

Agenda
Governing School Board
Wednesday, October 10, 2018
4:00 p.m.
Office, Kashia School District

1. Call to Order Board and Staff/Establishment of Quorum

Paul Chappell	_____	Frances Johnson	_____
Maxine Barboza	_____	Peter Tufele	_____
Charlene Pinola	_____	Patti Pomplin	_____

2. Approval of Agenda

3. Public Comment on Non Agenda Items (Limit 5 Minutes)

Public comment on any item of interest to the public that is within in the Board's jurisdiction will be heard. The Board may limit comments to no more than 5 minutes each pursuant to Board policy. Public comment will be allowed on each specific agenda item prior to Board action thereon.

4. Communication

Sonoma County Office of Education – Approval of 2018-19 Budget

5. Consent Agenda

- 5.1 Approval of Minutes from September 12 , 2018
- 5.2 Approval of Warrants for September 2018
- 5.3 Approve July to September Williams Quarterly Report
- 5.4 Approve MOU for Janis Sowell – Speech & Language Services

6. Reports and Communications

- 6.1 Governing Board Members
- 6.2 Superintendent
- 6.3 Teacher
- 6.4 Business Manager
- 6.5 PTO

7. Items Scheduled for Information and Discussion

- 7.1 After Hours Playground Usage
 - 7.2 Garden Plaque in Honor of Violet Chappell
 - 7.3 Staff Handbook
 - 7.4 First Reading Board Policies
 - BP0000 Vision
 - AR0000 Vision
 - BP0100 Philosophy
 - BP0200 Goals for the School District
 - BP0400 Comprehensive Plans
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Kashia School District
Agenda October 10, 2018
Continued

- BP0410 Nondiscrimination in District Programs and Activities
- BP0420 School Plans/Site Councils
- AR0420 School Plans/Site Councils
- BP0440 District Technology Plan
- AR0440 District Technology Plan
- BP0450 Comprehensive Safety Plan
- AR0450 Comprehensive Safety Plan
- BP0460 Local Control and Accountability Plan
- AR0460 Local Control and Accountability Plan
- BP0500 Accountability
- BP0510 School Accountability Report Card
- 7.5 School Readiness Program
- 8. Items Scheduled for Discussion and Action
 - 8.1 Appointment of Maxine Barboza for Vacant Board Seat
 - 8.3 Approval of Interagency Agreement for Transportation Between Sonoma County Human Services Department of Family, Youth, and Children's Services Division and Kashia.
- 9. Items Scheduled for Future Board Meetings
 - 8.3 Board Policies
 - 8.4 Facilities Inspection Tool (FIT)
- 10. Adjournment

Next Regular Board Meeting, Wednesday, November 14, 2018



Sonoma County
Office of Education

5340 Skylane Boulevard
Santa Rosa, CA 95403-8246
(707) 524-2600 ■ www.scoe.org

August 27, 2018

Paul Chappell, Board President
Frances Johnson, Administrator
Kashia School District
PO Box 129
Stewarts Point, CA 95480

Dear Ms. Johnson and Mr. Chappell,

In accordance with Education Code Section 42127, the Sonoma County Superintendent of Schools (County) has reviewed the Kashia School District's (District) 2018-19 Adopted Budget to determine if it complies with the Criteria and Standards for fiscal stability and allows the District to meet its financial obligations for the budget and two subsequent years. The 2018-19 Adopted Budget may only be approved subsequent to the approval of the District's 2018-19 Local Control Accountability Plan (LCAP).

The District's Adopted Budget has been analyzed in the context of the May Revision to the Governor's budget proposal for the 2018-19 year, as well as the 2018-19 Adopted State Budget and related trailer bills that were approved subsequent to the District's budget adoption, along with and the County's approval of the District's 2017-18 LCAP. Based on our analysis, the County Office has concluded the District has met the necessary requirements and therefore **approves** the District's budget as adopted by the District Board of Trustees (Board).

Adopted Budget

As adopted by the District's Governing Board, the 2018-19 budget reflects an ending fund balance in the General Fund of \$222,966; comprised of \$114,111 in unrestricted fund balance and \$108,555 in restricted fund balance. The minimum state reserve level of \$67,000 for a district of your size has been met. In 2018-19, the General Fund reports an increase in total fund balance of +\$6,504.

The District is projecting an unrestricted ending fund balance of \$118,153 in 2019-20 with an increase in fund balance of +\$4,042 and \$119,477 in 2020-21 with an increase in fund balance of + \$1,324. The minimum state reserve reported as met in both years.

Collective Bargaining

Based upon the Criteria and Standards, negotiations with all bargaining units in the 2018-19 fiscal year are settled.

Summary

Our Office appreciates the preparation and timely submittal of your Adopted Budget report. A technical review will be communicated to the business office. The First Interim Report is due to our office no later than December 15, 2018. **Please see the attached for standard reminders.** If you have any questions, please feel free to call me at (707) 524-2635.

Sincerely,



Shelley Stiles

Director, External Fiscal Services

c:

~~Patti Pomplin, Kashia CBO~~

Dr. Steven Herrington, County Superintendent of Schools

Mary Downey, SCOE Deputy Superintendent, Business Services

Cindy Gordon, SCOE District Fiscal Management Advisor

Kashia School District
Minutes
Board Meeting, September 12, 2018

1. Meeting called to order at 4:17 by Board Clerk Charlene Pinola
Roll Call: Trustee Maxine Barboza, Trustee Charlene Pinola
Absent: Paul Chappell
Staff: Frances Johnson, Peter Tufele, Patti Pomplin
Community: None
2. Approval of Agenda: Moved by Trustee Barboza, seconded by Trustee Pinola to approve the agenda as presented.
3. Public Comment on Non Agenda Items: None
4. Communication
Sonoma County Clerk-Recorder-Assessor – Registrar of Voters – notice to appoint new board member at October board meeting, prior to November elections, to be seated in December
Sonoma County Office of Education – Approval of LCAP
5. Consent Agenda
Moved by Trustee Pinola, seconded by Trustee Barboza to approve the consent agenda as presented.
 - 5.1 Approved Minutes from August 15, 2018
 - 5.2 Approved Warrants from August 2018
 - 5.3 Sonoma County Cooperative Services for Title II
6. Reports and Communications
 - 6.1 Governing Board – Trustee Barboza asked about picture day and was told Ms. Frances would contact Dave Torres; Trustee Pinola said acorns are getting close to use for demonstration, she also heard the PTO might be going again soon, she also asked how many students were currently enrolled and was told 16.
 - 6.2 Superintendent –Worked with Point Arena and finally have a van driver for the high school students picking up at 7 at the community center; spent Prop 39 funds for electrical and heater work; reading and math intervention going well; have a new resource teacher.
 - 6.3 Teacher – Students enjoying intervention program, attendance is fantastic so far this year; specific schedule working well; expect to meet annual goals.
 - 6.4 Business Manager – Final audit being done electronically; quiet budget cycle; SELPA helping with funding.
 - 6.5 PTO – None

7. Items Scheduled for Information and Discussion

7.1 After Hours Playground Usage

Discussion included: possible students must perform community service to earn playground time; cannot be unsupervised; plan needs to be developed; cameras being installed may need to be revisited; broken class window not fixed.

8. Items Scheduled for Discussion and Action

8.1 Final Reading Board Policies

Moved by Trustee Pinola, seconded by Trustee Barboza to approve the board policies as presented

BP4100	Certificated Personnel
BP4111	Recruitment and Selection
BP4111.2	Legal Status Requirement
AR4111.2	Legal Status Requirement
AR4112	Appointment & Conditions of Employment
AR4112.1	Contracts
BP4112.2	Certification
AR4112.2	Certification
BP4112.21	Interns
AR4112.22	Interns
AR4112.23	Special Education Staff
BP4113	Assignment
AR4113	Assignment
BP4116	Probationary/Permanent Status
AR4116	Probationary/Permanent Status
BP4117.2	Resignation
AR4117.4	Dismissal
AR4117.5	Termination Agreements
AR4117.6	Decision not to Rehire
AR4117.7	Employment Status Reports
BP4118	Suspension/Disciplinary Action
AR4118	Suspension/Disciplinary Action
AR4121	Temporary/Substitute Personnel
BP4131.1	Beginning Teacher Support/Induction
BP4151	Employee Compensation
BP5112.1	Exemptions from Attendance
AR5112.1	Exemptions from Attendance
AR5112.2	Exclusions from Attendance
BP5123	Promotion/Acceleration/Retention
AR5123	Promotion/Acceleration/Retention
AR5125.2	Withholding Grades, Diploma or Transcripts
BP5149	At-Risk Students

8.2 Approval of 2017-18 Unaudited Actuals

Moved by Trustee Pinola, seconded by Trustee Barboza and approved unanimously to approve the Unaudited Actuals as presented.

8.3 Approval of 2017-18 GANN Limit Resolution

Moved by Trustee Barboza, seconded by Trustee Pinola and approved unanimously to approve the GANN Limit Resolution as presented.

8.4 Public Hearing and Approval of Williams Resolution on Instruction Materials

Public Hearing Opened at: 4:58 pm

Public Hearing Closed at: 4:59 pm

As there were no comments, moved by Trustee Pinola, seconded by Trustee Barboza and passed unanimously to accept the Instructional Materials Resolution as attached.

