



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

BOARD OF EDUCATION AGENDA

October 20, 2016

BOARD OF EDUCATION

Andrew Cruz, President
Sylvia Orozco, Vice President
Pamela Feix, Clerk
James Na, Member
Irene Hernandez-Blair, Member

—◆◆—
SUPERINTENDENT

Wayne M. Joseph

5130 Riverside Drive. Chino. California 91710
www.chino.k12.ca.us

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA 91710
4:00 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
October 20, 2016

AGENDA

- The public is invited to address the Board of Education regarding items listed on the agenda. Comments on an agenda item will be accepted during consideration of that item, or prior to consideration of the item in the case of a closed session item. Persons wishing to address the Board are requested to complete and submit to the Administrative Secretary, Board of Education, a "Request to Speak" form available at the entrance to the Board room.
- In compliance with the Americans with Disabilities Act, please contact the Administrative Secretary, Board of Education, if you require modification or accommodation due to a disability.
- Agenda documents that have been distributed to members of the Board of Education less than 72 hours prior to the meeting are available for inspection at the Chino Valley Unified School District Administration Center, 5130 Riverside Drive, Chino, California, during the regular business hours of 7:30 a.m. to 4:30 p.m., Monday through Friday.

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:00 P.M.

1. Roll Call
2. Public Comment on Closed Session Items
3. Closed Session

Discussion and possible action (times are approximate):

- a. Conference with Legal Counsel–Anticipated Litigation (Government Code 54956.9 (d)(2) and (e)(1): One possible case. (Atkinson, Andelson, Loya, Ruud & Romo) (45 minutes)
- b. Conference with Legal Counsel–Existing Litigation (Government Code 54954.4(c) and 54956.9)(d)(1): Federal District Court, Case No. EDCV 14-2336-JGB (DTBx) Freedom from Religion Foundation vs. Chino Valley Unified School District Board of Education. (Tyler & Bursch, LLP) (Chidester, Margaret A. & Associates) (30 minutes)
- c. Student Expulsion Matters (Education Code 35146, 48918 (c) & (j): Cases 16/17-06 and 16/17-08. (30 minutes)
- d. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Dr. Norm Enfield, Sandra Chen, Dr. Grace Park, Lea Fellows, and Richard Rideout. (15 minutes)
- e. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)
- f. Public Employee Performance Evaluation (Government Code 54957): Superintendent. (45 minutes)

I.B. RECONVENE TO REGULAR OPEN MEETING – 7:00 P.M.

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. PRESENTATIONS AND RECOGNITIONS

1. Student Showcase: Chino HS 77th Cavalry Marching Band
2. Ayala HS Girls Golf Team
3. Alexis King, Ayala HS, 2016 San Bernardino County Teachers of the Year

The proceedings of this meeting are being recorded.

- I.D. COMMENTS FROM STUDENT REPRESENTATIVE
- I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES
- I.F. COMMENTS FROM COMMUNITY LIAISONS
- I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA
- I.H. CHANGES AND DELETIONS

II. ACTION

II.A. ADMINISTRATION

- II.A.1. Public Hearing Regarding Oxford Preparatory Academy Charter School Renewal Petition** Open Hearing _____
Page 7 **Close Hearing** _____
Recommend the Board of Education conduct a public hearing regarding the Oxford Preparatory Academy charter school renewal petition.

II.B. HUMAN RESOURCES

- II.B.1. Public Notice and Public Hearing Regarding the Associated Chino Teachers' Initial Bargaining Proposal to the Chino Valley Unified School District for Negotiating a Successor Collective Bargaining Agreement Effective July 1, 2016** Open Hearing _____
Page 8 **Close Hearing** _____
Recommend the Board of Education give public notice, and conduct a public hearing regarding the Associated Chino Teachers' Initial Bargaining Proposal to the Chino Valley Unified School District for negotiating a successor Collective Bargaining Agreement effective July 1, 2016.

III. CONSENT

Motion ___ Second ___
Preferential Vote: ___
Vote: Yes ___ No ___

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of October 6, 2016

Page 13 Recommend the Board of Education approve the minutes of the regular meeting of October 6, 2016.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Page 21 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.2. Fundraising Activities

Page 22 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.3. Donations

Page 25 Recommend the Board of Education accept the donations.

III.B.4. Legal Services

Page 28 Recommend the Board of Education approve payment for legal services to the law office of Chidester, Margaret A. & Associates.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Student Expulsion Cases 16/17-06 and 16/17-08

Page 29 Recommend the Board of Education approve the student expulsion cases 16/17-06 and 16/17-08.

III.C.2. New Course Forensic Biology

Page 30 Recommend the Board of Education approve the new course Forensic Biology.

III.D. EDUCATIONAL SERVICES

III.D.1. School-Sponsored Trips

Page 49 Recommend the Board of Education approve/ratify the following school-sponsored trips: Butterfield Ranch ES; and Ayala HS.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Purchase Order Register

Page 50 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

- III.E.2. Agreements for Contractor/Consultant Services**
Page 51 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.
- III.E.3. Surplus/Obsolete Property**
Page 53 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.
- III.E.4. Change Order and Notice of Completion for Bid 15-16-06, Asphalt and Concrete Replacement at Various Sites**
Page 55 Recommend the Board of Education approve the change order and Notice of Completion for Bid 15-16-06, Asphalt and Concrete Replacement at Various Sites.
- III.E.5. License Agreement with Chino-Oaks Residential, LLC., a Delaware Limited Liability Company for Access and Improvements to the Chino Oaks Apartment Complex Property from Oxford Preparatory Academy**
Page 58 Recommend the Board of Education approve the License Agreement with Chino-Oaks Residential, LLC., a Delaware Limited Liability Company for Access and Improvements to the Chino Oaks Apartment Complex Property from Oxford Preparatory Academy.
- III.E.6. Notice of Completion for CUPCCAA Projects**
Page 74 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Projects.
- III.F. HUMAN RESOURCES**
- III.F.1. Certificated/Classified Personnel Items**
Page 76 Recommend the Board of Education approve/ratify the certificated/classified personnel items.
- III.F.2. Revision of Job Description for Assistant Superintendent, Educational Services**
Page 80 Recommend the Board of Education approve the revision of the job description for Assistant Superintendent, Educational Services.

IV. INFORMATION

- IV.A. ADMINISTRATION**
- IV.A.1. New Board Bylaw 9010.5 Bylaws of the Board—Public Statements Regarding Religion or Non-Religion**
Page 87 Recommend the Board of Education receive for information new Board Bylaw 9010.5 Bylaws of the Board—Public Statements Regarding Religion or Non-Religion.

IV.B. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.B.1. New Course Life Essentials

Page 89 Recommend the Board of Education receive for information the new course Life Essentials.

IV.C. EDUCATIONAL SERVICES

IV.C.1. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for July Through September 2016

Page 92 Recommend the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for July through September 2016.

IV.D. HUMAN RESOURCES

IV.D.1. Revision of Administrative Regulation 4112 All Personnel—Appointment and Conditions of Employment

Page 94 Recommend the Board of Education receive for information the revision of Administrative Regulation 4112 All Personnel—Appointment and Conditions of Employment.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Date posted: October 14, 2016
Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
**SUBJECT: PUBLIC HEARING REGARDING OXFORD PREPARATORY
ACADEMY CHARTER SCHOOL RENEWAL PETITION**

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BACKGROUND

On September 30, 2016, Oxford Preparatory Academy submitted a charter school renewal petition to the Chino Valley Unified School District.

California Education Code Sections 47605 and 47607 establish the procedures and timelines for charter school renewal petitions. California Education Code section 47605(b) requires the Board of Education to hold a public hearing to consider the level of support for the petition by teachers employed by the District, other employees of the District, and parents.

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing regarding the Oxford Preparatory Academy charter school renewal petition.

FISCAL IMPACT

None.

WMJ:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: PUBLIC NOTICE AND PUBLIC HEARING REGARDING THE ASSOCIATED CHINO TEACHERS' INITIAL BARGAINING PROPOSAL TO THE CHINO VALLEY UNIFIED SCHOOL DISTRICT FOR NEGOTIATING A SUCCESSOR COLLECTIVE BARGAINING AGREEMENT EFFECTIVE JULY 1, 2016

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BACKGROUND

The present Collective Bargaining Agreement between Chino Valley Unified School District and Associated Chino Teachers (A.C.T.) expired on June 30, 2016. Pursuant to Government Code Section 3547, the Association gave notice to the District regarding its initial bargaining proposal for a successor agreement on October 6, 2016.

In accordance with Article 2.1 of the Collective Bargaining Agreement between the Chino Valley Unified School District and A.C.T., the Board is required to conduct a public hearing on the Association's initial proposal to the District for the purpose of negotiating a successor Agreement.

Based on Administrative Regulation 4143.1, Public Notice – Personnel Negotiations and A.C.T., A.C.T. is hereby announcing to the public its initial bargaining proposal for a successor of the Collective Bargaining Agreement to be effective July 1, 2016.

A.C.T. submits the following:

- Facilitate a much needed modernization of the current contract language
- Create uniformity throughout the contract
- Article 1 - Negotiated Agreement

- Article 2 – Negotiation Procedures
- Article 3 – Associated Rights
- Article 4 – Rights Retained by District
- Article 5 Non-Discrimination
- Article 6 Adult School Terms and Conditions
- Article 7 Class Size
- Article 8 Evaluations
- Article 9 Personnel File Contents and Inspection
- Article 10 Public Charges
- Article 11 Grievance Procedure
- Article 12 Working Conditions
- Article 13 Leaves
- Article 14 Hours
- Article 15 Placement, Assignment, Reassignment, Transfer, and Vacancies
- Article 16 Retirement Credit for Part-Time Service
- Article 17 Compensation and Health and Welfare Benefits
- Article 18 Child Development Programs
- Article 19 No Strike-No Lockout
- Article 20 Miscellaneous
- Article 21 Completion of Negotiations
- Article 22 Term of Agreement
- Appendix A Unit Definition

- Appendix B Certificated Salary Schedule (2014-4.00%)
Child Development Programs – Salary Schedule (2014-4.00%)
Salary Placement Guidelines
General Provision of the Certificated Salary Schedule
Reclassification Provisions of the Certificated Salary Schedule
Miscellaneous
- Appendix C Extra Duty Rates
Annual Stipends for Extra Duty Coaching

RECOMMENDATION

It is recommended the Board of Education give public notice, and conduct a public hearing regarding the Associated Chino Teachers' Initial Bargaining Proposal to the Chino Valley Unified School District for negotiating a successor Collective Bargaining Agreement effective July 1, 2016.

FISCAL IMPACT

To be determined through the bargaining process and disclosed prior to any Board action being taken pursuant to Board Policy 4143.1 and Government Code 3547.5.

WMJ:GP:LF:RR:mcm



TO: Mr. Wayne Joseph, Superintendent
Norm Enfield, Ed. D., Deputy Superintendent
Grace Park, Ed D., Assistant Superintendent, Human Resources
Chino Valley Unified School District

FROM: Todd Hancock, President
Kelly Larned, Bargaining Chairperson
Associated Chino Teachers

SUBJECT: Proposal for 2016-17 Agreement to the Master Collective Bargaining Agreement between the Associated Chino Teachers/CTA/NEA and the Chino Valley Unified School District.

DATE: October 20, 2016

As required under the provisions of Educational Employment Relations Act, Section 3547, and other applicable codes and statutes governing the collective bargaining process in the State of California, the Associated Chino Teachers/CTA/NEA hereby submits the following proposals for modification(s) of the Master Collective Bargaining Agreement between the Associated Chino Teachers/CTA/NEA and the Chino Valley Unified School District:

As the district and the Association are opening a complete successor agreement for the 2016-2017 school year, we would like to sunshine the opening of the entire contract, Articles 1 through 22 including Appendices: A, B, and C. We will be addressing the following issues:

- Facilitate a much needed modernization of the current contract language.
- Create uniformity throughout the contract.
- Association Rights.
- Class Size.
- Evaluations.
- Leaves.



- **Hours.**
- **Public Charges.**
- **Grievance Procedure.**
- **Placement, Assignments, Reassignment, Transfer, and Vacancies.**
- **Retirement Credit for Part-Time Service.**
- **Compensation and Health and Welfare Benefits.**
- **Child Development Programs.**
- **Working Conditions.**

The Association proposes: To incorporate into the Master Collective Bargaining Agreement between the Associated Chino Teachers and the Chino Valley Unified School District issues and goal pertaining to our Association.

Cc. A.C.T. Executive Board

Cc A.C.T. Bargaining Team

Cc California Teachers Association - Susana Salas, UniServ Field Staff

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
October 6, 2016

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 3:30 P.M.

1. Roll Call

President Cruz called to order the regular meeting of the Board of Education, Thursday, October 6, 2016, at 3:30 p.m. with Blair, Cruz, Feix, Na, and Orozco present.

Administrative Personnel

Wayne M. Joseph, Superintendent

Norm Enfield, Ed.D., Deputy Superintendent

Sandra H. Chen, Assistant Superintendent, Business Services

Jeanette Chien, Ed.D., Assistant Superintendent, Educational Services

Grace Park, Ed.D., Assistant Superintendent, Human Resources (absent during closed session; arrived for open session at 7:52 p.m.)

Gregory J. Stachura, Assistant Supt., Facilities, Planning, and Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Cruz adjourned to closed session at 3:30 p.m. regarding conference with legal counsel anticipated litigation; legal counsel existing litigation (two cases); student discipline matters; student admissions; conference with labor negotiators A.C.T. and CSEA; public employee discipline/dismissal/release; public employee appointment: Coordinator of Child Development; and public employee performance evaluation: Superintendent.

I.B. RECONVENE TO REGULAR OPEN MEETING – 7:00 P.M.

