CODE, TITLE 47*254 Universal service discounts (E-rate)*CODE OF FEDERAL REGULATIONS, TITLE 47*54.500-54.523 Universal service support for schools, especially:**54.508 Technology plan**Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Education Technology Planning: A Guide for School Districts, 2001*WEB SITES*CSBA: <http://www.csba.org>**California Department of Education, Education Technology Office: <http://www.cde.ca.gov/ls/et>**California Learning Resource Network: <http://www.clrn.org>**California Technology Assistance Project: <http://www.ctap.k12.ca.us>**International Society for Technology in Education: <http://www.iste.org>**Technical Support for Education Technology in Schools: <http://www.techsets.org>*

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0450(a)

COMPREHENSIVE SAFETY PLAN

The Board of Education 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. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

Note: Education Code 32286 requires each school to adopt a comprehensive school safety plan. Pursuant to Education Code 32281, districts with an ADA of 2,500 or less may instead develop a districtwide safety plan that is applicable to each school site. Option 1 is for use by districts with more than 2,500 ADA. Option 2 is for use by districts with 2,500 ADA or less; however, such districts may choose to develop both districtwide and school site safety plans, and therefore should select both Options 1 and 2 below.

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. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

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

Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32286)

Each school shall forward the safety plan to the Board for approval. (Education Code 32288)

Note: The remainder of this policy applies to all districts.

The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation.

Note: The following paragraph is **optional**. Education Code 35294.20-35295.25, which had required the Board to discuss "three essential components" (i.e., assurance of a safe physical and respectful environment and assurance that the school will provide resiliency skills) when approving the plan and to not approve the plan as a consent item, was repealed on January 1, 2008.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

BP 0450(b)

COMPREHENSIVE SAFETY PLAN (continued)

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)

Note: Education Code 32288 requires that districts notify the California Department of Education if a school has not complied with the safety plan requirements, as specified below. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Note: Districts applying for funding under the Safe and Drug Free Schools and Communities Program pursuant to 20 USC 7114, must assure that the district has a safety plan in place that contains specified components similar to the plan required by Education Code 32280-32288. Pursuant to Education Code 32289, a complaint of noncompliance with the planning requirements of 20 USC 7114 may be filed under the uniform complaint procedures described in BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

*Legal Reference:*EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

32290 Safety devices

35147 School site councils and advisory committees

35183 School dress code; uniforms

35291 Rules

35291.5 School-adopted discipline rules

35294.10-35294.15 School Safety and Violence Prevention Act

41510-41514 School Safety Consolidated Competitive Grant Program

48900-48927 Suspension and expulsion

48950 Speech and other communication

49079 Notification to teacher; student who has committed acts constituting grounds for suspension or expulsion

67381 Violent crime

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

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

Legal Reference continued: (see next page)

COMPREHENSIVE SAFETY PLAN (continued)*Legal Reference: (continued)*CODE OF REGULATIONS, TITLE 5*11992-11993 Definition, persistently dangerous schools**11987-11987.7 School Community Violence Prevention Program requirements*UNITED STATES CODE, TITLE 20*7101-7165 Safe and Drug Free Schools and Communities, especially:**7114 Application for local educational agencies**7912 Transfers from persistently dangerous schools*UNITED STATES CODE, TITLE 42*12101-12213 Americans with Disabilities Act**Management Resources:*CSBA PUBLICATIONS*911! A Manual for Schools and the Media During a Campus Crisis, 2001**Protecting Our Schools: Board of Education Strategies to Combat School Violence, 1999*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*Safe Schools: A Planning Guide for Action, 2002*U.S. DEPARTMENT OF EDUCATION PUBLICATIONS*Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007**Early Warning, Timely Response: A Guide to Safe Schools, August 1998*WEB SITES*CSBA: <http://www.csba.org>**California Department of Education, Safe Schools: <http://www.cde.ca.gov/l/s>**California Office of Emergency Services: <http://www.oes.ca.gov>**California Seismic Safety Commission: <http://www.seismic.ca.gov>**Center for Effective Collaboration and Practice: <http://cecp.air.org>**Federal Bureau of Investigation: <http://www.fbi.gov>**National Alliance for Safe Schools: <http://www.safeschools.org>**National School Safety Center: <http://www.schoolsafety.us>**U.S. Department of Education, Office of Safe and Drug Free Schools:**<http://www.ed.gov/about/offices/list/osdfs/index.html>*

Philosophy-Goals-Objectives and Comprehensive Plans

AR 0450(a)

COMPREHENSIVE SAFETY PLAN

Content of the Safety Plan

Note: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion.