8.5 Educator Effectiveness Grant Expenditure Plan

Moved by Trustee Pinola, seconded by Trustee Barboza and passed unanimously to approve the Educator Effectiveness Grant Expenditure plan as presented and posted to the Kashia School District website to support teacher salary and benefits.

9. Items Scheduled for Future Board Meetings.

9.1 Board Policies

9.2 Facilities Inspection Tool (FIT)

9.3 After Hours Playground Usage

10. Meeting Adjourned at 5:04

Next Meeting

Regular Board Meeting, Wednesday, October 10, 2018 4:00 p.m.

Respectfully submitted: Patti Pomplin

Signed: Charlene Pinola
Charlene Pinola, Clerk

Checks Dated 09/01/2018 through 09/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1663397	09/05/2018	Frontier Communications	01-5911	70778596821013815		186.21
1663398	09/05/2018	Frances Johnson	01-4310	classroom supplies	48.95	
			01-5201	supplies - it - calpads	156.42	205.37
1663399	09/05/2018	Carmen Marrufo	01-5800	custodian	58.50	
				lunch prep	92.00	
			01-5805	recess	40.25	190.75
1663400	09/05/2018	Coleen McCloud	01-5800	parent enrollment assistance - secretary	60.00	
			01-5806	parent assist	80.50	140.50
1663401	09/05/2018	Patti Pomplin	01-4318	great leaps intervention	273.41	
			01-4350	emergency walky talky	49.55	322.96
1663402	09/05/2018	Sonoma County Office Of Ed	01-5838	MOU Supt		9,511.74
1666809	09/19/2018	Amerigas	01-5510	200821025		120.54
1666810	09/19/2018	Comfortair Heating Inc	01-6400	bryant furnace/ac unit		18,363.00
1666811	09/19/2018	Gualala Supermarket	01-4310	school supplies		113.75
1666812	09/19/2018	Kashia Utilities District	01-5530	kud67938	162.57	58.68
1666813	09/19/2018	Pacific Gas & Electric	01-5520	28343238771	128.79	
				93967066411 teacherage	88.71	380.07
1666814	09/19/2018	Annan Paterson	01-5830	intervention		1,625.00
1666815	09/19/2018	Philip Morton Inspect Services	01-5800	on site inspection		680.00
1666816	09/19/2018	Patti Pomplin	01-4350	plant for violet		97.94
1666817	09/19/2018	Ray Morgan Company	01-5632	service charge from april		3.46
1666818	09/19/2018	Robert Sibley	01-4310	classroom materials		22.94
1666819	09/19/2018	Wells Fargo Vendor Fin Serv	01-5632	90136774142		139.48
1668863	09/26/2018	Houghton Mifflin Harcourt	01-4210	CA Journeys and collections Materials	2,793.58	
				HMH Journeys K-6 California	67.17	
			01-4310	CA Go Math 1st - 8th Grades 1 Year	1,429.43	4,290.18
1668864	09/26/2018	Patti Pomplin	01-4310	amazon for rsp		148.53
1668865	09/26/2018	Sonoma County Office Of Ed	01-4350	paper order	380.65	
			01-5201	aeries training	58.07	438.72
Total Number of Checks					20	37,039.82

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	20	37,039.82

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

046 - Kashia

Generated for Patti Pomplin (PPOMPLIN), Oct 1 2018 10:55AM

ESCAPE ONLINE

Page 1 of 2

Williams Settlement Quarterly Uniform Complaint Report - July 1, 2018 - September 30, 2018

Education Code §35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

* Required

Name of District *

Kashia School District



Name and Title of Person Reporting *

Patti Pomplin, Business Manager

Phone Number *

707-785-9682

Email Address *

ppomplin@kashiaesd.org

INSTRUCTIONAL MATERIALS *☒ There were 0 complaints received during this quarter.

☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution



INSTRUCTIONAL MATERIALS *

- ☒ There were 0 complaints received during this quarter.
- ☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

TEACHER VACANCY AND/OR MISASSIGNMENT *

- ☒ There were 0 complaints received during this quarter
- ☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

FACILITIES *

- ☒ There were 0 complaints received during this quarter
- ☐ YES, there were complaints, there were complaints resolved and/or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution



CAHSEE Intensive Instruction and Services *

- ☒ There were 0 complaints received during this quarter
- ☐ YES, there were complaints, there were complaints resolved/and or there were complaints unresolved - please give detailed information below by listing each complaint and associated solution

INSTRUCTIONAL MATERIALS

Complaint Details

Your answer

TEACHER VACANCY AND/OR MISASSIGNMENT

Complaint Details

Your answer

FACILITIES

Complaint Details

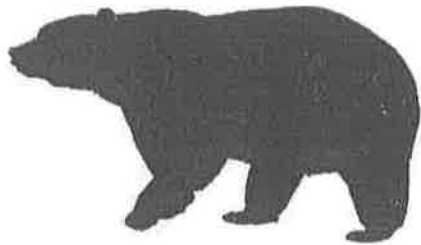
Your answer

CAHSEE Intensive Instruction and Services

Complaint Details

Your answer





Kashia School District
31510 Skaggs Spring Road
P.O. Box 129 Stewarts Point, CA 95480
707-785-9682 phone, 707-785-2802 fax

MEMORANDIUM of UNDERSTANDING
Between
Janis Sowell & Kashia School District
Speech & Language Services for 2018-19

This Agreement is entered into this day of October 10, 2018 and will continue through June 30, 2019, by and between Kashia Elementary School District ("District") and Janis Sowell (Independent Contractor) with respect to the following recitals:

- A. Government Code section 53060 and Education Code Sections 35160/2233 authorize the employment of persons to perform special services as independent contractors; and
- B. The public interest, convenience, necessity and general welfare will be served by this appointment.

NOW THEREFORE, Independent Contractor and District agree as follows:

1. Independent Contractor Services.

Provide Speech and Language services to meet the needs of the Kashia School students per required.

2. Payment

In consideration of the services to be rendered by independent contractor, District agrees to pay Independent Contractor the sum of \$90.00 per hour for speech services and \$45 per hour for driving time. Invoice for services rendered will be turned in monthly (or weekly depending on needs) for up to \$2,500, unless a review of services needed causes an adjustment to MOU to be agreed upon by both parties.

3. Independent Contractor Status.

Independent Contractor and any and all agents and employees of Independent Contractor, shall perform this Agreement in their independent capacity and not as officers, employees or agents of the District.

4. Indemnity.

Independent Contractor shall indemnify, defend and save the District, Its Board of Trustees, officers, agents and employees, harmless from any and all claims, damages, losses, causes of actions, and demands, including reasonable attorney's fees and costs, incurred in connection with or in any manner arising out of Independent Contractor's performance of the work contemplated by this Agreement.

5. Termination of Agreement.

District may terminate this Agreement at any time for any reason upon written notice to the Independent Contractor. In the event of early termination, Independent Contractor shall be paid for satisfactory work performed to the date of termination. The District may proceed with the work in any manner the District deems proper.

6. Assignment.

The Agreement is personal and shall not be assigned by Independent Contractor either in whole or in part. Any such purported assignment shall void this Agreement.

7. Worker's Compensation Insurance.

Independent Contractor agrees to provide all necessary Workers' Compensation insurance for Independent Contractor's employees, if any, at his/her own cost and expense.

8. Taxes.

Independent Contractor agrees that Independent Contractor has no entitlement to any future work from the District or to any employment or fringe benefits from the District.

_____, Frances Johnson, Superintendent
District Representative

_____, Janis Sowell, Speech Pathologist
Independent Contractor

Social Security Number: xxx-xx-_____

Janis Sowell

Address: _____

KASHIA SCHOOL DISTRICT STAFF HANDBOOK

A. WORK Year for Certificated Employees

1. The work year shall be 184 days of which 180 are for instruction, and four additional days of which are professional development and preparation prior to the opening of school.
2. The instructional day will comply with state requirements. Starting instructional time for all grade levels shall be 8:30 AM. The ending instructional time for all classes shall be 3:00 PM.
3. Teachers will be provided a 30 minute duty free lunch period.
4. If any instructional days are lost due to electrical failure, inclement weather, or natural disaster the District shall make a good faith effort to obtain a waiver from the State Superintendent of instruction for these days.
5. Certificated employees will be paid for each professional development day only if they participate for the full day.
6. For Extra Duty, the hourly rate will be calculated by: Yearly Salary divided by the number of Work Days divided by 7.5 hours
7. Certificated employees shall report for duty 30 minutes before the start of the school's first period of regular instruction. Certificated employees shall remain at the site for at least 30 minutes after the close of the school's last period of regular instruction. Certificated employees on part-time contracts shall work those hours and days as stipulated in their work agreement.
8. Certificated employees may leave the school site during the 30 minute duty free lunch period.
9. The instructional day will comply with state requirements.
10. Conferences shall be held at the request of the parent, teacher, or Superintendent/Principal.
11. Communication among staff is important and early release time is provided to facilitate certificated employee interaction as well as create planning time for them.
12. Early release days will be once a week. Instruction to end at 2:30 PM.
13. Certificated employees need to be on-site during this planning time unless prior permission is given by the Administrator for activities that directly relate to classroom enhancement.