1. Report Closed Session Action

President Cruz reconvened the regular meeting of the Board of Education at 7:06 p.m. The Board met in closed session from 3:30 p.m. to 6:58 p.m. regarding conference with legal counsel anticipated litigation; legal counsel existing litigation (two cases); student discipline matters; student

admissions; conference with labor negotiators A.C.T. and CSEA; public employee discipline/dismissal/release; public employee appointment: Coordinator of Child Development; and public employee performance evaluation: Superintendent. The Board adopted a statement of charges for the immediate suspension and dismissal of a permanent classified employee number 8776 by a unanimous vote of 5-0 with Feix, Hernandez-Blair, Na, Orozco, and Cruz voting yes. Further, the Board appointed Beatriz Pascual-Travaglia as Coordinator of Child Development, Health Services, effective October 7, 2016, by a unanimous vote of 5-0 with Feix, Hernandez-Blair, Na, Orozco, and Cruz voting yes. No further action was taken that required public disclosure.

2. Pledge of Allegiance

Walnut ES student Frankie Verduzco led the Pledge of Allegiance.

I.C. PRESENTATIONS AND RECOGNITIONS

1. Student Showcase: Townsend JHS Marching Band

Teacher Anne Robb led band students in a musical performance.

2. Presentation: Multi-tiered Systems of Support for Behavior

An overview of Multi-tiered Systems of Support for Behavior was provided to the Board.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Absent

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Todd Hancock, A.C.T. President, recognized the Townsend JHS band; said we need to do better in recruiting speech language pathologists; thanked Dr. Enfield for inviting him to some principals' meetings and for being able to participate in the CLR program; quoted Marcus Aurelius regarding opinions and perspectives, and Leo Tolstoy regarding truth; and closed by speaking about political processes and said that Board meetings are not for political grandstanding, but for students.

Denise Arroyo, CSEA President, spoke about the Townsend JHS band; thanked Dr. Park and Dr. Enfield for working with CSEA to send instructional aides to the para-educators conference; attended a CSEA leadership conference where the number one topic was Proposition 55; thanked Greg Stachura and Superintendent Joseph for coming to the CSEA Chapter meeting to discuss the Bond and answer questions.

Tom Mackessy, CHAMP, highlighted the 'grit' of the District's administrative team.

I.F. COMMENTS FROM COMMUNITY LIAISONS

None.

I.G. COMMENTS FROM THE AUDIENCE ON ITEMS NOT ON THE AGENDA

Dr. Mark Bai addressed the Board regarding an anti-smoking resolution relative to Proposition 56; Pastor Chuck addressed the Board with a prayer; Liz Avila addressed the Board to clarify that it was she who asked individuals to pray at the meetings; Eugene Smith addressed the Board regarding a candidate survey on Facebook; Sharon Duran addressed the Board regarding campaign concerns; and Leanne Blanchard addressed the Board regarding the Alternative Education Center and its programs.

President Cruz called a recess from 8:30 p.m. to 8:39 p.m.

I.H. CHANGES AND DELETIONS

The following change was read into the record: Item III.D.1., Educational Services, School Sponsored Trips, Ayala HS, Big Bear Bonding, under fiscal impact, corrected the cost to read \$140.00.

II. ACTION

II.A. ADMINISTRATION

II.A.1. Public Hearing Regarding Oxford Preparatory Academy—Los Serranos Charter School Petition

President Cruz opened the public hearing regarding the Oxford Preparatory Academy—Los Serranos charter school petition at 8:40 p.m. Mary Hancock addressed the Board in opposition to the charter petition; Julio Alvarado addressed the Board regarding the right to pray; Jared McLeod, Barbara Black, Greta Proctor, Fatima Cristerna-Adame, Eric Hinks, Anthony Gibson, Amjad Khan, Alberto Diaz, and John Shipes addressed the Board in support of the charter petition, and the hearing was closed at 9:13 p.m.

II.B. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

II.B.1. Instructional Textbook Adoption

Moved (Blair) seconded (Na) carried unanimously (5-0) to adopt the following instructional textbook: a) Realidades, Level 3, Prentice Hall, 2004, (Spanish 3H/Spanish AP).

II.B.2. Instructional Textbook Adoption

Moved (Blair) seconded (Na) carried unanimously (5-0) to adopt the following instructional textbooks: a) Signing Naturally, Level 2, 1992, Dawn Sign Press, Vista American Sign Language; b) Signing Naturally, Level 3, 2001, Dawn Sign Press, Vista American Sign Language; c) Genki Level 2, 2011: An Integrated Course in Elementary Japanese, The Japan Times; d) Descubre 3, 2017, Vista Higher Learning; e) Themes, AP French Language and Culture, 2016, Vista Higher Learning; f) Temas, AP Spanish Language and Culture, 2014, Vista Higher Learning; g) D'accord! 3, 2015, Vista Higher Learning; h) Abriendo Puertas: Ampliando Perspectives, 2013, Houghton Mifflin Harcourt; i) Zhen Bang!, Chinese 3, 2013, EMC Publishing, LLC; and j) French in Action, Part 2, 2015, Yale University Press.

II.C. EDUCATIONAL SERVICES

II.C.1. Public Hearing — Sufficiency of Instructional Materials 2016/2017 and Adoption of Resolution 2016/2017-10

President Cruz opened the public hearing regarding the Sufficiency of Instructional Materials 2016/2017 at 9:15 p.m. There were no speakers, and the hearing was closed at 9:15 p.m. Moved (Blair) seconded (Na) motion carried (4-0-1, Feix abstained) to adopt Resolution 2016/2017-10.

II.D. HUMAN RESOURCES

II.D.1. Compensation Increase for Classified Substitutes and Other Non-Bargaining Unit Members (Noonground Supervisors, WIA Students, and AVID Tutors)

Moved (Blair) seconded (Orozco) carried unanimously (5-0) to approve a compensation increase for classified substitutes and other non-bargaining unit members (Noonground Supervisors, WIA Students, and AVID Tutors).

III. CONSENT

Irene Hernandez-Blair pulled for separate action Item III.D.2., and III.F.3.; Feix pulled for separate action Item III.F.1. Moved (Blair) seconded (NA) carried unanimously (5-0) to approve the consent items, as amended.

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of September 15, 2016

Approved the minutes of the regular meeting of September 15, 2016.

III.B. BUSINESS SERVICES

III.B.1. Warrant Register

Approved/ratified the warrant register.

III.B.2. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.3. Donations

Accepted the donations.

III.B.4. Legal Services

Approved payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; and Chidester, Margaret A. & Associates.

III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

III.C.1. Student Expulsion Cases 16/17-02 and 16/17-03

Approved the student expulsion cases 16/17-02 and 16/17-03.

III.C.2. Student Admission Cases 16/17-03A and 16/17-04A

Approved the student admission cases 16/17-03A and 16/17-04A.

III.D. EDUCATIONAL SERVICES

III.D.1. School-Sponsored Trips

Approved/ratified the following school-sponsored trips: Glenmeade ES; Townsend JHS; Ayala HS (as amended); Chino Hills HS; and Don Lugo HS.

III.D.2. Proclamation for Red Ribbon Week October 23-31, 2016

Moved (Blair) seconded (Na) carried unanimously (5-0) to adopt the proclamation for Red Ribbon Week, October 23-21, 2016.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Purchase Order Register

Approved/ratified the purchase order register.

III.E.2. Agreements for Contractor/Consultant Services

Approved/ratified the Agreements for Contractor/Consultant Services.

III.E.3. Surplus/Obsolete Property

Declared the District property surplus/obsolete and authorized staff to sell/dispose of said property.

III.E.4. Notice of Completion for CUPCCAA Projects

Approved the Notice of Completion for CUPCCA Projects.

III.F. HUMAN RESOURCES

III.F.1. Certificated/Classified Personnel Items

Moved (Blair) seconded (Na) carried unanimously (5-0) to approve/ratify the certificated/classified personnel items.

III.F.2. Rejection of Claim

Rejected the claim and referred it to the District’s insurance adjuster.

III.F.3. Resolution 2016/2017-09 Week of the School Administrator

Moved (Na) seconded (Blair) carried unanimously (5-0) to adopt Resolution 2016/2017-09 Week of the School Administrator.

III.F.4. Student Teaching Agreement with National University

Approved the student teaching agreement with National University.

III.F.5. Clinical Affiliation Agreement with the University of Michigan-Flint

Approved the clinical affiliation agreement with the University of Michigan-Flint.

III.F.6. Revision of Board Policy 4030 Personnel—Nondiscrimination in Employment

Approved the revision of Board Policy 4030 Personnel—Nondiscrimination in Employment.

IV. INFORMATION

IV.A. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT

IV.A.1. New Course Forensic Biology

Received for information the new course Forensic Biology.

IV.A.2. Revision of Administrative Regulation 6162.51 Instruction—State Academic Achievement Tests

Received for information the revision of Administrative Regulation 6162.51 Instruction—State Academic Achievement Tests.

IV.B. EDUCATIONAL SERVICES

IV.B.1. Student Attendance Calendar for the 2017/2018 School Year

Received for information the Student Attendance Calendar for the 2017/2018 school year.

IV.C. HUMAN RESOURCES

IV.C.1. Revision of Administrative Regulation 4112.6 All Personnel—Personnel Files

Received for information the revision of Administrative Regulation 4112.6 All Personnel—Personnel Files.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

Irene Hernandez-Blair thanked student Frankie Verduzco for leading the Pledge of Allegiance; said Walnut ES will be celebrating 50 years of educational service; spoke about the Milk Can game; said Ayala HS is hosting the Music in Motion competition on October 15; said National School Lunch Week begins October 10 through 14, and thanked nutrition staff for providing lunches; and said National School Bus Safety Week is October 17 through 21 and thanked transportation staff.

James Na thanked staff for the MTSS-B presentation; asked parents to join him in teaching students to respect teachers and staff; thanked teachers, band directors and students involved in band; and acknowledged young adults in the audience for attending the meeting.

Pamela Feix made no comment.

Sylvia Orozco highlighted retirees on the agenda; acknowledged the Townsend JHS band members; spoke about AEC ‘Campus of Hope’; expressed a concern regarding senior activity communications with students who attend classes at the regular high schools and alternative education site; attended the Boys Republic Awards ceremony; attended the Fire District’s State of the Fire District event; spoke about the Milk Can game; and attended the District-wide College Night at Chino Hills HS, and said it was the most well attended college night that she has been to.

Superintendent Joseph congratulated Ayala HS English teacher Alexis King for being honored as one of four San Bernardino County Teachers of the Year; said seniors can take the SAT free at their school sites on October 19; congratulated Chino HS’s 77th Cavalry Marching Band and Pageantry for placing first in the Los Angeles County Fair High School Marching Band Competition on September 23; said the District is participating in the Great California Shakeout earthquake drill on the morning of October 20; and congratulated and extended good luck wishes to Dr. Jeanette Chien on her departure from the District.

President Cruz attended the Boys Republic Annual Awards event in September; visited Magnolia JHS; congratulated Chino HS for taking 1st place and winning the Grand Championships at the LA County fair; and said the Milk Can game was a display of athleticism and competitiveness.

VI. ADJOURNMENT

President Cruz adjourned the regular meeting of the Board of Education at 9:46 p.m.

Andrew Cruz, President

Pamela Feix, Clerk

Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: WARRANT REGISTER

=====

BACKGROUND

Education Code 42650 requires the Board to approve and/or ratify all warrants. These payments are made in the form of warrants, and the warrant (check) form is approved by the County Superintendent.

All items listed are within previously budgeted amounts. There is no fiscal impact beyond currently available appropriations.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the warrant register, provided under separate cover.

FISCAL IMPACT

\$1,706,081.53 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: FUNDRAISING ACTIVITIES

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BACKGROUND

Board Policy 3452 Business and Noninstructional Operations – Student Activity Funds and Board Policy 1230 Community Relations – School Connected Organizations require that fundraising activities be submitted to the Board of Education for approval.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the fundraising activities.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 20, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Butterfield Ranch ES</u>		
PTA	Harkins Theater Cups Sale	11/16/16 - 12/9/16
<u>Cortez ES</u>		
PFA	Juice-It -Up Coupon Book Sale	10/21/16 - 6/2/17
<u>Country Springs ES</u>		
PFA	Poinsettia Sale	10/21/16 - 11/4/16
PFA	Gobble Gram Sale	11/1/16 - 11/16/16
PFA	Winter Wishes Gram Sale	11/29/16 - 12/13/16
PFA	Valentine Gram Sale	1/31/17 - 2/10/17
PFA	Aloha Gram Sale	5/16/17 - 5/31/17
<u>Briggs K-8</u>		
PFA	Grocery Outlet Fundraising Days	11/1/16 - 6/1/17
PFA	Off Campus Sees Candy Sale	11/7/16 - 12/9/16
PFA	Ono Hawaiian Family Night Out	11/9/16
<u>Ramona JHS</u>		
ASB - Yearbook	Chipotle Days	10/21/16- 10/31/16
ASB - Yearbook	Chick-fil-A Family Days	11/1/16 - 11/30/16
<u>Townsend JHS</u>		
ASB - Physical Education	P.E. Clothing Sale	10/21/16 - 5/10/17
<u>Ayala HS</u>		
Football Boosters	Sponsorship Drive	10/21/16 - 11/30/16
Cross Country Boosters	Bulldog Magnet/Shirt Sale	10/21/16 - 5/1/17
FBLA	Wristband Sale	10/24/16 - 10/28/16
Academic Decathlon	Chipotle Family Day	10/26/16
Key Club	After School Fluffy Ice Sale	10/28/16
Grad Night 2017	Shoe/Clothing Donation Drive	10/31/16 - 6/1/17
Grad Night 2017	Chick-fil-A Meal Card Sale	10/31/16 - 6/1/17
Students for a Better Tomorrow	Bruxie Family Night Out	11/11/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 20, 2016