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committed on campus(es) and at school-related functions. (Education Code 32282)

The plan also 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. The plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(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. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6159 - Individualized Education Program)

Note: Education Code 32282 requires districts to incorporate earthquake emergency procedures and disaster policies into the comprehensive school safety plan, as specified in items #b and #c below. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System for further details about required components of these procedures.

- 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 a public agency, 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)

AR 0450(b)

COMPREHENSIVE SAFETY PLAN (continued)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which 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 discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

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)

Note: Although Education Code 32282 requires that the safety plan include hate crime reporting procedures pursuant to Penal Code 628-628.6, those sections of the Penal Code were repealed in 2005.

10. Hate crime reporting procedures

COMPREHENSIVE SAFETY PLAN (continued)

(cf. 5145.9 - Hate-Motivated Behavior)

Note: The following components are optional and should be revised to reflect district practice.
--

Among the strategies for providing a safe environment, the school 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 - Truancy)
(cf. 5131 - Conduct)
(cf. 5136 - Gangs)

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

(cf. 6141.6 - Multicultural Education)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)

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

(cf. 1240 - Volunteer Assistance)
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 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

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

AR 0450(d)

COMPREHENSIVE SAFETY PLAN (continued)

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

(cf. 1020 - Youth Services)

Note: Education Code 32281 provides that the district's safety plan may include the following **optional** procedures.

7. Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school

(cf. 3514.1 - Hazardous Substances)
(cf. 3514.2 - Integrated Pest Management)

Note: Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on the school site. A "violent crime" is any act for which a student could be expelled or crimes listed in Education Code 67381, including homicide, rape, robbery, and aggravated assault, as defined in the Federal Bureau of Investigation's Uniform Crime Reporting Handbook. Education Code 32281 encourages that the notice be sent no later than the second work day after receiving verification from law enforcement.

20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

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

(cf. 5116.1 - Intradistrict Open Enrollment)

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

(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 3530 - Risk Management/Insurance)
(cf. 5112.5 - Open/Closed Campus)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

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

COMPREHENSIVE SAFETY PLAN (continued)

- 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. 3515.2 - Disruptions)
(cf. 3515.5 - Sex Offender Notification)
(cf. 5131.4 - Student Disturbances)

- b. Assignment of staff members responsible for each identified task and procedure
- c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- d. Coordination of communication to schools, Board of Education members, parents/guardians, and the media

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

- e. Development of a method for the reporting of violent incidents
- f. Development of follow-up procedures that may be required after a crisis has occurred, such as counseling

- 11. 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)

Philosophy-Goals-Objectives and Comprehensive Plans

BP 0510(a)

SCHOOL ACCOUNTABILITY REPORT CARD

Note: Education Code 35256 requires the Board of Education to annually issue a school accountability report card (SARC) for each school site, reporting all conditions listed in Education Code 33126 and 41409.3. The goal of the SARC is to provide data by which parents/guardians can make meaningful comparisons between schools, thus enabling them to make informed decisions regarding which school they wish their children to attend.

AB 1061 (Ch. 530, Statutes of 2007) amended Education Code 33126 to delete specified items from the list of conditions that are required to be reported, including, but not limited to, the quality of school instruction and leadership, classroom discipline and climate for learning, the availability of qualified substitute teachers, the degree to which students are prepared to enter the workforce, and whether the school qualifies for the Governor's Performance Award Program.

In addition, pursuant to 20 USC 6311, any district that receives Title I, Part A funding (see BP/AR 6171 - Title I Programs) must prepare and disseminate an annual report card which includes specified information regarding student achievement on statewide academic assessments, indicators of adequate yearly progress, whether the district or district schools have been identified for program improvement, graduation rates, and teacher qualifications. Rather than issuing a district-level report card, districts are allowed by 20 USC 6311 to incorporate the information into the SARC.

The Board of Education recognizes its responsibility to inform parents/guardians and the community about the conditions, needs, and progress at each district school and to provide data by which parents/guardians can make meaningful comparisons between schools. The process of gathering and analyzing data also provides opportunities for school and district staff to review achievements and identify areas for improvement.

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

The Board shall annually approve the SARCs for all district schools and shall evaluate the data contained in the SARCs as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

The Superintendent or designee shall develop strategies for communicating the information contained in the SARCs to all stakeholders, including opportunities for staff and the community to discuss their content.