SALARY & WORK REQUIREMENTS CERTIFICATED EMPLOYEES

1. A row represents years of service granted by the District to a certificated employee for initial placement and for each year of service thereafter as set forth on the schedule.
2. Column – A step represents an increment of fifteen (15) units of coursework or district credit allowed for advancement.

- A. Initial placement on the salary schedule will provide credit for all class units from an accredited college/university transcript taken subsequent to a Bachelor's degree in the appropriate step on the schedule.
- B. Experienced placement credit shall be limited to a maximum of seven (7) years, allowing them to begin at Step 8 on the salary schedule if qualified.
- C. Units or programs for salary advancement.

All programs that are not upper-division college courses must be approved in advance by the Superintendent/Principal. If approval is denied by the Superintendent/Principal, the certificated employee may appeal to the Board.

D. Part-time Certificated Employees

It is understood that part-time certificated employees are responsible for the same duties and expectations as all other certificated staff members, prorated to the amount of FTE that they are hired to perform. In addition, they may be assigned other duties in-lieu of regular staff duties as agreed with the Principal/Superintendent and the employee.

SALARY & WORK REQUIREMENTS CLASSIFIED EMPLOYEES

- A. Classified employees shall work 180 instructional days unless otherwise stipulated upon hiring.
- B. New Classified Employees shall be placed on Step 1 up to Step 5 of the current salary schedule depending on related work experience.
- C. Shortened / Cancelled School Day: In the event that a school day is shortened or cancelled by the Superintendent/Principal without advance notice, Classified Employees arriving for and working any part of their regular workday shall be paid for the full number of hours they regularly work.
- D. Rest Periods: Classified Employees who work three and one half (3-1/2) consecutive hours or more per day shall be entitled to a paid rest period of fifteen (15) minutes during each three and one half (3-1/2) hour work period. It shall be the responsibility of the Superintendent/Principal to arrange break time with the faculty to insure aides receive their entitled time.
- D. Meal Periods: Classified Employees who work five (5) hours or more consecutively shall be entitled to a duty-free meal period, without pay, of at least thirty (30) minutes.
- E. Extra Time: Extra time is time required to be worked by a part-time Classified Employee in excess of his /her regular daily and/or weekly work schedule, but less than forty hours per work week. Extra time shall be compensated at the Classified Employee's regular rate of pay. Such time must be authorized and required by the Superintendent/Principal. Classified Employees will be paid at their regular hourly rate for the time spent in evaluation review meeting(s) which extend after regular work day.
- F. Overtime: Overtime is time that is required to be worked in excess of eight (8) hours in any one (1) workday or in excess of forty (40) hours per week. Overtime shall be compensated at one and one half (1-1/2) time the Classified Employee's regular rate of pay. Full-time and part-time Classified Employees (working four (4) hours or more per day), who work the sixth and/or seventh consecutive day of a work week shall receive

overtime for all such time worked in accordance with Education Code Section 45131. For the purpose of computing the number of hours worked, time during which a Classified Employee is excused from work because of holidays, sick leave, vacation, compensatory time off or other paid leave of absence, shall be considered as time worked by the Classified Employee.

Classified Holidays/Leaves/Vacation

Classified Employees shall be paid for the following legal holidays provided they are in paid status the day before or the day after the cited holiday:

- 1.a) Labor Day
- 1.b) Veterans Day
- 1.c) Thanksgiving Day
- 1.d) Day After Thanksgiving (in lieu of Admission Day)
- 1.e) Christmas
- 1.f) New Year's Day
- 1.g) Martin Luther King, Jr. Day
- 1.h) Lincoln's Day
- 1.i) Washington's Day
- 1.j) Memorial Day
- 1.k) Twelve (12) month Classified Employees shall also be paid for Independence Day, July 4th.

- A. Sick Leave: Sick leave shall be granted to a Classified Employee of the District whenever such absence is the result of an illness or injury. Such leave shall be granted in accordance with provisions of the Education Code Section 45191 and the following terms and conditions:
 - B. Sick leave is available to Classified Employees at the rate of one workday of sick leave for each calendar month of employment. Pay for any day of such shall be the same as the pay which would have been received has the Classified Employee served the day.
 - a. Sick leave shall be earned or credited only if the Classified Employee is in regular paid status for one half or more of the workdays in the calendar month.
 - b. Part time Classified Employees are entitled to sick leave on a prorated basis.
- C. Vacation: Permanent Classified Employees are entitled to vacation benefits.
 - 1. Probationary and permanent Classified Employees shall earn paid vacation days at the rate of one day for each month he/she is in paid status in a school year.
 - 2. Classified Employees working less than full time shall earn paid vacation days on a pro-rata basis.
 - 3. Pay for vacation days for ten month Classified Employees shall be paid in a lump sum at the end of each school year. In the event that the Classified Employee exhausts

their sick leave during the year, vacation time will be used and the lump sum payment will be reduced accordingly.

4. Regular Classified Employees are eligible to use vacation benefits after completing six (6) or more full calendar months of employment.
5. Vacation benefits are earned for each month in which Classified Employees are in regular paid status for at least one half of the workdays in each month.
6. A request must be submitted to and approved by the Superintendent/Principal before using vacation days.

PAYROLL DEDUCTIONS

All payroll deductions authorized between Superintendent/Principal and Employee will be included on annual work agreement and deductions made accordingly.

Teacher housing will be evaluated annually. Agreement may be reached between the District and the teacher to provide housing in lieu of health and welfare benefits.

HEALTH AND WELFARE BENEFITS

- A. The District shall provide the option of Health and Welfare Benefit coverage for the employee only, using RESIG's SISC highest plan, prorated for all employees working between half and full time.
- B. There will be no coverage offered to employees working less than half time.
- C. Full time employees may purchase family medical coverage through RESIG's SISC at their own expense.
- D. Employees who have less than full coverage shall have their share of the yearly premium in 11 monthly payments via payroll deduction.
- E. The surviving spouse of an employee may elect to continue enrollment in the District's Health and Welfare Benefits at his/her own expense subject to carrier approval and restrictions.
- F. For the term of this agreement, Health and Welfare benefits will be maintained through RESIG.

CERTIFICATED EVALUATIONS

- A. New employees shall be evaluated every school year. Employees who have had three consecutive years of satisfactory evaluation may, with the mutual consent of the Superintendent/Principal be evaluated on an every other year cycle as long as the evaluation remains satisfactory.
- B. An employee and his/her evaluator may mutually agree that the employee will be evaluated only once every five years if: the employee has permanent status; has been employed by the school district for at least 10 years; meets the Federal definition of highly qualified; and previous evaluations show that the employee meets or exceeds the standards. If either party wants to change the agreement, either may withdraw consent at any time.
- C. The evaluation criteria for certificated employees shall be as follows:
 1. The progress of students at each grade level in each area of study.

2. The instructional techniques and strategies used by the certificated employee.
 3. The certificated employee's adherence to curricular objectives.
 4. The establishment and maintenance of a suitable learning environment within the scope of the certificated employee's responsibilities.
 5. The progress of the certificated employee to implement ideas from the school's belief and vision statements.
- D. No later than December 1 each certificated employee to be evaluated will submit two (2) goals upon which they desire to be evaluated using the criteria listed above or with the mutual agreement between the certificated employee and Superintendent/Principal a portfolio assessment process may be used.
 - E. Following submission of the goals to the Superintendent/Principal there may be a meeting scheduled for the purpose of reviewing the certificated employee's goals, reaching mutual agreement of the goals, the time table for their completion, and time lines for formal observations. In addition, the Superintendent/Principal will establish one goal upon which the certificated employee will be evaluated.
 - F. Formal classroom observations shall be preceded by a conference between the Superintendent/ Principal and the certificated employee at least two (2) days prior unless there is mutual agreement for less time. The purpose of the conference will be to clarify the certificated employee's goals and objectives as related to the class to be observed. At least one formal observation will be made during the evaluation period. Informal classroom observations require no advance notice to the certificated employee.
 - G. A post-observation conference between the evaluator and the observed certificated employee shall be held within five (5) school days following a formal observation. The conference shall include a written summary of any deficiencies and suggestions for improvement. The certificated employee shall take action to correct any cited deficiencies, based upon the evaluator's specific recommendations for improvement and his/her assistance in implementing such recommendations.
 - H. In the event of a negative formal observation report, the certificated employee shall be entitled to an additional formal observation, a subsequent observation conference, and written observation report. The content of the conference shall include the Superintendent/Principal's specific recommendations as to the areas of needed improvement including any need for in-service training and/or conferences at the cost of the district.
 - I. The certificated employee may do a self-evaluation on meeting his/her goals, prior to the final evaluation conference, which shall be held no later than thirty calendar days before the end of the school year. In the event the certificated employee disputes any content of the Superintendent/ Principal's evaluation, the certificated employee may prepare a written statement, which shall be attached to the final evaluation.
 - J. Certificated employees receiving a negative evaluation will be granted, upon their request, a subsequent observation and conference on the cited deficiencies. In the event that said deficiencies are corrected, the subsequent observation will reflect improvements made and will be attached to the above-mentioned evaluation in the certificated employee's personnel file.