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Ayala HS</u> (cont.)		
Grad Night 2017	Stussy Clothing Sale	11/13/16 & 3/12/17
Girls Basketball Boosters	Roscoe's Famous Deli Day	11/14/16
Dance Production	Fall Dance Concert Refreshment Sale	11/17/16
Dance Production	Arbonne Beauty & Health Care Product Sale	11/28/16 - 12/16/16
Dance Production	Chipotle Family Day	11/30/16
Girls Basketball Boosters	Chipotle Family Day	12/19/16
Girls Basketball Boosters	Chick-fil-A Family Day	1/18/17
Dance Production	Off Campus Krispy Kreme Donut Sale	1/27/17 - 2/15/17
Dance Production	Applebee's Breakfast Ticket Sale	2/24/17 - 3/18/17
Girls Basketball Boosters	Tahoe Joe's Family Night Out	3/14/17
Dance Production	Spring Dance Concert Refreshment Sale	5/8/17 - 5/12/17
<u>Chino HS</u>		
Girls Basketball Boosters	Spirit Wear Sale	10/21/16 - 10/28/16
Chef's Table	Water Bottle Sale	10/21/16 - 5/1/17
Renaissance/AVID	Off Campus Cheesecake Sale	10/24/16 - 10/28/16
ASB - General	Pink Sock Sale	10/24/16 - 10/28/16
ASB - General	IHOP Family Day	1/16/17
<u>Chino Hills HS</u>		
Dance Team Boosters	Chino Hills Pizza Co. Day	10/21/16
Key Club	Project Pie Family Day	10/21/16
Theater Club	Frosty's Pumpkin Patch Discount Ticket Sale	10/21/16 - 10/31/16
Boys Basketball	Donation Drive	10/21/16 - 3/31/17
Spirit Leaders Boosters	Tahoe Joe's Family Day	10/23/16
Fashion Club	Fashion Show Ticket Sale	10/26/16
Digital Club	Video Game Tournament	11/5/16
Girl Up Club	Nonno's Pizza Family Night Out	11/17/16
Dance Team Boosters	Jr. Dance Days	12/3/16 - 12/11/16
Dance Team Boosters	Dance Preview Show Ticket/Refreshment Sale	12/17/16

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: DONATIONS

=====

BACKGROUND

Board Policy 3290 Business and Noninstructional Operations - Gifts, Grants, and Bequests states the Board of Education may accept any bequest or gift of money or property on behalf of the District. All gifts, grants, and bequests shall become property of the District. Use of the gift shall not be impaired by restrictions or conditions imposed by the donor.

Approximate values are determined by the donor.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

Any cost for repairs of donated equipment will be a site expense.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 20, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Communications</u>		
Pomona Valley Hospital	Cash	\$5,000.00
<u>Elementary Curriculum</u>		
Robert Roedecker & Kathleen McCauley	Cash	\$40.00
<u>HOPE Resource Center</u>		
Bill McCook	Emergency Hygiene Products	\$975.00
<u>Cortez ES</u>		
Kroger	Cash	\$69.00
American Legion Auxiliary	Cash	\$100.00
Edison International	Cash	\$160.00
<u>Country Springs ES</u>		
Nam & Misook Park	Cash	\$10,000.00
<u>Eagle Canyon ES</u>		
Kenny Su	Drum Set	\$400.00
<u>Glenmeade ES</u>		
Target	School Supplies	\$200.00
Caring for the Hills	School Supplies	\$5,000.00
<u>Wickman ES</u>		
Wickman PTO	Cash	\$1,375.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
October 20, 2016

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Ayala HS</u>		
Kula Foundation	Cash	\$28.00
<u>Chino HS</u>		
Bottling Group LLC-FSV	Cash	\$135.00
YourCause, LLC	Cash	\$300.00
<u>Don Lugo HS</u>		
Patricia Veliz Gilbert	Cash	\$50.00
Nancy A. Veliz	Cash	\$100.00
Larry & Joan Webster	Cash	\$200.00
Zoetis	Cash	\$2,500.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
 Student Achievement • Safe Schools • Positive School Climate
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DATE: October 20, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
 Liz Pensick, Director, Business Services

SUBJECT: LEGAL SERVICES

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BACKGROUND

The following law firms provide services to the Chino Valley Unified School District and have submitted their invoices. The current invoice amounts, along with the fiscal year-to-date totals for each individual law firm, are listed below.

FIRM	MONTH	INVOICE AMOUNTS	2016/2017 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	-	-	\$ 20,905.44
Chidester, Margaret A. & Associates	August 2016	\$ 91,070.36	\$ 157,988.76
Parker & Covert LLP	-	-	\$ 714.00
	Total	\$ 91,070.36	\$ 179,608.20

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law office of Chidester, Margaret A. & Associates.

FISCAL IMPACT

\$91,070.36 to the General Fund.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT EXPLUSION CASES 16/17-06 AND 16/17-08

=====

BACKGROUND

The Board of Education has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

A student may be expelled only by the Board of Education. The Board shall expel, as required by law, any student found to have committed certain offenses listed in Education Code 48915.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve the student expulsion cases 16/17-06 and 16/17-08.

FISCAL IMPACT

None.

WMJ:NE:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent
Don Jones, Director, Secondary Curriculum and Instruction
SUBJECT: NEW COURSE FORENSIC BIOLOGY

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas. This item was presented to the Board on October 6, 2016, for information.

Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines (as outlined in the California State Science Standards for grades 9-12) while providing students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. These will be supplemented with case studies and aspects of earth science, mathematics, medicine, technology, and sociology. Project-based learning through laboratory investigations, discussions/class lecture will be the primary mode of content delivery, to be supplemented by guest speakers with field experience and expertise.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the new course Forensic Biology.

FISCAL IMPACT

None.

Chino Valley Unified School District High School Course Description

CONTACTS	
1. School/District Information:	School: Chino Valley Unified School District Street Address: 5130 Riverside Drive Mailing Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Dana Lund Position/Title: Science Teacher Phone: (909) 627-7351 ext: 3623 E-mail: dana_lund@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title:	Forensic Biology
2. Transcript Title/Abbreviation:	Forensic Bio
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	Elective
6. Grade level(s):	11-12
7. Unit Value:	5 units per semester/10 total credits – elective
8. Repeatable for credit?	Yes
9. Was this course previously approved by UC?	No
10. Is this course classified as a Career Technical Education course:	No
11. Is this course modeled after an UC-approved course?	Yes
12. Date of Board Approval	
13. Brief Course Description:	<p>Forensic Biology is a college preparatory, laboratory-based introduction to the investigation of crime scenes by collecting and analyzing physical evidence. This course is designed to integrate the core scientific disciplines (as outlined in the California State Science Standards for grades 9 - 12) while providing students both theory and hands-on experience with the skills and knowledge required of a forensic crime scene investigator. This multidisciplinary approach will highlight topics in DNA, genetics, anatomy, chemistry, physics, entomology, botany, and investigative techniques. These will be supplemented with case studies and aspects of earth science, mathematics, medicine, technology, and sociology. In addition, the ethical, legal, and social concerns surrounding forensics will be discussed. Sample evidence for analysis will include, but is not limited to, fingerprints, DNA, projectiles and trajectories, ballistics, hair, fibers, toxicology, blood spatter patterns, chromatography, entomology, soil samples, plant materials, and impressions. Students will practice process skills such as comparative analysis, critical thinking, deductive reasoning, interviewing, observation, organization, problem solving, research, communication, evidence collection, lab safety, and technical reading. Project-based learning through laboratory investigations, discussions/class lecture will be the primary mode of content delivery to be supplemented by guest speakers with field experience and expertise.</p>
14. Prerequisites:	Completion of biology with a C or better: Required Completion of chemistry with a C or better: Required

Chino Valley Unified School District

High School Course Description

15. Context for Course:

As part of the Chino Valley Unified School District initiative to create Linked-Learning Academies, it has been determined there is a need for a science course to support an increasing student and community interest in the field of Law Enforcement Services. To better prepare students for a career in this area, and to stimulate an interest in advanced science among a broader spectrum of students, the Forensic Biology course has been developed. This one-year course will combine learning from most core areas of science, as well as aspects of English, mathematics, history, sociology, and law. Students who have passed biology and chemistry with a C or better will learn to apply those multiple disciplines in the context of investigation and analysis of crime scene evidence, and will acquire requisite skills in support of a Law, Justice, or Public Service career. It is believed that a science course that includes the practical application of forensic techniques to solve everyday crimes will provide an incentive for students to achieve higher grades in biology and chemistry in order to earn admission into Forensic Biology, and to open a pathway toward a career in Law, Justice, or Public Service.

16. History of Course Development:

As the District began to plan, develop, and roll out a complete sequence of courses for the Linked-Learning Pathway in Law, Justice, and Public Service, it became clear that a course in forensic science is necessary for those who have interest in, or career leanings toward, the law enforcement or crime scene investigation aspects of the pathway. In preparation for teaching this course, I have acquired certification to teach biology, have investigated outlines for similar courses as a basis to develop this one, and have evaluated textbooks and supplementary materials to develop the course outline. I will be collaborating with industry professionals for supplementary presentation materials, for lab ideas and supplies, and to enlist guest speakers to share their areas of experience and expertise. The Forensic Biology course is new to this district, so fine-tuning is anticipated, but it is modeled after successful courses being taught at other schools in California.

17. Textbooks:

TEXTBOOK 15725

Title: Forensic Science for High School (Primary text for class)

Edition: 3rd Edition

Publication Date: 2009

Publisher: Kendall/Hunt

Author(s): Funkhouse/Deslich

Online resources such as Khan Academy Virtual Autopsies

Usage:

Primary text

Read in entirety or near entirety

TEXTBOOK 15726

Title: Crime Lab: A Guide for Non-scientists

Edition: 1st

Publication Date: Jan 2006

Publisher: Calico Press, LLC

Author(s): John Houde

URL Resource:

Usage:

Supplementary or Secondary text

Read in entirety or near entirety

Chino Valley Unified School District

High School Course Description

Supplemental Instructional Materials:

1. Included with the textbook from Kendall/Hunt are the student workbook, assessment software, and internet access for virtual autopsy labs.
2. Crime Scene Investigations, Real-Life Science Labs for grades 6 - 12 – teacher supplemental for labs.

Edition: 1st

Publication Date: 1998

Publisher: John Wiley & Sons, Inc

Authors: Walker/Wood

B. COURSE CONTENT

Course Purpose:

As part of the Linked-Learning Academy for Law Enforcement Services, Forensic Biology has been created to offer Junior/Senior level students, who have passed biology and chemistry, with a topically relevant and challenging science course that will pique student interest, promote critical thinking and reasoning skills, and provide practical experience in the investigation and analysis of crime scene evidence. The rigorous curriculum for this course will require students to apply knowledge from many areas of science (earth science, biology, chemistry, physics, etc.), mathematics (algebra, geometry, trigonometry, and statistics), English, history, social science, and law while performing in-depth reading and expository writing to describe, explain and evaluate real-life case studies or classroom/virtual laboratory exercises they've completed. Students will use the scientific method - forming, testing, and evaluating hypotheses – while honing their critical thinking and reasoning skills.

Specifically, students will:

- Be able to design and conduct scientific investigations by identifying questions and concepts pertaining to Forensic Biology and applying deductive reasoning to develop findings – then communicate them verbally and in written format.
- Learn how to analyze and interpret scientific data.
- Communicate and defend a scientific argument and, if needed, revise a scientific hypothesis using logic and evidence.
- Use computer technology (PowerPoint, Excel, CAD, etc.), and mathematics to improve their investigations and to communicate the results.
- Recognize and evaluate alternative explanations and models.
- Learn appropriate laboratory skills, including the safe handling of equipment and materials.
- Develop the fundamental skills used in Forensic Biology as they relate to chemistry, physics, earth science, biology, botany, and related sciences.
- Develop an appreciation for legal reasoning as it applies to gathering scientific evidence.
- Understand the effects of changing social and technological environments, and the historical basis for adopting new methods or laws in Forensic Biology.

Using modern equipment and techniques, students will develop skills in investigation, lab work, analysis, reasoning, and communication that form a foundation for continuing study and entry into the field of Law, Justice, and public service.

Chino Valley Unified School District

High School Course Description

Course Outline:

Forensic Science for High School Kendall/Hunt Textbook (KH)

Crime Lab; A Guide for Nonscientists Calico Press Textbook (CP)

1. Intro to Forensic Science (Textbook KH and CP)

Objectives:

- How a crime lab works?
- The growth and development of Forensic Biology through history.
- Federal rules of evidence, including the Frye standard and the Daubert ruling.
- Basic types of law in the criminal Justice system.
- Process of evaluating the crime scene and who's in charge.

Students will be able to:

- Describe how the scientific method is used to solve forensic problems.
- Describe different jobs done by forensic scientists and the experts they consult.

Vocabulary:

Criminalistics, evidence, ballistics, odontology, pathology, entomology, palynology, polygraph, case law (common law), stare devises, civil law, misdemeanor, felony, probable cause, Miranda rights, booking, arraignment, nolo contender, preliminary (evidentiary) hearing, bail, grand Jury, indict, plea bargaining, violation, infraction, probative, material, hearsay, expert witness, Frye standard, Daubert ruling, junk science

End of Chapter Review and Workbook (KH)

- Locard's rule.
- Laws of U.S.
- Steps in solving scientific problems.
- Differences between civil and criminal cases.
- Federal Rules of Evidence and why needed.
- Differences between Frye standard and Daubert ruling regarding physical evidence accepted in court of law.

2. Types of Evidence (Textbook KH and CP)

Objectives:

- Value of indirect and direct evidence in a court of law.
- Eyewitness limitations.
- What physical evidence can and cannot prove in court.
- The main goal of the Forensic scientist is to find a unique source for the evidence.
- Perishable evidence (serology and sexual assault evidence; rape kit processing).
- Trace evidence collection; looking for clues in clothing of suspects and victims.

Students will be able to:

- Explain the difference between indirect and direct evidence.
- Describe what is meant by physical evidence and give examples.
- Tell individual evidence apart from class evidence.
- Determine significance of class evidence.