(cf. 0420 - School Plans/Site Councils)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)**Notification and Dissemination of SARC's**

Note: Education Code 35256 requires districts to notify parents/guardians about the availability of the SARC and to provide a paper copy of the SARC upon request. Education Code 35258 requires any district that is connected to the Internet to make the information contained in the SARC available via the Internet; some county offices of education make SARC's available on their web sites for district schools within the county. AB 1061 (Ch. 530, Statutes of 2007) amended Education Code 35256 and 35258 to require that, commencing in the 2008-09 school year, districts must make the SARC available, in both hard copy and on the Internet as applicable, by February 1 of each year. Districts are not required to submit their SARC's to the CDE, but are required by Education Code 33126.1 to ensure that the CDE has the district's current SARC web site address for linkage from the CDE's web site. Districts that are not connected to the Internet may modify the following paragraph accordingly.

20 USC 6311 requires districts receiving Title I, Part A funds to disseminate the Title I report card information to all district schools and to all parents/guardians of students attending those schools and to make the information widely available through public means, such as posting on the Internet, distribution to the media, and distribution through public agencies. In its nonregulatory guidance Report Cards, dated September 12, 2003, the U.S. Department of Education states that because not all parents/guardians have access to the Internet, the Internet alone is not a sufficient means of disseminating report cards. The CDE has interpreted this recommendation, in conjunction with state law, to require that all parents/guardians be notified of the availability of the full report and provided information as to how they can access the full report on the Internet or request a paper copy. The CDE also encourages districts to provide an abbreviated copy of the SARC as part of this notice.

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

(cf. 5145.6 - Parental Notifications)

Legal Reference: (see next page)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)*Legal Reference:*EDUCATION CODE

- 1240 County superintendent, general duties
 - 17002 Definition, including good repair
 - 17014 Plan for building maintenance
 - 17032.5 Portable classroom maintenance
 - 17070.15 School Facilities Act; definitions
 - 17089 Portable classroom maintenance
 - 33126 School Accountability Report Card
 - 33126.1 School Accountability Report Card model template
 - 33126.15 School Accountability Report Card template
 - 33126.2 Secretary of Education school accountability report card study
 - 35256 School Accountability Report Card
 - 35256.1 Information required in the School Accountability Report Card
 - 35258 Internet access to the School Accountability Report Card
 - 41409 Calculation of statewide averages
 - 41409.3 Salary information required in the School Accountability Report Card
 - 46112 Minimum school day for grades 1 through 3
 - 46113 Minimum school day for grades 4 through 8
 - 46117 Minimum kindergarten school day
 - 46141 Minimum school day (high school)
 - 51225.3 Requirements for graduation
 - 52052 Academic performance index
 - 52053 Immediate intervention/underperforming schools program
 - 52056 Meeting growth targets
 - 60119 Textbook sufficiency
 - 60600-60618 General provisions
 - 60640-60648 Standardized testing and reporting program
 - 60800 Physical fitness testing
 - 60850 High school exit examination
 - 60851 High school exit examination
- CALIFORNIA CONSTITUTION
Article 16, Section 8.5(e) Allocations to State School Fund
- UNITED STATES CODE, TITLE 20
6311 State plans, including local educational agency report cards

*Management Resources:*U.S. DEPARTMENT OF EDUCATION GUIDANCE*Report Cards, September 12, 2003*WEB SITESCSBA, SARC Select: <http://www.csba.org/Services/Services/DistrictServices/SARC.aspx>


California Department of Education, School Accountability Report Card:

<http://www.cde.ca.gov/ta/ac/sa>U.S. Department of Education, No Child Left Behind Act: <http://www.nclb.gov>Policy
adopted:**ALBANY UNIFIED SCHOOL DISTRICT**
Albany, California

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

ITEM: Resolution 2008-09-28 Reduction of Classified School Services for the 2009-10 School Year

PREPARED BY: Marla Stephenson, Superintendent 

TYPE OF ITEM: Action

BACKGROUND INFORMATION

The Board has approved the Budget Reduction Recommendations for 2008-09 and 2009-10 recommended by staff. This list incorporated certificated reductions and classified reductions. The Budget Reductions total \$2.2 million dollars. All resolutions, except Classified Services for the 2009-10 school year, have been approved.