- K. In the event a certificated employee receives an unsatisfactory final evaluation they will participate in an improvement plan developed with the administrator and can involve peer mentoring.

Performance Evaluation Classified Employees:

The intent of the evaluation process is to assess and recognize the competence of the employee's performance. This process will be used as a tool to plan and review employee performance. The evaluation process shall apply to all employees.

- A. The District will train all District personnel responsible for performance evaluations.
- B. Formal evaluations of all classified staff will be done by the Superintendent/Principal. Classroom teachers will complete the evaluation form for instructional aides only and will meet with Superintendent/Principal to review employee performance levels. Superintendent/Principal will then meet with the classified member to discuss and finalize the evaluation.
- C. The employee and the Superintendent/Principal shall meet prior to an observation and/or evaluation. The results of the evaluation shall be recorded on the appropriate form which shall be completed by the evaluator who shall state the basis for the ratings and comment, where appropriate, as to areas in which performance needs to be improved and/or areas of strength. The evaluation procedure shall include a meeting called by the evaluator with the employee to discuss the employee's performance.
- D. No evaluation shall be based upon hearsay statements but shall only be based upon the direct observation and/or use of information from other sources, provided the evaluator investigates and verifies this information.
- E. The original copy of the evaluation shall be filed in the individual's District personnel file and a copy shall be given to the employee at the meeting. The employee shall have the opportunity to review, comment, and sign his/her evaluation with ten (10) work days prior to the placement of said evaluation in the employee's personnel file. A copy of any and all evaluations shall be provided to the employee whether the employee has signed them or not.

Schedule of Evaluations

Each probationary employee shall be observed and evaluated at least twice during the employee's probationary period. Each permanent employee shall be observed and evaluated at least once annually. The District may make additional observations and evaluations for employees at any time.

Evaluation Categories

Evaluation of the competence of each classified employee shall include, but not be limited to, consideration of:

- | | |
|----------------------|----------------------------------|
| 1. Quality of work | 6. Dependability and Reliability |
| 2. Quantity of work | 7. Attendance and Punctuality |
| 3. Judgment | 8. Safety |
| 4. Working relations | 9. Communication skills |
| 5. Initiative | |

The Evaluation form shall include descriptions of unsatisfactory performance, if any, with specific recommendations for means of improvement and suggestions of available sources of assistance. Subsequently, one or more conferences shall be held with the employee to assist him/her in correcting deficiencies previously noted. A record of such conferences shall be prepared by the evaluator for the personnel file of the employee and a copy submitted to him/her.

By September, the Superintendent/Principal will meet with all classified staff to go over the process and the categories that they will all be evaluated on throughout the school year.

Acknowledgement of Outstanding Work

A supervisor who believes that an employee's work performance has been exceptional may recognize the employee with an "Acknowledgement of Outstanding Work Performance". The outstanding work performance described may have occurred on a day-to-day basis or in an unusually difficult and/or emergency situation. All Acknowledgement of Outstanding Work Performance shall be reviewed and signed by the employee's immediate supervisor.

FAIR PRACTICES

- A. The District will not discriminate against any employee on the basis of race, color, creed, sex, age, ethnic background, handicaps, marital status, political affiliation or membership in any employee organization.

LEAVES

A. GENERAL PROVISIONS

1. Certificated employees on paid leave will continue to be credited with sick leave at the regular rate unless otherwise provided by mutual agreement.
2. A certificated employee taking any leave listed in this Contract shall maintain her/his position as if there had been no break in service. However, to have the year count towards advancement on the salary schedule the certificated employee must render service for at least seventy five percent (75%) of the duty days of the school year.
3. Leaves of absence, paid or not paid, other than those specified in this Agreement may be granted by the District to a certificated employee at any time with terms that are mutually agreeable. In addition to salary, the District may provide health benefits, sick leave or other such benefits. The granting of such leave is not precedent with regard to other requests.
4. A certificated employee on paid leave shall receive the same benefits as when serving in his/her regular assignment unless otherwise mutually agreed. A certificated

employee on unpaid leave shall have the option to pay for his/her benefits while on leave unless otherwise provided by the District.

5. Unless otherwise provided in this Agreement, any certificated employee on leave for one (1) school year or less shall be permitted to return to his/her former grade level assignment or an agreed-upon position.
6. If the certificated employee is on leave through the end of the school year, the certificated employee shall present a written statement to the Board no later than March 1 or the beginning date of the leave (whichever is later) indicating his/her intention to return to the District the following school year. If no written statement is received by the Board by April 1, a request to give such notice including a copy of Education Code Section 44842 shall be mailed to the certificated employee at his/her last known address by certified mail, return receipt requested. If the certificated employee fails to return a written response without good cause prior to June 30, the certificated employee shall be deemed to have declined employment and his/her services may be terminated on June 30 of that year.

B. SICK LEAVE

1. The term "sick leave" as hereafter used shall mean the paid leave of absence granted to a certificated employee of the District whenever such absence is the result of an illness or accident occurring to said certificated employee. Such leave shall be granted in accordance with provisions of the Education Code Section 44978.
2. Certificated employees employed full-time five (5) days a week shall be entitled to ten (10) days sick leave per school year, which may be taken as necessary any time between the beginning and ending of the school year as determined by the school calendar. Certificated employees regularly employed, but for less than full-time five (5) days per week, shall be entitled to a comparable proportion of ten (10) days annual sick leave.
3. If a certificated employee resigns before the end of the school year, the District shall deduct from the final check a prorated amount representing used but unearned sick leave.
4. Sick leave, not used in any school year, shall be accumulated from year to year.
5. Each certificated employee shall furnish proof of illness when absent for five (5) or more consecutive work days if requested by the Superintendent/ Principal. Such request shall be in writing.
6. A certificated employee absent for illness beyond the number of days accumulated for sick leave shall have deducted from his/her salary for a period of five (5) school months or less an amount not to exceed the cost of a substitute.
7. Doctor or dentist appointments may be charged to sick leave when they cannot be scheduled beyond certificated employee's work hours.
8. Catastrophic Leave requests will be considered on an individual basis using the guidelines in Article VIII.O, CATASTROPHIC LEAVE CREDITS.

C. PERSONAL NECESSITY LEAVE

1. Each certificated employee shall be annually granted the use of up to three (3) days of accumulated sick leave for personal necessity. These days are not cumulative and shall be requested in advance except as noted below in

Section C3. The Superintendent/ Principal may grant additional days under this provision.

2. Personal Necessity Leave is defined as:
 - a. Additional leave required beyond that provided for by bereavement leave.
 - b. Personal business, which is serious in nature, cannot lightly be disregarded and which cannot be conducted before or after the school day or on non-school days.
 - c. Serious personal reasons that necessitate one's absence for which no explanation is required.
3. The certificated employee shall not be required to secure advanced permission for personal necessity leave taken for the following emergencies:
 - a. Death or serious illness of a relative, dependent, special relation or person whose relationship with the certificated employee is the same as a relative, or dependent or special relation.
 - b. Accident involving his/her person or property, or the person or property of a member of his/her immediate family.
 - c. Serious personal reasons, which necessitate one's absence for which no explanation is required.

D. ABSENCE DUE TO INDUSTRIAL ACCIDENT OR ILLNESS (E.C. 44984)

1. Procedures
 - a. Use E.C. 44984 leave first. (60 work days)
 - b. Then use current annual sick leave (usually ten days or one day for every month of service).
 - c. Then use all accumulated sick leave.
 - d. Catastrophic leave may be available.
 - e. Then use the full five months difference in pay leave under E.C. Section 44977.
 - f. When all leave is exhausted (and if not able to place in another position) place employee on 24 or 39-month rehire list.
2. An industrial accident or illness as used in this paragraph, means any injury or illness whose cause can be traced to the performance of service for the District.
3. A physician must certify that the certificated employee is disabled because of the work-related injury or illness.
4. The benefits provided in this section are in addition to annual and accumulated sick leave benefits.
5. Industrial accident leave or illness leave shall commence on the first day of absence and continue for a period of not more than sixty (60) days.
6. Allowable leave shall be for not more than sixty (60) workdays in any one (1) fiscal year for the same accident. When an industrial accident or illness leave overlaps into the next fiscal year, the certificated employee shall be entitled to only the amount of unused leave due him/her for the same illness or injury.
7. A certificated employee shall be deemed to have recovered from an industrial accident or illness, and thereby able to return to work, when his/her physician states that there has been such a recovery.

8. Days of absence because of industrial accident and/or illness shall not have an adverse effect on a teacher relative to advancement on the District's salary schedule.
9. The District's report of an industrial accident or illness shall be kept on file in the Business Office.