Chino Valley Unified School District

High School Course Description

Vocabulary:

Indirect evidence, circumstantial evidence, individual evidence, class evidence, probative value

End of Chapter Review and Workbook (KH)

- Difference between testimonial evidence and physical evidence.
- Memory factors that affect eyewitnesses.
- Types of physical evidence.
- Significance of Ronald Cotton case.
- Difference between class and individual evidence.
- How class evidence can be useful.
- Direct evidence.
- Where physical evidence is found and collected and its importance.
- Control sample.

3. The Crime Scene (Textbook KH and CP)

Objectives:

- Steps taken when processing a crime scene. –
- Type of evidence that determines what packaging should be used.
- Purpose of chain of custody preservation.
- Lab equipment; GC, R spectrometer, GC/MS.

Students will be able to:

- Isolate, record, and search for evidence at a mock crime scene.
- Collect and package evidence at a mock crime scene using proper forensic procedures.

Vocabulary:

Crime scene, modus operandi, accelerant, chain of custody

End of Chapter Review and Workbook (KH)

- Description of physical evidence.
- Describe how crime scene was contaminated and the incorrect procedures used in described scenario.
- Make a sketch of the crime scene set up in class; make it to scale, include measurements and a legend. Take detailed notes; list what types of evidence should be collected from the crime scene; list of controls needed for collection for comparisons; type of packaging used for each type of evidence; steps that need to be taken to maintain chain of custody.

4. Fingerprints (Textbook KH and CP)

Objectives:

- Why fingerprints are individual evidence.
- Why there may be no fingerprint evidence at a crime scene.
- How computers have made personal identification easier.

Chino Valley Unified School District

High School Course Description

Students will be able to:

- Define the three basic properties that allow individual identification by fingerprints.
- Obtain an inked, readable fingerprint for each finger.
- Recognize the general ridge patterns (loops, whorls, and arches) and apply them to the primary Henry-FBI classification.
- Identify friction ridge characteristics and compare two fingerprints with at least ten points of identification.
- Tell the differences among latent plastic and visible fingerprints.
- Develop latent prints (make them visible) using physical and chemical methods.
- Design and carry out scientific investigations.
- Use technology and mathematics to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Fingerprints, loop, delta, core, whorl, arch, minutiae, plastic print, visible print, latent print, ninhydrin, dactylscopy, anthropometry, probative value

- End of Chapter Review and Workbook (KH).
- Match 20 fingerprint impressions.
- Develop and lift fingerprints set by teacher.
- Explain why fingerprints are considered individual evidence rather than class evidence.
- Types of fingerprints (plastic, visible, latent) likely to be found on various fisted material (ex: blood, mud, wood tabletop, etc...)

5. Hair (Textbook KH and CP)

Objectives:

- Hair is class evidence.
- Hair can be used to back up circumstantial evidence.
- Hair absorbs and adsorbs substances both from within the body and the external environment.

Students will be able to:

- Successfully use a compound microscope.
- Describe the structure of a hair.
- Tell the difference between human and animal hair.
- Tell which characteristics of hair are important for forensic analysts.
- Assess the probative value of hair samples.
- Identify questions and ideas that guide scientific investigation.
- Communicate and defend a scientific argument.

Vocabulary:

Locard Exchange Principle, morphology, polymer, cuticle cortex, medulla, keratin, cortical fusi, micrometer, anagen phase, catagen phase, telogen phase, interference patterns, melanin, association, questioned, exemplar, metabolite, false positive

Chino Valley Unified School District

High School Course Description

End of Chapter Review and Workbook (KH)

- Characteristics of hair that make it a useful forensic tool.
- How to determine approximation of how long ago hair sample had been dyed.
- What characteristics to look for to determine if hair is human or animal, and, if animal, what type.
- Other fibers that can also be considered hair.

6. Fibers (Textbook KH and CP)

Objectives:

- Why fibers are class evidence.
- How fibers can be used as circumstantial evidence to link victim, suspect, and crime scene.
- Why statistics are important in determining the value of evidence.

Students will be able to:

- Sample populations using statistical analysis.
- Distinguish and identify different types of fibers.
- Understand polymerization.
- Carry out an experiment in thin-layer chromatography.
- Judge the probative value of fiber evidence.
- Design and carry out scientific investigations.
- Use technology and mathematics to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Fiber, textile, fabric, filament, inorganic, yarn, warp, weft or woof, blend, polymer, polypeptide, helix, keratin, plastic, viscosity, homopolymer, polyether, Becke line, fluorescence, optical brightener, chromatography, chromatograph, elute, retention factor

End of Chapter Review and Workbook (KH)

- Design a sampling procedure to determine the number of raccoons in a particular habitat such as a local county.
- Explain how a fiber can be individualized to a particular garment or a particular textile fabric.
- Explain what to look for in determining whether a particular fiber is synthetic or natural.
- Develop a flowchart for matching a questioned fabric to a known sample for identification.
- Explain what trace evidence is and the common basis (goals) for analyzing it.
- Explain the primary concerns during trial in analyzing and using extremely small bits of trace evidence.
- Explain which fiber, polyester or acrylic, has the more probative value and why.

7. Drugs (Textbook KH and CP)

Objectives:

- How to apply deductive reasoning to a series of analytical data.
- The limitations of presumptive (screening) tests.
- The relationship between the electromagnetic spectrum and spectroscopic analysis.
- The difference between qualitative and quantitative analysis.
- The dangers of using prescription drugs, controlled substances, over-the-counter medications, and alcohol.

Chino Valley Unified School District

High School Course Description

Students will be able to:

- Chemically identify illicit drug types.
- Classify the types of illicit drugs and their negative effects.
- Discuss the federal penalties for possession and use of controlled substances.
- Explain the need for confirmatory tests.
- Describe IR, UV-VIS, spectroscopy, and GC-MS, and explain how they are used in forensic science.
- Present and interpret data with graphs.
- Use technology and mathematics to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Cannabis sativa, teratogen, alkaloid, analgesic, designer drug, false positive, spectrophotometry, presumptive test, immiscible, confirmatory test, ion, analyte

End or Chapter Review and Workbook (KH)

- Explain the differences among a controlled substance, an illicit drug, a prescription drug, and an OTC drug.
- Explain a presumptive test, its usefulness, and its limitations.
- Discuss how illicit drugs are classified.
- Explain what the electromagnetic spectrum is and how it is used in analytical analysis.
- Define the difference between absorbance and transmittance in spectroscopy, and their relationship to analytic concentration.
- Explain the types of chromatography.
- Compare spectroscopy spectrum printouts to verify possible drugs.

8. Toxicology: Poisons and Alcohol (Textbook KH and CP)

Objectives:

- The danger of using alcohol.
- The quantitative approach to toxicology.

Students will be able to:

- Discuss the connection of blood alcohol levels to the law, incapacity, and test results.
- Understand the vocabulary of poisons.
- Use technology and mathematics to improve investigations and communications.
- Design and conduct scientific investigations.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Toxicology, toxin, chronic exposure, acute toxicity, synergism, antagonism, chelating agent, LD₅₀, DUI, DWI, OUI, OWI, MIP

Chino Valley Unified School District

High School Course Description

End of Chapter Review and Workbook (KH)

- List examples of substances that is beneficial in small quantities but poisonous in larger doses.
- Explain some of the influences on the effect of poisons and toxins on the body.
- Explain why arsenic accumulates in hair and fingernails.
- Give the estimated LD_{50} of table salt for a 160 lb man; for $MgCl_2$, and $NiCl_2$. Explain why it's different for each substance.
- Explain the difference between a standard and a control.
- Describe the other sources for lead in our environment besides lead-based paint.
- Explain what an MSOS is and its importance.
- Explain what LD_{100} means.

9. Trace Evidence (Textbook KH and CP)

Objectives:

- How to apply deductive reasoning to analytical data.
- How to follow qualitative analytical schemes.
- How to gather and use information to solve problems.

Students will be able to:

- Identify traces of white powder.
- Identify metals.
- Classify lip prints.
- Use chromatography to compare lipsticks.
- Design and conduct scientific investigations.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Malleable, chemical property, stationary phase, mobile phase, decant

End of Chapter Review and Workbook (KH)

- Determine the density of a metal; state whether density is a physical or chemical property.
- List the common metals that are magnetic.
- List some physical properties of malleable metals.
- Describe what a confirmatory test is; and what it would be for Al^{+3} .
- When using paper chromatography for metal analysis, explain what the mobile and stationary phases are.
- Explain why pencil is used to mark the chromatography strips instead of pen.
- During qualitative analysis of white powders explain what is meant by solubility, the factors that may affect the apparent solubility of the first 10 samples, and if solubility is a physical or a chemical property.
- Explain what R is and how it is calculated.

10. Blood (Textbook KH and CP)

Objectives:

- That an antibody and an antigen of different types will agglutinate, or clump, when mixed together.
- That the evidence's significance depends on a characteristic's relative occurrence in the population.

Chino Valley Unified School District

High School Course Description

Students will be able to:

- Determine whether a stain is blood.
- Determine whether a bloodstain is human or animal blood.
- Determine the blood type of a simulated bloodstain using the ABO/Rh system.
- Explore bloodstain patterns as a function of velocity, direction, and height of fall.
- Design and conduct scientific investigations.
- Use technology and math to improve investigation and communications.
- Identify questions and concepts that guide scientific investigation.
- Communicate and defend a scientific argument.

Vocabulary:

Class evidence, presumptive, chemiluminescence, precipitation test, serum, antibodies, antigens, agglutination, antiserum, serology, plasma, metabolites, erythrocyte, leukocyte, blood factor, secretor

End of Chapter Review and Workbook (KH)

- List the 3 questions an investigator should answer when examining an apparent dried bloodstain.
- Define a presumptive test.
- Describe what property of blood is used in most presumptive tests.
- Explain what a secretor is.
- Define serology and explain how it is used in forensic investigations.
- Explain how much blood is in the average human adult; the four major blood types found in humans.
- Explain what test can be used to determine human versus animal blood; what the basis for this test is; and why the serum used is called human antiserum.
- Explain what happens if a person with type AB blood is given a transfusion of type A blood.
- Explain to whom a person with type B blood can donate blood to and from whom that person can receive blood.
- Explain if a bloodstain can be used for individualization.
- Determine the probability of an AB and Rh blood type combination. If a bloodstain found at a crime scene is B, N, or Rh- calculate the probability that a suspect would have this combination of antigens; determine if a jury can convict on this evidence.

11. DNA Analysis (Textbook KH and CP)

Objectives:

- That DNA is a long-chain polymer found in nucleated cells which contain genetic information.
- That DNA can be used to identify or clear potential suspects in crimes.
- How DNA is extracted and characterized.
- How to apply the concepts of RFLP, PCR, and STRs to characterize DNA.
- The role that statistics plays in determining the probability that two people would have the same sequence in a fragment of DNA.

Students will be able to:

- Explain that DNA is a long molecule, tightly packed in the form of a chromosome with genetic material wrapped around it.
- Isolate and extract DNA from cells.
- Describe the function and purpose of a restriction enzyme.
- Calculate probabilities of identity using STR.

Chino Valley Unified School District

High School Course Description

- Use technology and math to improve investigation and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Chromosome, DNA, gene, proteins, amino acid, enzyme, restriction enzyme, electrophoresis, probe, polymerase chain reaction (PCR), allele, short tandem repeats (STR)

End of Chapter Review and Workbook (KH)

- Explain where chromosomes are located; where genes are located; where DNA is located; and the difference between them.
- The purpose of the Human Genome Project.
- Explain why deoxyribonucleic acid is not called deoxyribonucleic base.
- List what evidence from a crime scene can be used for DNA fingerprinting.
- Explain what RFLP stands for in DNA fingerprinting; the function of the restriction enzyme; and whether or not the sequences of base pairs in same fragments are the same length.
- Explain the advantage in use of PCR for DNA found at crime scene.
- Explain how the DNA molecule is divided in RFLP and PCR; and what is used to divide the DNA.
- Explain the purpose of a primer and the function of a probe.
- Explain what CODIS is and who uses it.
- Define the difference between the forensic index and the offender index.
- Explain what type of evidence is the source for mitochondrial DNA; who nuclear DNA is inherited from; and who mitochondrial DNA is inherited from.

12. Human Remains (Textbook KH and CP)

Objectives:

- How anthropologists can use bones to determine whether remains are human; to determine the sex, age, and sometimes race of an individual; to estimate height; and to determine when the death may have occurred.

Students will be able to:

- Distinguish between a male and female skeleton.
- Give an age range after examining unknown remains.
- Describe differences in skull features among the three major racial categories.
- Estimate height by measuring long bones.
- Describe livor mortis, rigor mortis, and algor mortis.
- Use technology and math to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Algor mortis, livor mortis, rigor mortis, forensic anthropology, osteology, osteons, femur, tibia, humerus, radius, os pubis, ventral arc, epiphyses, diaphysis, clavicle, iliac crest, sutures, symphysis, Caucasoid, Negroid, Mongoloid

Chino Valley Unified School District

High School Course Description

End of Chapter Review and Workbook (KH)

- Explain what anthropologists study.
- Describe what skeletal remains reveal about the identity of a person.
- Explain how animal bones are different from human bones.
- Explain what is meant by algor mortis.
- Explain how livor mortis indicates whether a body has been moved after death.
- Explain when the effects of rigor mortis disappear.
- Describe the difference between tendons and ligaments; the function of the skeleton, and how the height of an individual can be estimated from the skeleton.
- Explain which bones best indicate gender.
- Describe the four stages of epiphyseal union.
- Explain the function of cranial sutures, and when they completely closed.
- Explain how the symphyseal face on the pubis changes as a person ages.
- Name three differences in the skull shapes of the three anthropological racial groups.
- Give some examples of how skeletal remains may show the cause of death.