This resolution incorporates the above referenced classified reductions. The resolution also includes the annual lay off of all soft money funded positions (PTA); 2005 Parcel tax funded positions and SLBIG (school site council) funded positions.

RECOMMENDATION: It is recommended that the Board approve resolution 2008-09-28 Reduction of Classified School Services for the 2009-10 School Year.

BEFORE THE GOVERNING BOARD
OF ALBANY UNIFIED SCHOOL DISTRICT

In the Matter of the) RESOLUTION 2008-09-28
 Reduction of Classified School Services)
 for the 2009-2010 School Year)
)

WHEREAS, Education Code sections 45101, 45114, 45117, 45298 and 45308 authorize the district to layoff classified employees for lack of work and/or lack of funds upon forty-five (45) days prior notice; and

WHEREAS due to a lack of work and/or a lack of funds, certain services now being provided by the District must be reduced for the current school year;

NOW, THEREFORE, BE IT RESOLVED that as of the 16th day of May, 2009, the following positions be reduced:

Position	FTE
Account Clerk II	1.0
Aide Clerk	1.87
Campus Aide	.6
Career Coordinator	.8
Classroom Para-educator	7.12
Custodian	1.8
ESL Para-educator	1.87
Library aide	.31
Library Technician	3.61
Pool Mechanic/Custodian	1.0
School Secretary I – 7.5 hour day	1.8
School Secretary I – 8 hour day	1.0
Skilled Maintenance	1.0
Special Education Para-educator	4.0
Student Data Clerk	1.0
Substitute Contact Clerk	.4
Yard Aide	2.0
Total	31.2

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to give notice of termination of employment to the affected employee(s) of this District pursuant to District rules and regulations and applicable provisions of the Education Code not later than forty-five (45) days prior to the effective date of such reduction or discontinuance as set forth above.

BE IT FURTHER RESOLVED that the District Superintendent or designee be authorized and directed to take any other actions necessary to effectuate the intent of this resolution.

The foregoing Resolution was adopted at a regularly called meeting of the governing board of the Albany Unified School District on the 5th of May, 2009 by the following vote:

AYES:
NOES:
ABSENT:

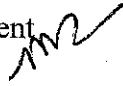
David Glasser, President
Governing Board, Albany Unified School District

Date

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

ITEM: **Review 2008-09 Categorical Funding in Anticipation of
2009-10 Budget**

PREPARED BY: Marla Stephenson, Superintendent 

TYPE OF ITEM: Review

With the adoption of the budget on February 23, 2009 by the State legislature took a new approach to categorical programs. The term categorical flexibility took on a new meaning for school districts. There are over 42 categorical programs which are affected by categorical flexibility. The legislature split the state categorical programs and identified them as Tier I, Tier II, and Tier III. The attached sheet identifies the District Tier III categorical programs.

Tier I programs were not subject to budget cuts or flexibility. Some of those programs include Economic Impact Aid (EIA) and Special Education. The District will continue to receive its funding allocations received in 08-09.

Tier II categorical programs are subject to budget cuts of 15% in 08-09 and 4.94% in 09-10. However, Tier II is not subject to flexibility; but the District may "sweep" the 07-08 ending balances to backfill General Fund deficits.

Tier III categorical programs are the most flexible. Tier III are subject to budget cuts of 15% in 08-09 and 4.94% in 09-10. Tier III are subject to categorical flexibility. This means that District can transfer existing balances in 08-09 and 09-10 and use them for whatever purposes necessary to backfill General Fund purposes. Funding levels will remain at the 08-09 level.

On March 17, 2009, the Board of Trustees approved the 2nd Interim report. The 2nd Interim included the use of categorical flexibility to balance the 08-09 budget and to balance the 09-10 budget. The use of the categorical programs was essential for the District to minimize layoffs of certificated/classified employees. Much of the categorical flexibility is on-going which affects the future budget years of 10-11 and 11-12.

I am advising that we make maximum use of the categorical flexibility authority in 2008-09 through 2012-13. This will provide maximum flexibility since the final shoe has yet to drop in the economic crisis. The leadership team is beginning a discussion of what priorities and themes are essential to our district's core educational goals. The plan is to decide what district programs will be funded from the reduced categorical dollars. We have the flexibility and local control to create our own delivery model for these programs and accept the accountability and responsibility for them. Despite the greatly reduced funding,

this is our opportunity to tailor the programs to local needs. I see a strong probability that the economy, the special election, and the May Revision will all deliver surprises that will affect the State Budget. It is entirely possible that our plans could be partially or wholly offset by additional state-level cuts. I am advising patience in the face of the uncertainty facing our District.