E. EXTENDED ILLNESS LEAVE

If a certificated employee has utilized all of his/her accumulated sick leave and is still absent from duty because of illness or accident, he/she shall be paid as follows:

1. Procedure
 - a. Use all current annual sick leave first (usually ten days or one day for every month of service).
 - b. Then use accumulated sick leave.
 - c. Catastrophic leave may be available. See Article VIII.O Catastrophic Leave Credits.
 - d. Then use the full five months of E.C. 44977 differential pay leave
 - e. When all leave is exhausted (and if not able to place in another position) place employee on 24 or 39-month rehire list.
2. For a period not to exceed five (5) months, he/she shall receive an amount equal to the difference between his/her salary and the salary paid the substitute.
3. The sick leave, including accumulated sick leave, and the five-month period shall run consecutively.
4. A certificated employee shall not be provided more than one five-month period per illness or accident. However, if a school year ends before the five-month period is exhausted, the certificated employee may take the balance of the five-month period in the subsequent school year.
5. When a certificated employee has exhausted all available sick leave, including accumulated sick leave, he/she may apply for Catastrophic Leave Credit as spelled out in Article VIII.O Catastrophic Leave Credits.
6. When the certificated employee has exhausted all available sick leave and continues to be absent on account of illness or accident and the certificated employee is not medically able to resume the duties of his/her position, the certificated employee, if not placed in another position, will be placed on a reemployment list for a period of 24 months if the certificated employee is on probationary status, or for a period of 39 months if the teacher is on permanent status. When the certificated employee is medically able during the 24-or 39-month period, he/she shall be returned to employment in a position for which he/she is credentialed and qualified as soon as a position becomes available. The 24-month or 39-month period shall commence at the expiration of the five-month period.

F. PREGNANCY, MISCARRIAGE, CHILDBIRTH AND RECOVERY

1. Disability due to pregnancy, miscarriage, childbirth and recovery shall be treated as sick leave.
2. The length of the leave, including the date on which the leave shall commence and the date on which the unit member shall resume duties, shall be determined by the employee and the certificated employee's physician. When possible, the

Principal/Superintendent shall be notified in writing at least thirty (30) days prior to the date on which the certificated employee's leave is to commence.

G. PATERNITY/ADOPTION LEAVE

1. A five (5) day leave for paternity or adoption shall be granted for each birth or adoption without loss of pay.

H. BEREAVEMENT LEAVE

1. An employee is entitled to a paid leave of absence for bereavement. The length of the leave shall be four (4) days for locations within an Area I and II and six (6) days for locations beyond Area I and II (see attached Appendix A). If the employee is a trustee or executor of the deceased's estate they may petition the district for additional leave.
2. Leave for bereavement shall not be deducted from any other type of leave granted by the Trustees.
3. Bereavement leave shall be granted on account of the death of any member of his/her immediate family.
4. Member of the immediate family, as used in this section, means: the mother, father, grandmother, grandfather, or grandchild of the certificated employee or of the spouse of the employee, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, sister, aunt, uncle, step-parent, step-grandparent, or step-sibling of the certificated employee, any relative living in the immediate household of the certificated employee, domestic partner of the certificated employee, or an individual is or was under the guardianship of the employee.

I. PROFESSIONAL LEAVE

1. Professional leave may be granted by the Principal/Superintendent for the purpose of attending conferences, workshops, institutes, school visitations, and other meetings related to the certificated employee's professional growth and development. Requests should be made at least two (2) weeks prior to the activity.
2. Such certificated employee shall not suffer loss of salary and the days shall not be deducted from any other leave.

J. JURY DUTY LEAVE

Paid jury duty leave shall be provided under the following conditions:

1. Jurors fees, exclusive of mileage and subsistence expenses, received by the employee shall be deposited to the credit of the District.
2. Such time shall not be deducted from sick leave.

K. COURT APPEARANCE LEAVE

1. Whenever the certificated employee is subpoenaed as a witness in a case involving the school district he/she may have time for appearance in court without loss of pay.
2. No salary deductions shall be made for absences if a certificated employee is under subpoena in a court case in which he/she is not an interested party nor a voluntary witness.

3. No salary shall be paid in cases where a certificated employee is a voluntary witness appearing in his/her own interest, except as provided under provisions for use of personal necessity leave.

L. LEAVE FOR PERSONAL REASONS

The District may grant a leave for personal reasons upon request of the certificated employee. The leave shall be without salary and benefits unless otherwise provided by the District. The granting of such a leave does not establish a precedent for any other request.

M. CHILDREARING LEAVE

1. A certificated employee may, after two (2) years' service in the District, request an unpaid leave for childrearing. This leave will be for a maximum of one (1) year.
2. Subject to the conditions of the health insurance carrier(s), health insurance and other such employee benefits which are in effect during this leave may be maintained by the certificated employee during the leave of absence at the certificated employee's own expense unless otherwise provided by the District. The certificated employee shall pay for such coverage in advance on a monthly basis.
3. A certificated employee whose absence from duty is authorized by this Agreement shall maintain his/her classification as if there had been no break in service. However, to have the year count towards the salary schedule steps, the certificated employee must render service for at least seventy-five percent (75%) of the duty days of the school year.

N. CATASTROPHIC LEAVE CREDITS

1. Purpose: Sick leave credits may provide eligible leave credit to a unit member when the unit member or a member of his/her family experiences a catastrophic illness or injury. Leave credit may be granted only when the illness or injury is expected to incapacitate the unit member or the family member for an extended period of time, and unit member has exhausted all sick leave and other paid time off from work
2. Definitions:
 - a. "Family" as used in this section refers to child, spouse, child of spouse, designated domestic partner, or parent of the employee.
 - b. "Catastrophic Illness" means an illness or injury that is expected to incapacitate the employee for an extended period of time, requires the employee to take time off from work, and creates a financial hardship for the employee because he/she has exhausted all of his/her sick leave and other paid time off.
 - c. "Day/Hours" for Certificated employees means a regular school day as defined in Work Year and Hours section of the contract and for Classified employees hours will be used as the unit of measure.
3. Donation of Sick Leave Credits: Eligible leave credits may be donated to an employee for catastrophic illness or injury if all of the following requirements are met:
 - a. The employee or a family member, in the event of the incapacity of the employee, may request that eligible leave credits be donated.

- b. Verification of catastrophic illness or injury has been presented to the sick leave committee.
 - c. The members of the sick leave committee have determined the unit member is unable to work due to the unit member's or his/her family member's catastrophic illness or injury.
 - d. The unit member has exhausted all accrued sick leave credit.
4. Contributions of Sick Leave Credits
- a. Contributions shall be voluntary for all unit members according to the terms of this agreement.
 - b. Certificated Unit Members may contribute only to Certificated Unit Members
 - c. Classified Unit Members may contribute only to classified Unit Members.
 - d. No unit member may donate eligible leave credits unless he/she has a minimum of twenty (20) days on record with the employer. A unit member may donate leave credit only in excess of the minimum days/hours on record.
 - e. All transfers of sick leave credits are irrevocable.
 - f. An employee who receives paid leave pursuant to this Section shall use any sick leave credits that he/she continues to accrue on a monthly basis prior to receiving paid leave pursuant to this section.
 - g. Any Workers Compensation injury/illness claim covered by an award shall be excluded.
 - h. No sick leave fund days shall be granted after long term disability begins.
 - i. The maximum amount of time that a unit member shall be able to receive from the sick leave bank shall be equal to one third (1/3) of the school year (sixty (60) days).
5. Differential Pay Leave: For the purpose of differential pay leave - - one hundred (100) days in which vacation and sick leave run concurrent -- donated sick leave will come before differential pay leave.
6. The Sick Leave Committee:
- a. The sick leave committee shall consist of two (2) members of the Union and one (1) member of the Administration or Board.
 - b. The sick leave committee shall meet as necessary to recruit and administer sick leave credits. The employer shall maintain the records of sick leave transfers.
 - c. The sick leave committee shall be the decision making body to distribute sick leave credits upon an application by the unit member or a member of the applicant's family

WORKING-CONDITIONS

- A. The District shall not require any employee to work under conditions that are determined by public safety officials to be unsafe or hazardous. Employees shall report conditions that they believe to be unsafe or hazardous to the

Superintendent/Principal. The Superintendent/Principal shall inform the employee within five (5) days what action, if any, will be taken and keep the employee informed of any changes.

- B. An employee who believes he/she is threatened or students are endangered shall contact the Superintendent/Principal immediately. If he/she is not on site the Teacher-In-Charge shall be informed and the Sheriff shall be called, if necessary.
- C. Any employee who is threatened with bodily harm or who suffers bodily harm inflicted by an individual or group while fulfilling assigned duties shall promptly make a report to the Superintendent/Principal, who shall inform the designated law enforcement agency. The District may provide legal and other related assistance in accordance with applicable law for any assault upon the certificated employee while fulfilling assigned duties.
- D. Theft, damage or destruction of personal property brought to school for use within the scope of a certificated employee's duties shall be reimbursed by the District provided that approval is received in advance for personal property over fifty (\$50). Such property shall be checked in at the District office and the employee shall inform the Superintendent/Principal of its value at that time. The property shall be checked out when removed from the site. The District will keep a list that includes location of the property.
- A. SCHOOL CLOSURE
 - 1. Each certificated employee is responsible to prepare his or her classroom for summer maintenance and cleaning. The Superintendent/Principal is responsible for seeing that the maintenance and cleaning occurs.
 - 2. Prior to the close of school, certificated employees and the Superintendent/ Principal shall meet to discuss necessary cleaning and maintenance and prepare a check-out list for the certificated employee to complete before leaving for the summer.
 - 3. The District and the Superintendent/Principal shall make every reasonable effort to provide that classrooms shall be ready for the certificated employee as early as possible or in no case later than two (2) weeks prior to the opening of school.