13. Soil Analysis (Textbook KH and CP)

Objectives:

- Why soils are class evidence.
- When soils can be used as circumstantial evidence.
- How to present data mathematically using graphs.

Students will be able to:

- Identify soil's common constituents.
- Relate soil type to the environment.
- Interpret a topographic map.
- Understand the concept of spectrophotometry and its applications.
- Use technology and mathematics to improve investigations and communications.
- Communicate and defend a scientific argument.

Vocabulary:

Humus, density, spectroscopy, spectrophotometer

End of Chapter Review and Workbook (KH)

- Explain why sand is not as useful as soil as evidence.
- After being given an example of a burglar break in with muddy footprints, explain how the investigation should be handled, including the evidence, and define the exemplars and questioned materials.
- Explain how to tell glass and sand apart.
- Explain the type of soil classification system.

14. Glass (Textbook KH and CP)

Objectives:

- The difference between physical and chemical properties.
- How glass can be used as evidence.
- How individual evidence differs from class evidence.

Chino Valley Unified School District

High School Course Description

- The nature of glass.
- Reflections, refraction, and refractive Index.

Students will be able to:

- Make density measurements on very small particles.
- Use logic to reconstruct events.
- Use technology and math to improve investigations and communications.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Amorphous, conchoidal fracture, Becke line, match point, blowback

End of Chapter Review and Workbook (KH)

- Explain the similarities in the physical properties of amorphous and isotropic substances; and their structural differences.
- Explain how to calibrate a density solution or column.
- Explain how a Galileo thermometer works.
- Explain how to differentiate between fragments of clear polystyrene, glass, and quartz.

15. Document and Handwriting Analysis (Textbook KH and CP)

Objectives:

- That an expert analyst can individualize handwriting to a particular person.
- What types of evidence are submitted to the document analyst?
- Three types of forgery.
- How to characterize different types of paper.

Students will be able to:

- Characterize own handwriting using 12 points of analysis.
- Detect deliberately disguised handwriting.
- Detect erasures and develop impression writing.
- Design an experiment using paper chromatography to determine which pen altered a note.
- List safeguards against the counterfeiting of U.S. currency.
- Design and conduct scientific investigations.
- Identify questions and concepts that guide scientific investigations.
- Communicate and defend a scientific argument.

Vocabulary:

Exemplar, diacritics, forgery, blind forgery, simulated forgery, traced forgery, backhand writing, obliteration, indented writing, sizing

End of Chapter Review and Workbook (KH)

- Describe some common types of specimens submitted for document analysis.
- Explain why it would be more difficult to individualize handwriting made by a fourth- grade student than that of an adult's handwriting.

Chino Valley Unified School District

High School Course Description

- Explain what makes an individual's handwriting unique.
- Discuss if the subconscious handwriting of two individuals can be the same.
- List where the variations in handwriting can be found.
- Discuss when the examiner would have difficulties identifying handwriting.
- Explain what an examiner would look for to determine whether a signature had been traced.
- Explain what a watermark is and how it is made.
- List five basic characteristics that a document examiner would look at to determine a match between two samples.
- Explain the principles used in chromatography for ink analysis.
- List the methods that can be used to develop indented writing.

Laboratory Activities

1. Introduction to Forensic Science and the Law

Vernier caliper Lab:

- Teaches students how to use the Vernier caliper to achieve precise measurements. Students will become experienced with measuring the diameter, length, and inside depth (as applicable) of various coins, PVC pipe, and other objects. This is a crucial tool for students to master.

Stereomicroscope vs. Monocular scope Lab:

- Students will have the opportunity to understand the differences between the two tools and understand when to use a stereomicroscope vs. the monocular scope. Students will observe a penny using the stereomicroscope and the typical "e" exercise on a slide with the monocular scope.

2. Types of Evidence

Probability and Class Evidence Activity

- This activity teaches the students to determine probability between small populations and larger populations

Can this evidence be individualized?

- Students compare various items to determine if they have unique characteristics that enable them to be individualized to their sample, or if others are too similar to allow a unique identification.

Review of case studies "Fracture Match" and "Richard Crafts".

- Students discuss the evidence found and determine what classification the evidence should be placed in and defend their argument.

3. The Crime Scene

Jeffrey MacDonald and Mark Winger

- These case studies will allow students to understand the characteristics of crime scenes based on the type of incident that took place. Students will discuss what was found and defend their argument.

Evaluating a Crime Scene

- Students review the case and are given three scenarios, examine each one and take into account proper crime scene processing. Students will discuss each one in a Socratic seminar method.

4. Fingerprints

Observing and Taking Fingerprints

- Students will learn how to develop their own "good" fingerprints and observe them using a stereomicroscope and magnifying glass, looking for similarities and differences in patterns, as well as scars, cracks, and other unique features.

-

Chino Valley Unified School District

High School Course Description

Developing Latent Fingerprints (both physical and chemical methods)

- Using materials to dust for fingerprints not immediately visible to naked eye, students will then develop the prints using a fuming chamber, UV lamp, ninhydrin solution, silver nitrate solution, and zinc chloride solution.

5. Hair

Observation of Hair

- Students will measure a piece of their scalp hair, record its length and color, observe a lab partner's hair and record same data, then observe under monocular scope with mineral oil on slide. Students will also compare both ends of their hair, and draw their observations. Students will also compare an eyebrow or eyelash hair, record observations, and annotate any unusual features observed in each type of hair.

Microscopic Examination

- Students will return to their drawings from the previous lab and compare diameter of the various hairs and determine the medullary index calculation.

6. Fibers

Collection and Observation

- Students use two-inch-wide transparent tape to remove fibers from their various clothing, then carefully place on clear acetate, label each sample, then look at each sample - first with stereomicroscope, then monocular scope. Students must then try to identify the classification of fibers, then decide which fabric is the best collector and which is the worst.

Observing Fluorescence in Fibers

- Students observe known fabric samples with a UV lamp to determine which types fluoresce more than others, and try to compare from their prior clothing fibers to see if they can identify the type of fibers they pulled from their clothes.

7. Drugs

Spot Test Lab

- Students practice identifying some over-the-counter drugs with spot tests. Use of aspirin, Alka-Seltzer, sodium, bicarbonate, acetaminophen, pH paper, and HCl. Students establish standards then compare unknowns to see if they can determine which type of drugs were found at the crime scene.

8. Trace Evidence

Analysis of White Powders

- Students create standards for 8 known powders, and then try to match unknown powders to their created standards to see how well they observed and recorded their standards information. Observation includes use of stereo microscope and measurement in grams to determine density.

Lip Prints

- Students use lipstick or chap stick and make their own lip print on an index card, developing with fingerprint dust. Students then compare their observations with the lip print found at the crime scene and try to see if they can determine who did it.

9. Blood

ABO/Rh Blood Typing

- After reading the crime information, students use a stereomicroscope, glass slides, simulated blood from crime scene, simulated blood from four suspects, and using simulated anti-A, B, and Rh, students conduct the lab to

Chino Valley Unified School District

High School Course Description

determine the blood type found at the crime scene and compare with the suspect's. Students must be patient and carefully document their results using the given table format from the text, then answer the questions.

Blood Pattern Analysis

- Students will use simulated blood, protractor, ruler, meter stick; paper and butcher paper to develop standards for various blood splatter dimensions (different angles and different heights, and simulating arterial bleed out or walking drip). After establishing standards, students will be given information from a crime scene and they will have to match with their standards to determine what happened. Students will use trigonometry to determine the impact angle (\arcsin).

Simulated Blood Detection (Wards Kit)

- Students will determine whose blood was left at the crime scene by processing the evidence and determining whether it is human or animal, and blood type.

10. DNA Analysis

Extracting DNA from a Banana

- Students will get the opportunity to see DNA with their naked eye by using a lysis buffer, cheesecloth, and ethanol. Students will then record their answers to the questions from the text.

Simulation of RFLP Activity

- Students will use a long strand of simulated DNA and simulated restriction enzymes to cut the strand and make a DNA fingerprint. Students will use a 1.5-meter strip of adding machine paper and poster board for simulated gel box, and graph paper.

Electrophoresis Lab

- Students will have the opportunity to learn about electrophoresis and how it separates DNA due to its polar affects. This lab develops a DNA fingerprint for students to observe traveling through the gel and compare the DNA sample to other simulated DNA samples.

Statistical Sampling Lab

- Students estimate the number of macaroni pieces in a package by counting only a small sample and applying algebra to solve for the total number of macaroni.

Simulation of DNA Replication Using PCR

- Students will look at DNA from a crime scene and determine if it matches to any suspects. Students do this with the 6 DNA sequences (taken from text book) from suspects, and the DNA sequence found at the crime scene. Students simulate by making copies of the crime scene DNA using a PCR-like technique, then cut out the long DNA strand and tape the ends together, make a complementary strand, simulate the denaturing by cutting the DNA into two long pieces, add the primer AT to begin the process and add complementary base pairs. Students do this with all copies of original crime scene DNA, chart the DNA fingerprint, and determine if there's a match.

11. Estimating Height, Sex, and Age from Bones

Estimate Height from Femur

- Using calculations from the textbook, students calculate the height of 2 bodies from the given length of the humerus bone and a tibia bone. Students also work the calculation backwards by measuring their own height and determining the length of their own femur.

Determine Age and Sex

- Using pictures of various human bones from the textbook, students identify the os pubis bone and determine the dorsal side and the ventral side. Students then diagram and label each set of bones in their notebook and determine the sex of the bones and skulls. Students also study pictures of clavicle samples and note the changes of the epiphyseal surface to determine the approximate age.

Chino Valley Unified School District

High School Course Description

12. Where Is Alice Springs?

- After reading the forensic report on the disappearance of a woman, students have to use forensic soil analysis techniques to characterize 5 samples of soil collected. Students then have to submit a report with diagrams, maps, and lab data that can be used in the prosecution of the suspect. Each conclusion must be supported to withstand any cross-examination by the defense.

13. Glass

- Using the glass kit from Wards, students will identify various types of glass through observation, density tests, and refractive tests. Students will characterize the glass and establish standards.

14. Forgery

- Students will conduct a simulated forgery and try to determine whose handwriting is on the forgery by examining the 12 characteristics used by criminologists. Students will also learn to use the letter angle template and analyze their own signature (written out four times), to determine the angles, range of degrees of slant, and whether all letters have the same angle in all signatures.
- Using tracing paper and a ruler, students will analyze the tops and bottoms of letters, looking for slight variations, noting that in forged signatures that have been copied or traced there will be no variance.

Key Assignments:

1. Introduction to Forensics: Students will work in teams and research a forensic department of interest (physical science, ballistics, document examination, photography, toxicology and drug analysis, and fingerprints), and present their findings and descriptions of the department in a Power Point Presentation (minimum 4 info slides).
2. The Crime Scene: Students will work in teams and research cases where the crime scene was compromised, for ex. The Manson murders, the O. J. Simpson case, the Enrique Camarena case, the Jon-Benet Ramsey case. A Power Point presentation will include the synopsis of the crime, the case, and how it was botched.
3. Fingerprints: Students will devise a method of recording and classifying ears, then recording their findings by categorizing all class mates.
4. Hair: Students will investigate the legal aspects of taking a hair sample from a suspect, which has issues similar to fingerprinting. Students will use the debate format to argue or defend whether it is a violation of the 5th amendment.
5. Fibers: To determine how common particular fibers are, students will group and bring in fibers from a blanket at home and run fiber tests on them, then compare their results to their standards. Students will then compare with other groups to determine if their fibers were found on both a victim and a suspect, considering the odds that it was coincidence and not enough association between the fibers.
6. Drugs: Students will write a paper analyzing the arguments about legalizing drugs in the U.S. Which drugs should be legalized? Should drug laws be more severe? How would the cost of drugs be affected? How would the cost of drugs affect violent crime? What has history taught us about government control? Can the success or failure of drug laws in other countries help us decide? Students will structure their paper using the format in the text which lists pro-side with supporting evidence, con-side with supporting evidence, and personal opinion.

Chino Valley Unified School District

High School Course Description

7. **Blood:** To better understand paternity issues, students will research how blood types are passed on to offspring and write a paper explaining how this affects paternity. Students will write a second research paper on the affects of age, sunlight, freezing, and heat on blood with respect to the standard presumptive tests. Group discussions will allow students to verify or dispute their findings.
8. **DNA:** Students will research and write a paper for and against the establishment of a DNA databank. Students will structure their paper according to the textbook to ensure an understanding of both sides of the issue, and to gain experience in identifying and defending the side of the issue they choose. Students will also have to take into consideration the following privacy issue: Who would have access to the databank?
9. **Soil Analysis:** Students will write crime scenario (one-page minimum length) using sand as evidence. They will address what tests could be performed for comparative analysis. Students will group together and score each crime scenario and suggested tests, then debate and provide suggestions for improvement of the crime scenario or of the possible tests to be used.

Instructional Methods and/or Strategies:

1. Students will be required to maintain a full-sized spiral bound notebook and securely attach all handouts, work, and lab write-ups to use as a reference throughout the course.
2. Lecture/Cornell note taking from PowerPoint lectures, reading, research, demonstrations, student presentations and guest speakers.
3. Review and analysis of information of various source media: textbook, journals, newspapers, library, electronic media.
4. Lab analysis: individual, cooperative group, investigative and collaborative. Students will include written analysis and class discussion of results.