RECOMMENDATION: Review 2008-09 Categorical Funding in Anticipation of 2009-10 Budget

ALBANY UNIFIED SCHOOL DISTRICT BOARD AGENDA BACKUP Regular Meeting of May 5, 2009
--

ITEM: Review Rules for Board Discourse

PREPARED BY: Marla Stephenson, Superintendent. *MS*

TYPE OF ITEM: Review and Discussion

BACKGROUND INFORMATION:

President Glaser has requested that the Board consider adopting the following rules adapted from CADRE Center for dispute resolution. The Board has had to handle complex issues and there have been strong differences of opinion. In order to help the Board continue to work together as a cohesive body, it is suggested that the Board review the following rules for discourse amongst the Board and with the community and offer suggestions and improvements to them.

- We will take turns speaking and not interrupt each other.
- We will call each other by our first names, not "he" or "she."
- We will not blame, attack, or engage in put-downs and will ask questions of each other for the purposes of gaining clarity and understanding only.
- We will stay away from establishing hard positions and express ourselves in terms of our personal needs and interests and the outcomes we wish to realize.
- We will listen respectfully and sincerely try to understand the other person's needs and interests.
- We recognize that even if we do not agree with it, each of us is entitled to our own perspective.
- We will not dwell on things that did not work in the past, but instead will focus on the future we would like to create.
- We will make a conscious, sincere effort to refrain from unproductive arguing, venting, or narration, and agree at all times to use our time to work toward what we perceive to be our fairest and most constructive agreement possible.
- We will speak up if something is not working for us
- We will request a break when we need to.

At President Glaser's request, staff has arranged for a three hour Board training on the Brown Act and Board protocols. The date will be determined by the Board's availability.

RECOMMENDATION: Review rules for Board discourse

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of May 5, 2009

ITEM: Reallocation of 2005 Parcel Tax

PREPARED BY: Marla Stephenson, Superintendent 

TYPE OF ITEM: Review and Discussion

BACKGROUND INFORMATION:

The 2005 Parcel Tax is being held in reserve until June 2009. At that time AUSD will know what additional budget reductions may occur. The \$1,200,000 may have to cover additional general fund reductions. At the April 28, 2009 Board meeting, The Board reviewed a tiered approach to program restoration should the budget allow. After listening to the discussion and recommendations, staff has prioritized the following recommendations:

Tier I (\$400,000 increment)

1. Restore Albany High School to a seven period day (approx. 280,000)
2. Restore .50 Assistant Principal at AMS (approx. 67,847)
3. Enhance the core English Language Learner program by restoring supplemental services (approx. 52,153)

Tier I recommendations represent the importance of providing expanded opportunities for high school students to prepare for college and or work. They also represent the district's commitment to provide equal access to the core curriculum for second language learners and student safety.

Tier II (\$400,000 increment)

4. Restore .50 of an assistant principal at Albany Middle School (approx. 63,000)
5. Restore .60 Teacher at MacGregor High School. (approx.47,000)
6. Restore elementary clerks (approx 60,000)
7. Restore a music program (instrumental & choral) at the elementary sites (approx. \$80,000)
8. Restore Library technicians (approx 81,000)

Tier II recommendations represent a continued emphasis on student safety; and to honor a district commitment to the K-12 music program, curriculum and instruction and the district commitment to literacy and expanding student opportunity to use the libraries.

Tier III (\$400,000 increment)

9. Restore a seven period day to 8th grade students (approx. 140,000)
10. Restore Writer's Coach Connection for 8th and 9th grades (approx 40,000)

Tier III (\$400,000 increment)

- 11. Restore athletic supplies and transportation (approx 50,000)
- 12. Add .50 network technician (approx 45,000)
- 13. Restore .40 AMS school counselor (approx 30,000)
- 14. Restore .40 psychologist (approx 38,000)
- 15. Further enhance the core English Language Learner program by restoring supplemental services (approx. 56,000)

Tier III recommendations represent creating a comprehensive program for 8th grade students to better prepare them for high school; expanded opportunities to participate in athletics; provide for site safety and the emotional support of our students. They also represent a commitment to provide a level of technology support that enhances student learning; and to provide equal access to the core curriculum for second language learners.

RECOMMENDATION: Review and discuss the Reallocation of 2005 Parcel Tax.
--