PERSONNEL FILES

- A. One personnel file for each employee shall be kept by the District. This file shall be located in the District office.
 - 1. All materials contained in the personnel file of the employee shall remain confidential.
 - 2. Access to the personnel file shall be limited to Superintendent/Principal, governing board, their agents, and upon authorized direction, confidential office staff.
- B. All certificated employees shall have the right to inspect their file and receive a copy of the contents upon request subject to the limitation of Education Code Section 44031.
 - 1. A certificated employee has the right to respond to any specific item in his/her file on a separate paper unless space is provided on the original document. Such comments

- will be attached to the specific item in the personnel file provided they are signed and dated by the certificated employee.
2. Upon written authorization by a certificated employee, any person designated by that certificated employee shall be permitted access to materials in that certificated employee's personnel file.
- C. Personnel files may not include information obtained prior to employment, exclusive of documents obtained during the employment process.
1. Materials placed in the file shall be signed and dated by the author of such material and/or by the person placing it in the file.
 2. Information of a derogatory nature shall not be entered or filed unless and until the certificated employee has had ten (10) days to review and comment thereon. A certificated employee shall have the right to respond in writing and have such response attached to any such derogatory statement. Such review shall take place during normal business hours and the certificated employee shall be released from duty for this purpose with no loss of pay.
- D. A certificated employee may request the update of their file with materials relevant to their position, such as, course work or commendations, certificates.
- E. Official grievances filed by a certificated employee, under the grievance procedure as outlined in this Contract, shall not be placed in the personnel file of that certificated employee. A separate file shall be maintained for grievances.

ARTICLE XV EMPLOYER EXPENSES

The District shall pay the cost in excess of the health plan coverage for the following:

- A. Physical Examination: Any necessary medical examination required as a condition of employment, or continued employment, in accordance with the provision outlined in the Education Code or Government Code.
- B. Tuberculosis Test: When a certificated employee is required to have a T.B. skin test as a condition of employment or continued employment, the District shall pay as stated above. When an x-ray is necessary to clarify the results of the skin test, the District shall pay the cost as stated above.

ARTICLE XVI PUBLIC CHARGES

- A. Charges against a certificated employee shall not be made public.
- B. All citizens, school employees and agencies with complaints against a certificated employee may discuss the matter informally with the Superintendent/Principal. The certificated employee shall be informed of the complaint that day or no later than the next day. The Superintendent/Principal may attempt to resolve the issue on an informal basis, which may include a meeting between the certificated employee, the complainant, and the Superintendent/Principal. The certificated employee may decline the opportunity to meet

at this time. The certificated employee shall be informed of any resolution reached between the complainant and the Superintendent/Principal. If the complaint is not resolved informally, the complainant shall be requested to reduce the charge to writing. A copy of all written complaints shall be provided to the certificated employee. In the event the complainant is not willing to put the complaint in writing and the charge is not resolved, the certificated employee will be informed of the charge and afforded an opportunity to respond. Notification of complaints shall be provided the certificated employee within two (2) school days.

- C. Upon receipt of a public charge, the Superintendent/Principal is to maintain confidentiality while conducting the preliminary investigation. Confidentiality means the information regarding the charge shall be shared among the Superintendent/Principal, Board, and certificated employee only. If the complaint is determined to be frivolous or not warrant further attention, the District shall take no further action.
- D. The certificated employee may request the Superintendent/Principal to schedule a meeting of the member, the complainant, and the Superintendent/Principal.
- E. If after the meeting, the Superintendent/Principal determines that further investigation is warranted, the Superintendent/Principal shall proceed and report the findings to the certificated employee within five (5) working days.
- F. If no meeting is held with the certificated employee and the complainant, but the Superintendent/Principal continues to investigate the complaint, all charges will be put in writing and given to the employee within five (5) working days after notification of the employee.
- G. The certificated employee shall have the right to respond in writing to any written statement regarding the complaint.
- H. Any anonymous or unsubstantiated public complaint shall not be used in a certificated employee's evaluation or included in a certificated employee's personnel file. No reference shall be made to the complaint in the certificated employee's evaluation if after investigating the complaint no written documentation is placed in the employee's personnel file.
- I. If, after investigating the complaint, the Superintendent/Principal determines that it is appropriate to document the incident and to have the documentation placed in the certificated employee's personnel file, the provisions of Article XIV shall be followed.

Kashia ESD

Board Policy

Vision

BP 0000

Philosophy, Goals, Objectives and Comprehensive Plans

In order to provide a clear focus for district programs, activities and operations, the Board of Trustees 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 school 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/Principal 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 Superintendent/Principal 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 KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018

Stewarts Point, California

Kashia ESD

Board Policy

Philosophy

BP 0100

Philosophy, Goals, Objectives and Comprehensive Plans

As part of its responsibility to establish a guiding vision for the district, the Board of Trustees 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)

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. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all

Kashia ESD

Board Policy

Goals For The School District

BP 0200

Philosophy, Goals, Objectives and Comprehensive Plans

As part of the Board of Trustees's responsibility to set direction for the school district, the Board shall adopt long-term goals focused on the achievement of all district students. The district's goals shall be aligned with the district's vision, mission, philosophy, and priorities.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 9000 - Role of the Board)

In developing goals and identifying strategies to achieve those goals, the Board and Superintendent/Principal shall solicit input and review from key stakeholders. The Board shall also review and consider quantitative and/or qualitative data, including data disaggregated by student subgroup, to ensure that district goals are aligned with student needs.

Goals shall be established for all students and each numerically significant subgroup as defined in Education Code 52052, which may include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, and shall address each of the state priorities identified in Education Code 52060 and any additional local priorities established by the Board. These goals shall be incorporated into the district's local control and accountability plan (LCAP). (Education Code 52060, 52062, 52063; 5 CCR 15497)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6159 - Individualized Education Program)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

The LCAP shall include a clear description of each goal, one or more of the state or local priorities addressed by the goal, any student subgroup(s) or school site(s) to which the goal is applicable, and expected progress toward meeting the goal for the term of the LCAP and in each year. (5 CCR 15497)

Each year the district's update to the LCAP shall review progress toward the goals and describe any changes to the goals. (Education Code 52060-52061)

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

In addition to the goals identified in the LCAP, and consistent with those goals, the district and the school site may establish goals for inclusion in another school plan or for any other purpose. Such goals may address the improvement of governance, leadership, fiscal integrity, facilities, community involvement and collaboration, student wellness and other conditions of children,

Kashia ESD

Board Policy

Comprehensive Plans

BP 0400

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees 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/Principal 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. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)
(cf. 9130 - Board Committees)

Kashia ESD

Board Policy

Nondiscrimination In District Programs And Activities

BP 0410

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from discrimination based on race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4033 - Lactation Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)
(cf. 5131.2 - Bullying)
(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)

Annually, the Superintendent/Principal or designee shall review district programs and activities to ensure the removal of any barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent/Principal or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

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

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

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:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, Annapolis, California
Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Notice of Non-Discrimination, January 1999
Protecting Students from Harassment and Hate Crime, January 1999
Nondiscrimination in Employment Practices in Education, August 1991
U.S. DEPARTMENT OF JUSTICE PUBLICATIONS
2010 ADA Standards for Accessible Design, September 2010

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
Safe Schools Coalition: <http://www.casafeschools.org>
Pacific ADA Center: <http://www.adapacific.org>
U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>
U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act:
<http://www.ada.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Board Policy

School Plans/Site Councils

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees believes that comprehensive planning is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent/Principal or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with district goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

When the school that participates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 52055.755, 64001)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1431 - Waivers)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4131 - Staff Development)

(cf. 5147 - Dropout Prevention)

(cf. 6020 - Parent Involvement)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6151 - Class Size)

(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)

As appropriate, the school may incorporate any other school plan into the SPSA. (Education Code 64001)

The Superintendent/Principal or designee shall ensure that the SPSA 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

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 for Developing the Single Plan for Student Achievement: A Resource for the School
Site Council, February 2013

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

California Department of Education, Single Plan for Student Achievement:

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

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

WestEd: <http://www.wested.org>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT
adopted: December 12, 2018, Stewarts Point, California

Kashia ESD

Administrative Regulation

School Plans/Site Councils

AR 0420

Philosophy, Goals, Objectives and Comprehensive Plans

School Site Councils

A school site council shall be established when required for participation in a categorical program. (Education Code 52852, 64001)

(cf. 0420.1 - School-Based Program Coordination)

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

1. The Superintendent/Principal
2. Teachers selected by the school's teachers
3. Other school personnel selected by the school's other personnel
4. Parent/guardian representatives, who may include parents/guardians of students attending the school and/or community members, selected by parents/guardians of students attending the school

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. The remaining half shall be parent/guardian representatives. (Education Code 52852)

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

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

The school site council shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for the school to participate in any state or federal categorical program specified in Education Code 52055.700 or 64000 on an ongoing basis, the school site council shall approve and annually review and update a single plan for student achievement (SPSA). If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the

address any content required by law for each individual categorical program in which the school participates.