Assessment Including Methods and/or Tools:

1. Chapter tests
2. End of chapter review assessment
3. Maintenance of notebook and documentation of all course work
4. Review of coursework (completion and thoroughness)
5. Lab work/practical exams: Results and write-ups
6. Student presentations using Power Point/success of argument position
7. Successful completion of virtual autopsy case and documentation of findings (website of textbook publisher)
8. Two Final Exams (end of 1st and 2nd semester)
 - Test/Quizzes (25%)
 - Lab work (20%)
 - Coursework (20%)
 - Notebook (15%)
 - Final Exam (20%)

Chino Valley Unified School District

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: SCHOOL-SPONSORED TRIPS

=====

BACKGROUND

The Board of Education recognizes that school-sponsored trips are an important component of a student’s development and supplement and enrich the classroom learning experience. School-sponsored trips may be conducted in connection with the District’s course of study or school related social, educational, cultural, athletic, school band activities, or other extracurricular or cocurricular activities. Resources will be identified and established at the school site to assist economically disadvantaged students in obtaining funding for field trips and, in some cases, student travel. School sponsored trips that require overnight stay or are in excess of 250 miles (one way) require board approval.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the following school-sponsored trips:

School-Sponsored Trips	Date	Fiscal Impact
Site: Butterfield Ranch ES Event: 6 th Grade Outdoor Camp Place: Twin Peaks, CA Chaperone Ratio: 100 students/10 chaperones	January 10-13, 2017	Cost: \$260.00 per student Funding Source: Parents
Site: Ayala HS Event: FBLA Leadership Development Institute Place: Riverside, CA Chaperone Ratio: 42 students/5 chaperones	November 6-7, 2016	Cost: \$110.00 per student Funding Source: Parents

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

Board Policy 3310 Business and Noninstructional Operations – Purchasing requires approval/ratification of purchase orders by the Board of Education. A purchase order is a legal contract between a district and vendor, containing a description of each item listed and/or a statement to the effect that supplies, equipment or services furnished herewith shall be in accordance with specifications and conditions.

Purchase orders represent a commitment of funds. No item on this register will be processed unless within budgeted funds. The actual payment for the services or materials is made with a warrant (check) and reported on the warrant register report.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the purchase order register, provided under separate cover.

FISCAL IMPACT

\$879,260.59 to all District funding sources.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

=====

BACKGROUND

All contracts between the District and outside agencies shall conform to standards required by law and shall be prepared under the direction of the Superintendent or designee. To be valid or to constitute an enforceable obligation against the District, all contracts must be approved and/or ratified by the Board of Education.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.

FISCAL IMPACT

As indicated.

WMJ:GJS:pw

MASTER CONTRACTS	FISCAL IMPACT
<p>MC-1617-016 Squeaky Clean Comedy, Inc. To provide comedy shows at school events. Submitted by: Rolling Ridge ES/Purchasing Department Duration of Agreement: October 21, 2016 – June 30, 2019</p>	<p>Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters</p>
<p>MC-1617-017 Double or Nothin Pizza. To provide food products at school events. Submitted by: Walnut ES/Purchasing Department Duration of Agreement: October 21, 2016 – June 30, 2019</p>	<p>Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters</p>
<p>MC-1617-018 Tacos Y Mariscos Madrigal. To provide food products at school events. Submitted by: Walnut ES/Purchasing Department Duration of Agreement: October 21, 2016 – June 30, 2019</p>	<p>Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters</p>
<p>MC-1617-019 My Delight Cupcakery. To provide food products at school events. Submitted by: Ayala HS/Purchasing Department Duration of Agreement: October 21, 2016 – June 30, 2019</p>	<p>Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters</p>
<p>MC-1617-020 Local Boy. To provide entertainment and DJ services at school events. Submitted by: Canyon Hills JHS/Purchasing Department Duration of Agreement: October 21, 2016 – June 30, 2019</p>	<p>Contract Amount: per rate sheet Funding Source: PFA/PTA/ASB/USB/Boosters</p>

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

The Board of Education recognizes that the District may own personal property which is unusable, obsolete, or no longer needed by the District. The Superintendent or designee shall arrange for the sale or disposal of District personal property in accordance with Board policy and the requirements of Education Code 17545.

Lists of surplus items are emailed to the Facilities/Planning Department to be placed on an upcoming Board agenda. After Board approval, items may be picked up by District warehouse or a liquidation company for public auction. Proceeds of the sale are deposited into the General Fund.

Approval of this item supports the goals identified within the District’s Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

WMJ:GJS:pw

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY**

October 20, 2016

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	C4f3kc1	Chaparral ES
Monitor	Dell	Cn-0cc636-72672-65m	Chaparral ES
Monitor	Dell	Cn-0g302h-74261-894-a6r5	Chaparral ES
Computer	Mac	23057	Chaparral ES
Computer	Dell	Cmc3kc1	Chaparral ES

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: October 20, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Martin Silveira, Director, Maintenance, Operations, and Construction

**SUBJECT: CHANGE ORDER AND NOTICE OF COMPLETION FOR BID 15-16-06,
ASPHALT AND CONCRETE REPLACEMENT AT VARIOUS SITES**

=====

BACKGROUND

On May 19, 2016, the Board of Education awarded Bid No. 15-16-06, Asphalt and Concrete Replacement at Various Sites to WCCR Construction Inc. During the course of construction, modifications to the original approved plans are made due to unforeseen conditions, revisions, or amended project scope. The following change order has been reviewed and recommended for approval by District staff.

Change Order	Contractor	Amount
1	WCCR Construction Inc.	\$31,000.00
	Bid Amount:	\$344,490.00
	Revised Total Project Amount:	\$375,490.00
	Retention Amount:	\$18,774.50

The change order results in a net increase of \$31,000.00 to the construction cost and no change in contract time. The revised total project cost, including all change orders, is \$375,490.00. Approval of the change order allows for compensation to the contractor to perform the additional work as described. All contracted work was completed on August 15, 2016.

Documentation indicating satisfactory completion and compliance with specification and project requirements has been obtained from the following individuals: school site administrators; Bill Childress, Construction Coordinator; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends the approval of the Notice of Completion for this bid. The final retention payment of 5% of the value of work done under this contract shall be made 35 days after the Notice of Completion is recorded with the County Recorder.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the change order and Notice of Completion for Bid 15-16-06, Asphalt and Concrete Replacement at Various Sites.

FISCAL IMPACT

\$375,490.00 to RMA Fund 01.

WMJ:GJS:MS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT



Maintenance, Operations & Construction Department
5130 Riverside Drive
Chino, CA 91719
Telephone: 909.628.1201 x1450 FAX: 909.590.1639

C H A N G E O R D E R # 1

DATE: 10/5/16

PROJECT / BID #: 15-16-06

DSA APPLICATION #: N/A

OWNER: Chino Valley Unified School District

CONTRACTOR: WCCR Construction Inc.

THE CONTRACTOR IS HEREBY AUTHORIZED TO DO THE FOLLOWING:

Change Order #1 additional concrete added at Marshall and additional asphalt striping at both sites \$31,000.00
Requested by: The District
Reason: Additional work requested by the District

The original contract amount was: \$ 344,490.00
The contract amount will be increased/: \$ 31,000.00
The new contract amount including this Change Order will be: \$375,490.00
The original contract completion date: 8/15/16
The contract time will be increased/decreased by days: **Remain the same**
The date of completion as a result of this Change Order is: 8/15/16

APPROVED BY:

GENERAL CONTRACTOR (John Buck)

CVUSD CONSTRUCTION COORDINATOR (Bill Childress)

CVUSD DIRECTOR OF MAINTENANCE, OPERATIONS & CONSTRUCTION
(Martin Silveira)

OWNER (Greg Stachura)

10/5/16
DATE

10/5/16
DATE

10/5/16
DATE

10/5/16
DATE

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Martin Silveira, Director, Maintenance, Operations and Construction
**SUBJECT: LICENSE AGREEMENT WITH CHINO-OAKS RESIDENTIAL, LLC.,
A DELAWARE LIMITED LIABILITY COMPANY FOR ACCESS
AND IMPROVEMENTS TO THE CHINO OAKS APARTMENT
COMPLEX PROPERTY FROM OXFORD PREPARATORY
ACADEMY**

=====

BACKGROUND

Chino-Oaks Residential, LLC., A Delaware Limited Liability Company (CHINO-OAKS) is currently renovating the Chino Oaks apartment complex on the north side of Oxford Preparatory Academy. These renovations will include the construction of a new concrete block wall along the property line between the complex and school. CHINO-OAKS contractors will need access to the school property during the course of construction for these improvements. The attached license agreement will allow this access and ensure that the District's interests are protected.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the License Agreement with Chino-Oaks Residential, LLC., A Delaware Limited Liability Company for Access and Improvements to the Chino Oaks Apartment Complex Property from Oxford Preparatory Academy.

FISCAL IMPACT

None.

WMJ:GJS:MS:pw

LICENSE AGREEMENT

THIS LICENSE AGREEMENT (this "**Agreement**") is dated October 21, 2016 (the "**Effective Date**"), and is made by and between Chino Valley Unified School District ("**CVUSD**"), and CHINO-OAKS, Chino-Oaks Ave 23, LLC ("**CHINO-OAKS**"), with reference to the following facts:

RECITALS

- A. CVUSD is the owner of the Oxford Preparatory Academy School (the "**School**"), located at 5863 C Street in the City of Chino, San Bernardino County ("**County**"), California (the "**School Property**").
- B. CHINO-OAKS owns and plans to develop the land located adjacent to the School Property, as described in Exhibit A attached hereto (the "**CHINO-OAKS Property**").
- C. CVUSD desires to grant CHINO-OAKS certain rights in accordance with the terms and conditions contained herein to facilitate CHINO-OAKS development of the CHINO-OAKS Property.

NOW, THEREFORE, for good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, CVUSD and CHINO-OAKS hereby agree as follows:

- 1. Grant of License. CVUSD grants a license (the "**License**") to CHINO-OAKS and its employees, contractors, subcontractors, consultants, agents and invitees (collectively referred to as "**CHINO-OAKS Persons**") for CHINO-OAKS Persons to enter upon that portion of the School Property identified and depicted in Exhibit B as the "North Fence Line / Northern Area" (collectively, the "**License Property**") attached hereto to perform that certain work identified on Exhibit C and any other work set forth in the "Approved Plans" (defined below) (the "**Work**"). No other work or improvements may be performed or constructed upon the License Property by CHINO-OAKS unless approved in writing by CVUSD. CHINO-OAKS shall be solely responsible for all costs and expenses related to the Work and shall not cause or permit the recordation of any mechanic's or other liens on the License Property related to the Work performed by or for CHINO-OAKS.
 - a. CHINO-OAKS understands and acknowledges that the School is an active school site and that if CHINO-OAKS performs any work on the School Property outside the boundaries of the License Property, then CHINO-OAKS Persons will be required to comply with the fingerprinting requirements set forth in Education Code section 45125.2.
 - (i) CVUSD has determined, based on the totality of the circumstances, that CHINO-OAKS Persons will have only limited contact with pupils, therefore CHINO-OAKS shall, at its own expense be subject to the following measures on any day in which the School is in session:
 - (a) CHINO-OAKS Persons shall not use student restroom facilities; and
 - (b) If CHINO-OAKS Persons find themselves alone with a student, CHINO-OAKS Persons shall immediately contact the School Office and request that a member of the School staff be assigned to the work location.

- b. Prior to, and as a condition to commencement of work outside the boundaries of the License Property, CHINO-OAKS shall complete the Drug-Free Workplace Certification Exhibit E which is attached. CVUSD shall complete the Criminal Records Check Certification, attached at Exhibit D finding CHINO-OAKS Persons exempt from the criminal background check certification requirements of the Agreement.
 - c. CHINO-OAKS has been advised and is aware the CVUSD has adopted Board Policy 3513.3 which prohibits the use of tobacco products, including smokeless tobacco, anywhere on the School Property. CHINO-OAKS shall be responsible for the enforcement of CVUSD's alcoholic beverage and tobacco-free policy among CHINO-OAKS Persons while on the School Property and shall complete the Contractor's Certificate Regarding Alcoholic Beverages & Tobacco-Free Campus Policy which is attached at Exhibit F. CHINO-OAKS understands and agrees that should any of CHINO-OAKS Persons violate Board Policy 3513.3, after having already been warned once for violating CVUSD's tobacco-free policy, CHINO-OAKS shall remove the individual for the duration of the Work.
 - d. CHINO-OAKS has been provided a copy of CVUSD's Conduct Rules for Contractors, Exhibit G which is attached.
2. Term of License. The License shall commence on the Effective Date and shall remain in effect until the earlier to occur of (i) two (2) years from the Effective Date; (ii) completion of the Work; or (iii) CHINO-OAKS breach of this Agreement and its failure to cure that breach within fifteen (15) days after written notice of such breach from CVUSD (the "**License Term**").
3. Construction of the Work.
- a. Plans. The Work shall be performed in strict accordance with the plans and specifications for the Work approved by the applicable governmental agencies, including but not limited to CVUSD, as the same may be revised from time to time (the "**Approved Plans**").
 - b. Manner of Construction. All of the Work shall be performed or constructed by a duly licensed general contractor and duly licensed subcontractors, in a good and workmanlike manner and in accordance with: (i) the Approved Plans, (ii) all applicable laws, regulations, codes, and ordinances and requirements of governmental authorities and other duly qualified bodies having jurisdiction with respect to the Work, and (iii) generally accepted engineering standards concerning geotechnical and soils conditions. CHINO-OAKS shall be solely responsible for all means, methods, techniques, sequences, and procedures used in the performance or construction of the Work and shall diligently pursue the same to completion. CHINO-OAKS shall be responsible for the application and obtaining of all permits and approvals from governmental authorities required for the Work at CHINO-OAKS cost. CHINO-OAKS shall not, and shall cause CHINO-OAKS Persons not to, permit any conditions to exist on the License Property, which conditions may be dangerous to persons or property.

- c. Commencement and Completion of Work. Upon the commencement of each discrete item of the Work, CHINO-OAKS shall cause such item of the Work to be diligently and continuously prosecuted to its completion. Each discrete item of the Work shall be deemed to be completed upon the final acceptance of the same by the appropriate governmental authorities.
 - d. Correction of Defects. In the event of rejection by the appropriate government authority of any item of the Work, as being defective or as failing to conform to the Approved Plans, whether or not completed, CHINO-OAKS shall promptly commence the correction of such defect and diligently prosecute such correction to its completion.
 - e. Repair. Any damage to the License Property or the School Property caused by the activities of CHINO-OAKS Persons shall be repaired by CHINO-OAKS, at its sole cost and expense, within a reasonable period of time not to exceed thirty (30) days following any such damage.
 - f. Hazardous Materials. CHINO-OAKS shall not, and shall cause CHINO-OAKS Persons not to, bring, place, treat, or dispose of any Hazardous Material in, under or about the License Property, the School Property, or any portion thereof in violation of law. For purposes of this Agreement, the term "Hazardous Material" means any product, substance, chemical, material, or waste, including without limitation any hydrocarbons, petroleum, gasoline, crude oil, or any products, by-products or fractions thereof, asbestos, chlorofluorocarbons, polychlorinated biphenyls (PCBs) and formaldehyde, whose presence, nature, quantity and/or intensity of existence, use, manufacture, disposal, transportation, spill, release, or effect, either by itself or in combination with other materials expected to be on or about the License Property is either: (i) potentially injurious to the public health, safety, or welfare, the environment, or the License Property, (ii) regulated or monitored by any governmental authority, or (iii) a basis for liability of CVUSD to any governmental agency or third party under applicable statute or common law theory.
4. Indemnity. During the License Term and for a period of one (1) year following the expiration of this Agreement, CHINO-OAKS hereby agrees to indemnify, defend and hold harmless CVUSD ("**Indemnitee**") from all loss, liability, damages, actions, claims, costs, and expenses (including attorneys' fees) asserted against Indemnitee by any third party, relating to bodily injury, death or property damage, but only to the proportionate extent such injury, death or property damage is caused by (i) an uncured breach of any of the obligations under this Agreement by CHINO-OAKS, its affiliated entities or persons, or their respective agents, employees, licensees, invitees, contractors, successors or assigns, (ii) the gross negligence or willful act or omissions, and (iii) the violation of any law, ordinance or regulation adopted, promulgated or interpreted by any governmental agency with jurisdiction over the License Property, for which CHINO-OAKS is responsible (and to the extent responsible), except claims resulting from the negligence or willful misconduct or omission of any Indemnitee.

5. Insurance. At any time CHINO-OAKS is performing work on the License Property, CHINO-OAKS shall obtain and maintain in full force and effect, at its own expense, a commercial general liability insurance policy with respect to CHINO-OAKS activities on or about the License Property with liability limits of at least one million dollars (\$1,000,000.00) and shall cause CVUSD to be named as an additional insured by way of endorsement thereto. Before commencing any work on the License Property, CHINO-OAKS shall furnish CVUSD with certificates of insurance issued by the appropriate insurance carrier(s) demonstrating compliance with the terms of this Section and further evidencing that such coverage may only be terminated or modified upon thirty (30) days' prior written notice to CVUSD.
6. Notices. No notice, consent, approval or other communication provided for herein or given in connection herewith shall be validly given, made, delivered or served unless it is in writing and delivered personally, sent by overnight courier, or sent by registered or certified United States mail, postage prepaid, with return receipt requested, to:

CVUSD at:

Chino Valley Unified School District
5130 Riverside Drive
Chino, CA 91710-4130
Attention: Gregory J. Stachura
Assistant Superintendent, Facilities, Planning & Operations
Department

CHINO-OAKS at:

Attention:
Chino-Oaks Ave 23, LLC
110 N. Lincoln Avenue, Suite100
Corona, CA 92882

7. Interpretation. The captions of the Paragraphs and Sections of this Agreement are for convenience only and shall not govern or influence the interpretation hereof. This Agreement is the result of negotiations between the parties and, accordingly, shall not be construed for or against either party regardless of which party drafted this Agreement or any portion thereof.
8. Successors and Assigns. All of the provisions hereof shall inure to the benefit of and be binding upon the personal representatives, heirs, successors and assigns of CVUSD and CHINO-OAKS for the periods expressly set forth in this Agreement.
9. No Partnership / No Third Party Beneficiary. The parties do not intend to, and nothing contained in this Agreement shall, create any partnership, joint venture, agency, or other arrangement between or among CVUSD and CHINO-OAKS. No term or provision of this Agreement is intended to, or shall, be for the benefit of any person, firm, corporation or other entity not a party hereto (including, without limitation, any broker), and no such party shall have any right or cause of action hereunder.
10. Entire Agreement. This Agreement and the documents and instruments expressly contemplated herein to be executed in connection herewith, constitute the entire agreement between the parties pertaining to the License and all prior agreements, representations and understandings of the parties, oral or written, related to the License are hereby superseded and merged herein. No change or addition is to be made to this Agreement except by a written agreement executed by all of the parties.

11. Further Documents. CHINO-OAKS and CVUSD shall execute and deliver all such documents and perform all such acts as reasonably requested by the other party from time to time to carry out the matters contemplated by this Agreement.
12. CHINO-OAKS Interest. The parties acknowledge and agree that CHINO-OAKS interest in the License Property shall be strictly limited to the License expressly described herein and CHINO-OAKS shall have no other right, title, or interest in the School Property, equitable or otherwise.
13. Time of the Essence. Time is of the essence of this Agreement.
14. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California.
15. Counterparts. This Agreement shall be executed simultaneously or in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same agreement.
16. Attorneys' Fees. In the event of any action or proceeding brought by either Party against the other under this Agreement, inclusive of all appeals of any such actions or proceedings, the prevailing Party shall be entitled to recover, as determined by the Court, reasonable costs and expenses, including, without limitation, attorneys' fees, expert witness fees, and court costs, incurred for prosecution, defense, consultation, or advice in such action or proceeding.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the date first above written.

CVUSD

Chino Valley Unified School District

By: _____
 Name: _____
 Its: _____ Authorized Agent

CHINO-OAKS

CHINO-OAKS Residential, LLC,
 a Delaware limited liability company

By: Griffin Residential III, LLC
 a California limited liability company
 Its: Manager

By: _____
 Name: _____
 Its: _____ Authorized Agent

EXHIBIT LIST

- Exhibit A - CHINO-OAKS Property
- Exhibit B - License Property
- Exhibit C - Description of Work
- Exhibit D - Criminal Records Check Certification
- Exhibit E - Drug-Free Workplace Certification
- Exhibit F - Contractor's Certificate Regarding Alcoholic Beverages & Tobacco-Free
Campus
Policy
- Exhibit G - District's Conduct Rules for Contractors

EXHIBIT A

CHINO-OAKS PROPERTY LEGAL DESCRIPTION

That certain real property situated in the City of Chino, County of San Bernardino, State of California, described as follows:

Lot 1, as shown on that certain Map entitled "Tract No. 17407", which map was filed in the Office of the Recorder of the County of San Bernardino, State of California, in Book 332, Pages 37 and 38, of Tract Maps.

APN: 1020-091-14-0-000

EXHIBIT B
LICENSE PROPERTY

Yellow highlighted below is area of work.

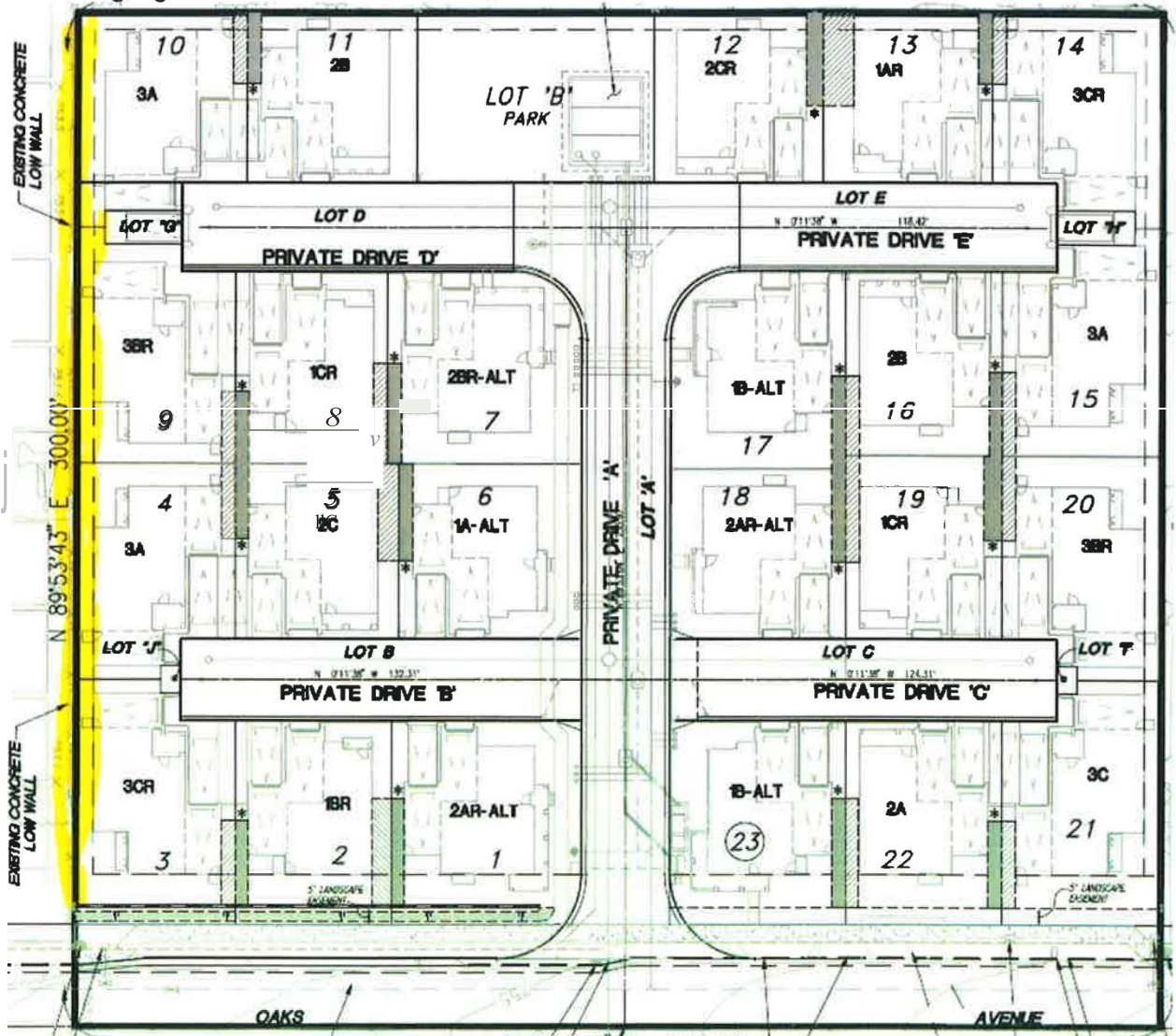


EXHIBIT C

DESCRIPTION OF WORK

1. Install temporary tan screening fence 5.5' along property per exhibit.
2. Remove existing chain link fence, roll up to leave for school to remove or construction will dispose fence, to be determined.
3. Install 9-foot combo block wall.
4. Remove temporary tan fence.
5. Construction will fill holes from existing removals and leave site raked, and clean

EXHIBIT D

CRIMINAL RECORDS CHECK CERTIFICATION
(Contractor Fingerprinting Requirements)

CONTRACTOR CERTIFICATION

With respect to the Agreement dated _____ 20__ by and between Chino Valley Unified School District (“DISTRICT”) and _____ (“CONTRACTOR”) for the provision of construction services, CONTRACTOR hereby certifies to DISTRICT’s governing board that it has completed the criminal background check requirements of Education Code section 45125.2 and that none of its employees that may come in contact with DISTRICT pupils have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

Contractor’s Representative

Date

CONTRACTOR EXEMPTION

Pursuant to Education Code section 45125.2, the Chino Valley Unified School District (“DISTRICT”) has determined that Chino-Oaks Ave 23, LLC, and its employees, contractors, subcontractors, agents and invitees (collectively “CONTRACTOR”) is exempt from the criminal background check certification requirements for the agreement dated _____, 2016, by and between DISTRICT and CONTRACTOR (“Agreement”) because:

- CONTRACTOR’s employees will have limited contact with DISTRICT students during the course of the Agreement; or
- Emergency or exceptional circumstances exist.

District Official

Date

SUBCONTRACTOR'S CERTIFICATION

The Chino Valley Unified School District ("DISTRICT") entered into an agreement for construction services with _____ ("CONTRACTOR") on or about _____, 20__ ("Agreement"). This certification is submitted by _____, a subcontractor or consultant to CONTRACTOR for purposes of that Agreement ("Subcontractor"). Subcontractor hereby certifies to DISTRICT's governing board that it has completed the criminal background check requirements of Education Code section 45125.1 and that none of its employees that may come in contact with DISTRICT pupils have been convicted of a violent felony listed in Penal Code section 667.5(c) or a serious felony listed in Penal Code section 1192.7(c).

Subcontractor's Representative

Date

SUBCONTRACTOR'S EXEMPTION

The Chino Valley Unified School District ("DISTRICT") entered into an agreement for construction services with Chino-Oaks Ave 23, LLC ("CONTRACTOR") on or about _____, 2016 ("Agreement"). Pursuant to Education Code section 45125.2, DISTRICT has determined that _____, a subcontractor or consultant to CONTRACTOR for purposes of that Agreement ("Subcontractor"), is exempt from the criminal background check certification requirements for the Agreement because:

- Subcontractor's employees will have limited contact with DISTRICT students during the course of the Agreement; or
- Emergency or exceptional circumstances exist.

District Official

Date

EXHIBIT E

DRUG-FREE WORKPLACE CERTIFICATION

This Drug-Free Workplace Certification form is required from all successful Bidders pursuant to the requirements mandated by Government Code section 8350 et seq., the Drug-Free Workplace Act of 1990. The Drug-Free Workplace Act of 1990 requires that every person or organization awarded a contract or grant for the procurement of any property or service from any state agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Drug-Free Workplace Act of 1990 provides that each contract or grant awarded by a state agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred.