In developing or revising the SPSA, the school site council or other schoolwide advisory group or school support group shall:

1. Analyze student achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance in particular content areas, student groups, and/or individual students and determine which data summaries to include in the plan as most informative and relevant to school goals.

(cf. 6011 - Academic Standards)

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.

3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.

4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Board of Trustees for approval. (Education Code 35147, 64001)

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

The school site council or other schoolwide group may amend the SPSA at any time. Any revisions that would substantively change the academic programs funded through the consolidated application shall be submitted to the Board for approval.

Regulation KASHIA ELEMENTARY SCHOOL DISTRICT
approved: December 12, 2018 Stewarts Point, California

Kashia ESD

Board Policy

District Technology Plan

BP 0440

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees 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)

The Superintendent/Principal 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)

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)

Planning Team

The Superintendent/Principal or designee shall appoint a planning team to assist with the development of the technology plan. The recommendations of the committee shall be advisory only and shall not be binding on the Board. The plan shall be submitted to the Board for

Kashia ESD

Administrative Regulation

District Technology Plan

AR 0440

Philosophy, Goals, Objectives and Comprehensive Plans

Development of Plan

The district's technology plan shall be developed by a planning team which may include, but is not limited to, the Superintendent, teachers, library media teachers, classified staff, parents/guardians, students, community members, including members of the business community.

(cf. 1220 - Citizen Advisory Committees)
(cf. 9140 - Board Representatives)

The Superintendent/Principal or designee shall present the planning team with its specific duties and responsibilities and a timeline for completing its recommendations and for reporting to the Board of Trustees.

Plan Components

The district's technology plan shall address, at a minimum, all of the following components:

1. Curriculum
 - a. Teachers' and students' current access to technology tools both during the school day and outside of school hours
 - b. The current use of hardware and software to support teaching and learning
 - c. The district's curricular goals and academic content standards as presented in various district comprehensive planning documents

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0420 - School Plans/Site Councils)
(cf. 6011 - Academic Standards)

- d. A list of clear goals and a specific implementation plan to:
 - (1) Use technology to improve teaching and learning by supporting the district's curricular goals and academic content standards
 - (2) Delineate how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace

- a. All costs and the current budget associated with implementing each component of the plan
- b. Existing and potential funding sources
- c. Options for reducing costs
- d. Annual budgets for the term of the plan
- e. Provision of ongoing technical support
- f. The district's policy for replacing obsolete equipment
- g. A process for monitoring progress and updating funding and budget decisions

(cf. 3100 - Budget)

5. Appropriate and ethical use of technology (Education Code 51871.5)

- a. Appropriate and ethical use of information technology in the classroom
- b. Internet safety
- c. The manner in which to avoid committing plagiarism
- d. The concept, purpose, and significance of a copyright so that students are equipped with the skills necessary to distinguish lawful from unlawful online downloading
- e. The implications of illegal peer-to-peer network file sharing

(cf. 5131 - Conduct)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.4 - Student Use of Technology)

6. Monitoring and evaluation

- a. A process for evaluating the impact of technology on student learning using the goals and benchmarks for each component of the plan
- b. A schedule for evaluating the effect of plan implementation on student achievement
- c. How and when the results of the monitoring process and evaluation will be used

(cf. 0500 - Accountability)

Kashia ESD

Board Policy

Comprehensive Safety Plan

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees 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)

The Superintendent/Principal or designee shall oversee the development of a comprehensive school safety plan. (Education Code 32281)

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation.

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

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent/Principal 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)

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

(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

Kashia ESD

Administrative Regulation

Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Content of the Safety Plan

The school safety plan shall include an assessment of the current status of school crime committed on campus 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)

- 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)

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. 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. 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)

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

(cf. 1020 - Youth Services)

7. 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)

8. 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 and Graffiti)

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

Kashia ESD

Board Policy

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

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

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

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

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

The Superintendent/Principal or designee shall review the single plan for student achievement

using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written

notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

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

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9320 - Meetings and Notices)

Adoption of the Plan

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

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

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

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

Monitoring Progress

The Superintendent/Principal or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

52052 Academic Performance Index; numerically significant student subgroups
52060-52077 Local control and accountability plan
52302 Regional occupational centers and programs
52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards
Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet,
August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

Policy KASHIA ELEMENTARY SCHOOL DISTRICT

adopted: December 12, 2018 Stewarts Point, California

Kashia ESD

Administrative Regulation

Local Control And Accountability Plan

AR 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Content of the Plan

The district's local control and accountability plan (LCAP) shall include: (Education Code 52060)

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

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

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

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

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

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

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

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 5144 - Discipline)

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

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

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

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

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

(cf. 0200 - Goals for the School District)

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

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

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

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

Kashia ESD

Board Policy

Accountability

BP 0500

Philosophy, Goals, Objectives and Comprehensive Plans

The Board of Trustees recognizes its responsibility to ensure accountability to the public for the performance of the district school. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 2140 - Evaluation of the Superintendent)
(cf. 3460 - Financial Accountability and Reports)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9400 - Board Self-Evaluation)

Indicators of district progress in improving student achievement shall include, but are not limited to, the state Academic Performance Index (API) and the measures of "adequate yearly progress" (AYP) required under the federal accountability system.

(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.52 - High School Exit Examination)

The district school shall demonstrate comparable improvement in academic achievement, as measured by the API, for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth. (Education Code 52052)

The Superintendent/Principal shall provide regular reports to the Board and the public regarding school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)
(cf. 0510 - School Accountability Report Card)
(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)

Kashia ESD

Board Policy

School Accountability Report Card

BP 0510

Philosophy, Goals, Objectives and Comprehensive Plans

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

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

In preparing the school's report card, the Superintendent/Principal or designee may choose to use or adapt the model template provided by the California Department of Education. If the model template is not used, the Superintendent/Principal or designee shall ensure that data are reported in a manner that is consistent with the definitions for school conditions as provided in the template. At least every three years, the Board shall compare the content of the school's report card to the state's model template, recognizing that variances are allowed by law as necessary to meet local needs. (Education Code 33126.1, 35256)

The Board shall annually approve the SARC for the district school and shall evaluate the data contained in the SARC 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/Principal 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)

Notification and Dissemination of SARCs

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

(cf. 5145.6 - Parental Notifications)



Patti Pomplin <ppomplin@kashiaesd.org>

Services and Audit

1 message

Frances Johnson <fjohnson@scoe.org>

Mon, Oct 8, 2018 at 1:54 PM

To: Janet Kukulinsky <janet.kukulinsky@gmail.com>, Kathleen Imburgia Bennett <kathleen@actionnetwork.info>, "Pomplin, Patti" <ppomplin@kashiaesd.org>, Annan lolani Hansen <patersonannan@gmail.com>

To Whom It May Concern For General and Specific Audit purposes:

Kashia School has not and will not receive any services from Action Network for the school year of 2018-19.

Frances Johnson, Superintendent
Kashia School

INTERAGENCY AGREEMENT

Transportation Procedures to Ensure School Stability for Foster Students

Section 1. Parties

The parties to this Interagency Agreement ("Agreement") are: The Local education Agency ("LEA"): See Exhibit A for list of LEAs, and the Sonoma County Human Services Department, Family, Youth, and Children's Services Division ("FYC").

Section 2. Intent

It is the intent of the parties that this Agreement function as the procedures governing how transportation to maintain foster students in their school of origin when it is in their best interest will be provided, arranged, and funded for the duration of the time in foster care, as required by the Every Student Succeeds Act ("ESSA") (114 P.L. 95, 129 Stat. 1802).

Section 3. Definitions

A. Foster Student

Education Code section 48853.5 defines a foster child as "a child who has been removed from his/her home pursuant to Section 309 of the Welfare and Institutions Code, is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code, or has been removed from his/her home and is the subject of a petition filed under Section 300 or 602 of the Welfare and Institutions Code."

B. School of Origin

The school of origin is the school in which the child was enrolled before entering foster care. If a child's foster care placement is changed, the school of origin is the school where the child was enrolled when the placement changed.

C. Best Interest Determination

Under federal and California law, a child in foster care shall remain or enroll in his/her school of origin, unless a determination is made that it is not in the child's best interest to attend the school of origin. Factors to consider when determining if maintaining school of origin enrollment is in the foster student's best interest include: the appropriateness of the current educational setting; the proximity of the placement; duration of enrollment; time of placement change; type of transportation available; traffic patterns; flexibility in school schedule; and the student's maturity and behavioral capacity.

D. Additional Cost

Additional costs are the difference between what LEA would otherwise spend to transport a student to his/her assigned school based on existing transportation options currently available within the LEA, and the cost of transporting a child in foster care to his/her school of origin.

Section 4. Identification of LEA and FYC Representative

LEA shall be responsible for providing FYC prior to the start of each school year, but no later than the third day of school, the contact information for the LEA representative assigned to address foster youth issues. This duty can be satisfied by providing this information to the Sonoma County Office of Education ("SCOE"), which is maintained on SCOE's website: <http://www.scoe.org/pub/htdocs/fys.html>.

FYC shall be responsible for providing LEA prior to the start of each school year, but no later than the third day of school, the contact information for the designated FYC foster youth representative.

Section 5. Identification of Students in Foster Care

In accordance with California Rules of Court 5.651(e)(1)(A), within one (1) business day of deciding on a change of a youth's placement to a location that could lead to removal from the school of origin, FYC must notify the foster student's attorney and education rights holder. In accordance with California Rules of Court 5.651(e)(1)(B), at least ten (10) calendar days prior to potentially changing the placement of a student who qualifies for services pursuant to the Individuals with Disabilities Education Act ("IDEA"), FYC will notify the LEA of the school of origin of the impending placement change.

Section 6. Best interest Determination Procedure

A. Notice of Request to Participate in Best Interest Determination

FYC will notify the LEA within one (1) business day upon learning that a student attending the LEA has been placed in foster care or will be removed to a foster home placement that is located outside the geographical boundaries of the LEA and that the best interest decision must be made.

B. Best Interest Determination

Pursuant to ESSA section 1111(g)(1)(E)(i), a child in foster care shall remain or enroll in his/her school of origin, unless a determination is made that it is not in the child's best interest to attend the school of origin. The best interest determination is based on all factors relating to the child's best interest, including the appropriateness of the current educational setting and the proximity to the school in which the child is enrolled at the time of placement. The best interest determination shall be made and agreed upon by the LEA representative, FYC representative, the foster child, and the educational rights holder within two (2) business days of the child attaining foster student status or changing foster placements.

C. Notice of Final Best Interest Determination

The best interest determination and an explanation thereof shall be memorialized in writing by FYC and provided to LEA, the foster child, and the educational rights holder within (1) business day. If the foster student is remaining or enrolling at his/her school of origin, this notice triggers the need for the parties to collaborate under this Agreement to

establish the most cost-effective transportation procedures available for the student, considering the best interests of the student. If the foster student waives his/her right to remain or enroll at the school of origin and is transferring to a new school, FYC, the school of origin (or prior LEA) and new LEA shall coordinate to ensure that the foster student immediately enrolls in the new school in accordance with Education Code section 48853.5 and section 49069.5.

Section 7. Duration of Transportation

Transportation to and from school of origin and the foster placement will be provided for the duration of the child's time in foster care as long as it continues to be in the child's best interest. Pursuant to Education Code section 48853.5(f), if a child exits foster care before the end of a school year, LEA shall allow the former foster child who is in kindergarten or any of grades 1-8, inclusive, to continue his/her education in the school of origin through the duration of the academic school year, as long as it continues to be in the child's best interest. In addition, if a child exits foster care while enrolled in high school, LEA shall allow the former foster child to continue his/her education in the school of origin through graduation, as long as it continues to be in the child's best interests. FYC and LEA are not responsible for funding the additional costs of transporting a former foster student to and from his/her school of origin.

Section 8. Transportation for Foster Students Already Provided through Other Laws

Foster students may already have transportation plans provided through other laws or entitlements, such as an Individualized Educational Program ("IEP") pursuant to the IDEA the McKinney-Vento Homeless Assistance Act ("McKinney-Vento"), or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). The LEA will assess whether the foster student is entitled to transportation services under another law or entitlement within one (1) school day of receiving notice of the final best interest determination. If the student is eligible for transportation under another law or entitlement, LEA will provide, arrange and fund the entire cost of the transportation.

Section 9. Transportation for Foster Students Placed at Resource Family Homes

A. Assessment of Transportation Options

Within three (3) school days of the final best interest determination, LEA and FYC will collaboratively assess all transportation options for maintaining the foster student at his/her school of origin and determine the best available transportation option. LEA and FYC shall consider the appropriateness of the options considering the student's age, experience, and behavioral capacity. Within one (1) school day of making the transportation determination, LEA shall give FYC and the child's educational rights holder written confirmation of the best available transportation mode agreed upon by both parties.

If the LEA is able to provide the best available transportation option to the foster student, *without incurring additional costs*, as defined in this Agreement, LEA will provide, arrange and fund the entire cost of the transportation.

B. Additional Costs

If the best available transportation option will cause LEA to incur additional costs, as defined in this Agreement, the LEA will submit a written Transportation Plan to FYC within one (1) school day of making the transportation determination. The Transportation Plan shall identify the additional costs incurred by the LEA. FYC agrees to fund the additional costs of transportation to and from school of origin for foster students placed at resource family homes.

Section 10. Transportation for Foster Students at Valley of the Moon Children's Home ("VMCH")

A. Assessment of Transportation Options

Within three (3) school days of the final best interest determination, LEA and FYC will collaboratively assess all transportation options for maintaining the foster student at his/her school of origin and determine the best available transportation option. LEA and FYC shall consider the appropriateness of the options considering the student's age, experience, and behavioral capacity. Within one (1) school day of making the transportation determination, FYC shall give LEA and the child's educational rights holder written confirmation of the best available transportation mode agreed upon by both parties. "Best available transportation mode" shall not be construed to mean the most expensive available option and costs associated with transportation shall be considered in determining the best available transportation mode. LEA shall not have any responsibility to pay costs, including additional costs, unless and until the LEA is provided with notice by FYC that the final best interest determination has been made for a student and a request is made, in accordance with this Section, to collaborate with the LEA on determining the best available transportation option.

If the LEA is able to provide the best available transportation option to the foster student, *without incurring additional costs*, as defined in this Agreement, LEA will provide, arrange and fund the entire cost of the transportation.

B. Additional Costs

If the best available transportation option will cause LEA to incur additional costs, as defined in this Agreement, FYC will submit a Transportation Plan to LEA within one (1) school day of making the transportation determination. The Transportation Plan shall identify the additional costs incurred by the LEA. LEA and FYC agree to equally share the additional cost of transportation: LEA and FYC will each individually pay fifty per cent (50%) of the additional cost stated in the Transportation Plan. As VMCH is a

short-term placement, LEA will only be responsible for its share of additional costs under this Section for twenty (20) school days of transportation provided pursuant to this Agreement per student per placement at VMCH.

Section 11. Potential Modes of Transportation

Potential modes of transportation for transporting foster students to and from a school of origin include, but are not limited to: existing school bus routes; public transportation; carpooling; altering or adding a school bus route; mileage reimbursement for parents of other students; mileage reimbursement for student to transport themselves; contracted transportation provider; contraction transportation provided by individuals or organizations.

Section 12. Cost Dispute

In case of dispute, FYC and LEA agree to work together in good faith in an attempt to resolve the matter. The Sonoma County Office of Education ("SCOE") agrees to act as a facilitator to resolve any disputes among the parties. Prior to the filing of any complaint with an executive agency or court of competent jurisdiction, the party alleging a violation of this Agreement shall provide written notice describing the alleged violation and providing a requested remedy. The other party will have no less than ten (10) business days to respond in writing to attempt to resolve the matter.

During the pendency of an unresolved dispute, LEA and FYC will share the additional costs of transportation equally: LEA and FYC will each individually pay fifty per cent (50%) of additional costs.

Section 13. Automatic Review

Six (6) months from the date this Agreement was executed, the parties agree to meet and confer in good faith to ensure compliance with the payment obligations and the policies set forth in this Agreement.

Section 14. Term of the Agreement

This Agreement shall become effective as of December 11, 2017, and shall remain in effect until terminated by either FYC or LEA in accordance with this Section 14. Either FYC or LEA may immediately terminate this Agreement for "cause". "Cause" is defined as a party's failure to abide by the obligations imposed on that party by the MOU. Either FYC or LEA may terminate this Agreement without cause by giving the other party sixty (60) calendar days advance written notice. However, if the California Department of Education ("CDE") issues a state foster youth transportation plan prior to the expiration of this Agreement, any party to this Agreement will have thirty (30) calendar days to submit a written request to the other party to meet and confer in good faith to revise this Agreement in accordance with the state's foster youth transportation plan.

This agreement was executed on the following date: October 10, 2018

Charlene Pinola, Board Clerk

acting President

Frances Johnson, Superintendent

Authorized signature for Local Education Agency (See Exhibit A)

Karee Fier

Authorized Signature Sonoma County Human Services Department

<u>District</u>	<u>Board President</u>	<u>Signature</u>	<u>Date of Governing Board Approval</u>
Alexander Valley Union			
Bellevue Union			
Bennett Valley Union			
Cinnabar			
Cloverdale Unified			
Cotati-Rohnert Park Unified			
Dunham			
Forestville Union			
Fort Ross			
Geyserville Unified			
Gravenstein Union			
Guerneville			

Harmony Union

Healdsburg Unified

Horicon

Action By

Kashia

Charlene Pinola
~~Rant Chappell~~ Charlene Pinola 10/10/18

Kenwood

Liberty

Mark West Union

Monte Rio Union

Montgomery

Oak Grove Union

Old adobe Union

Petaluma City

Petaluma Joint
Union High

Piner-Olivet Union

Rincon Valley Union

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Roseland

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Santa Rosa Elem.

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Santa Rosa High Sch.

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Sebastopol Union

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Sonoma Valley Unified

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Twin Hills Union

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Two Rock Union

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Waugh

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West Side Union

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West Sonoma County
Union High

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Wilmar Union

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Windsor Unified

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Wright

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