Pursuant to Government Code section 8355, every person or organization awarded a contract or grant from a state agency shall certify that it will provide a drug-free workplace by doing all of the following:

- a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited in the person's or organization's workplace and specifying actions which will be taken against employees for violations of the prohibition;
- b) Establishing a drug-free awareness program to inform employees about all of the following:
 - 1) The dangers of drug abuse in the workplace;
 - 2) The person's or organization's policy of maintaining a drug-free workplace;
 - 3) The availability of drug counseling, rehabilitation and employee-assistance programs;
 - 4) The penalties that may be imposed upon employees for drug abuse violations;
- c) Requiring that each employee engaged in the performance of the contract or grant be given a copy of the statement required by subdivision (a) and that, as a condition of employment on the contract or grant, the employee agrees to abide by the terms of the statement.

I, the undersigned, agree to fulfill the terms and requirements of Government Code section 8355 listed above and will (a) publish a statement notifying employees concerning the prohibition of controlled substance at the workplace, (b) establish a drug-free awareness program, and (c) require that each employee engaged in the performance of the Contract be given a copy of the statement required by section 8355(a) and requiring that the employee agree to abide by the terms of that statement.

I also understand that if DISTRICT determines that I have either (a) made a false certification herein, or (b) violated this certification by failing to carry out the requirements of section 8355, that the Contract awarded herein is subject to termination, suspension of payments, or both. I further understand that, should I violate the terms of the Drug-Free Workplace Act of 1990, I may be subject to debarment in accordance with the requirements of section 8350 et seq.

I acknowledge that I am aware of the provisions of Government Code section 8350 et seq. and hereby certify that I will adhere to the requirements of the Drug-Free Workplace Act of 1990.

CONTRACTOR

Date: _____

By: _____

Its: _____

Date: _____

By: _____

Its: _____

EXHIBIT F

**CONTRACTOR'S CERTIFICATE REGARDING ALCOHOLIC BEVERAGE and
TOBACCO-FREE CAMPUS POLICY**

The CONTRACTOR agrees that it will abide by and implement the DISTRICT's Alcoholic Beverage and Tobacco-Free Campus Policy, which prohibits the use of alcoholic beverages and tobacco products, at any time, on DISTRICT-owned or leased buildings, on DISTRICT property and in DISTRICT vehicles. The CONTRACTOR shall procure signs stating "ALCOHOLIC BEVERAGE AND TOBACCO USE IS PROHIBITED" and shall ensure that these signs are prominently displayed on and with respect to the License Property at all times.

DATE: _____

CONTRACTOR

By: _____
Signature

EXHIBIT G

CONDUCT RULES FOR CONTRACTORS

Each CONTRACTOR/Subcontractor, when performing work on CHINO VALLEY UNIFIED SCHOOL DISTRICT (“DISTRICT”) property shall adhere to the following rules of conduct:

1. Professional and courteous conduct is expected and will be displayed at all times.
2. Interaction with students, staff, and/or other visitors is prohibited with the exception of designated administrators.
3. The use of profanity and/or disparaging language will not be tolerated.
4. CONTRACTOR/Subcontractors shall wear a means of identification when on the other side of the temporary barrier when school is in session which must be approved by DISTRICT prior to commencement of the Work.
5. CONTRACTOR/Subcontractors shall remain in the vicinity of his/her work and will not stray to other areas of the property not involved in the Project, including student and staff toilet facilities.
6. Pursuant to Government Code section 8350 et seq., DISTRICT is a drug-free workplace. This policy shall be strictly enforced.
7. Alcoholic beverages are prohibited from being consumed or brought on any DISTRICT property.
8. The use of any tobacco products on DISTRICT property is strictly prohibited.
9. Any lewd, obscene or otherwise indecent acts, words, or behavior by any CONTRACTOR/Subcontractor shall not be tolerated.
10. CONTRACTOR/Subcontractors shall conform to a dress code whereby:
 - a. No clothing that contains violent, suggestive, derogatory, obscene, or racially biased material may be worn.
 - b. Garments, accessories or personal grooming artifacts with slogans, graphics, or pictures promoting drugs, alcohol, tobacco, or any other controlled substances which are prohibited to minors will not be allowed.
11. No firearms are allowed on campuses/DISTRICT property.

Non-compliance with any of the above-stated rules of conduct by any CONTRACTOR/Subcontractor may be sufficient grounds for immediate removal from the License Property and termination of the License Agreement.

I acknowledge that I am aware of the above-stated rules of conduct and hereby certify that all of my employees, consultants, suppliers, and/or any Subcontractors will adhere to these provisions.

Date

(Proper Name of Contractor)

By: _____

(Signature of Authorized Signor)

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECTS

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BACKGROUND

On May 9, 2013, the Board of Education adopted Resolution 2012/2013-71, Adoption of California Uniform Public Construction Cost Accounting Act (CUPCCAA). Per Public Contract Code 22030, the adoption of CUPCCAA allows the use of alternate bidding procedures for projects under \$175,000.00, while still ensuring the District receives the lowest pricing possible from responsible vendors and contractors. Utilizing CUPCCAA, the District has completed the projects listed below.

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2016-40	Emergency Lighting Repair at Ayala HS and Chino HS	Elesco	\$42,814.20	N/A	\$42,814.20	01
CC2016-37	Carpet Replacement at Butterfield ES, Dickson ES, and Don Lugo HS	Rite Way Flooring	\$108,284.00	\$4,698.46	\$112,982.46	01

Documentation indicating satisfactory completion and compliance with specifications has been obtained from school site administrators; Sam Sousa, Maintenance and Operations Supervisor; and Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for these projects.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the Notice of Completion for CUPCCAA Projects.

FISCAL IMPACT

\$155,796.66 to RMA Fund 01.

WMJ:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources
SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

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BACKGROUND

Board approval of personnel transactions is required by Board Bylaw 9324 Bylaws of the Board - Minutes and Recordings and Education Code 35163. Included are new hires based on need, which includes replacements, growth, and/or class size reduction.

Approval of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve/ratify the certificated/classified personnel items.

FISCAL IMPACT

All personnel assignments are within the approved staffing ratio for the appropriate school year budget.

WMJ:GP:LF:RR:mcm

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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RESIGNATION

RODRIGUEZ-CHIEN, Jeanette	Assistant Superintendent, Educational Services	Educational Services	10/28/2016
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CHANGE OF ASSIGNMENT

THOMPSON, Julie	FROM: Program Specialist 8 hrs./205 contact days	Special Education	10/17/2016
	TO: Instructional Coach 7 hrs./183 contract days	Special Education	

LEAVE OF ABSENCE

LARIOS-CONTRERAS, Zorayda	Spanish Teacher (20%)	Chino HS	01/03/2017 through 06/05/2017
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**TEACHING OUT OF CREDENTIALLED AREA PER EDUCATION CODE §44258.7(b)
EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017**

DAVIS, Jonathon	Athletic PE	Chino HS	2016/2017
SCHULD, Jeffery	Athletic PE	Chino Hills HS	2016/2017

APPOINTMENT – EXTRA DUTY

ESQUIVEL, Vanessa (NBM)	Track & Field (GF)	Chino HS	10/21/2016
GLEESON, Megan (NBM)	Track & Field (GF)	Chino HS	10/21/2016
ROSALEZ, Victor (NBM)	Boys Soccer (GF)	Chino HS	10/21/2016
ZARAGOZA, Zibley (NBM)	Girls Basketball (GF)	Chino HS	10/21/2016
TOTAL			\$ 12,117.00

DELETE – EXTRA DUTY

RAHIM, Kamran (NBM)	Boys Soccer (GF)	Chino HS	10/07/2016
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CLASSIFIED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE**APPOINTMENT**

TABATA, Ana	Nutrition Services Asst. I (NS)	Cattle ES	10/21/2016
PEREZ, Ranelle	IA/SPED (SELPA/GF)	Litel ES	10/21/2016
CABRERA, Lorena	Attendance Clerk (GF)	Townsend JHS	10/21/2016
VILLALPANDO, Krystal	IA/SPED/SH (SELPA/GF)	Don Lugo HS	10/21/2016

CHANGE OF ASSIGNMENT

FLORES-BABEY, Carrie	FROM: IA/SPED/RSP (SELPA/GF) 3.5 hrs./181 work days	Ayala HS	10/21/2016
	TO: Typist Clerk I (GF) 8 hrs./201 work days	Ayala HS	

PROMOTION

BERNIER, Lori	FROM: Nutrition Services. Asst. I (NS) 3 hrs./181 work days	Marshall ES	10/21/2016
	TO: Nutrition Services Mgr. I (NS) 3.75 hrs./183 work days	Country Springs ES	

RETIREMENT

HOFMANN, Carol (17 years of service)	IA/SPED (SELPA/GF)	Chaparral ES	12/19/2016
FORBES, Alana (30 years of service)	Sec. Library/Media Asst. (GF)	Ramona JHS	12/01/2016
PARVIN, Donald (11 years of service)	Groundworker I (GF)	Maintenance	11/30/2016
WOODS, Melanie (29 years of service)	Administrative Secretary I (GF)	Technology	11/19/2016

RESIGNATION

BENGALI, Munira	Assistant Director, Nutrition Services	Nutrition Services	10/14/2016
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CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE JULY 1, 2016, THROUGH DECEMBER 31, 2016

CALLES, Scott	IA/SPED/SH	Don Lugo HS	
CONTRERAS, Esmeralda	Typist Clerk I	Transportation	

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2016, THROUGH JUNE 30, 2017

BAHENA, Giselle	BARRAGAN, Ana	DIAZ, Robin
GARCIA, Lily	FOX-LEEMING, Nancy	HERRERA, Lucy
LOPEZ, Carolina	MENDOZA, Maria	TOWNSELL, Brandy
TRINH, Kevin	WALTHER, Derek	

(504) = Federal Law for Individuals with Handicaps
 (ACE) = Ace Driving School
 (ASB) = Associated Student Body
 (ASF) = Adult School Funded
 (ATE) = Alternative to Expulsion
 (B) = Booster Club
 (BTSA) = Beginning Teacher Support & Assessment
 (C) = Categorically Funded
 (CAHSEE) = California High School Exit Exam
 (CC) = Children's Center (Marshall)
 (CDF) = Child Development Fund
 (CSR) = Class Size Reduction
 (CVLA) = Chino Valley Learning Academy
 (CWY) = Cal Works Youth
 (E-rate) = Discount Reimbursements for Telecom.
 (G) = Grant Funded
 (GF) = General Fund

(HBE) = Home Base Education
 (MM) = Measure M – Fund 21
 (MAA) = Medi-Cal Administrative Activities
 (MH) = Mental Health – Special Ed.
 (NBM) = Non-Bargaining Member
 (ND) = Neglected and Delinquent
 (NS) = Nutrition Services Budget
 (OPPR) = Opportunity Program
 (PFA) = Parent Faculty Association
 (R) = Restricted
 (ROP) = Regional Occupation Program
 (SAT) = Saturday School
 (SB813) = Medi-Cal Admin. Activities Entity Fund
 (SELPA) = Special Education Local Plan Area
 (SOAR) = Students on a Rise
 (SPEC) = Spectrum Schools
 (SS) = Summer School
 (SWAS) = School within a School
 (VA) = Virtual Academy
 (WIA) = Workforce Investment Act

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: REVISION OF JOB DESCRIPTION FOR ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES

=====

BACKGROUND

Job descriptions are a statement of duties, qualifications, and responsibilities associated with a particular job. It is a matter of standard practice to modify and/or create job descriptions as new positions become necessary, jobs evolve, and responsibilities and duties change. Additionally, changes in organizational structure, student needs, and other factors require the revision of existing positions to support the District's mission of increased student achievement.

Approval of this item supports the goals identify within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education approve the revision of the job description for Assistant Superintendent, Educational Services.

FISCAL IMPACT

No fiscal impact.

WMJ:GP:LF:RR:mcm

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Position Description

TITLE:	Assistant Superintendent, CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT Educational Services	REPORTS:	Superintendent
DEPARTMENT:	Educational Services	CLASSIFICATION:	Management
FLSA:	Exempt	WORK YEAR:	226
ISSUED:	June 29, 2009	SALARY:	Range 12

BASIC FUNCTION:

Under the direction of the Superintendent, plans, organizes, manages, and directs all aspects of CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT ~~the District's~~ (ALTERNATIVE EDUCATION, ASSESSMENT AND INSTRUCTIONAL TECHNOLOGY, ELEMENTARY AND SECONDARY CURRICULUM, HEALTH SERVICES, PROFESSIONAL DEVELOPMENT, SPECIAL EDUCATION, STUDENT SUPPORT SERVICES, AND TECHNOLOGY) ~~educational services~~, providing leadership to District personnel, with specific responsibility for the planning, development, implementation, assessment, and improvement of all CURRICULUM AND INSTRUCTION/TEACHING AND LEARNING AND Educational Services in the District, and complying with federal and state laws, and District regulations, policies, and procedures.

REPRESENTATIVE DUTIES:

Incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities, associated with this classification but is intended to accurately reflect the principle job elements.

E = Essential Functions

Provides leadership and direction in the identification and interpretation of needs and the establishment of priorities related to THE DISTRICT'S CURRICULUM AND INSTRUCTION/TEACHING AND LEARNING AND educational services ~~(Health Services/Child Development, Special Education, Student Support Services/Child Welfare & Attendance, Alternative Education, Duplicating, Security)~~; initiates and assists in coordinating the planning, development and implementation of programs and activities designed to meet such needs and priorities. **(E)**

Plans, organizes, and directs the District's CURRICULUM AND INSTRUCTION/TEACHING AND LEARNING AND educational services design and development programs, delivery systems, strategies and techniques for achieving optimal educational results. (E)

Coordinates those staff development programs with District and school-site staff which relate to the implementation of CURRICULUM AND INSTRUCTION/TEACHING AND LEARNING AND educational services priorities. (E)

Analyzes performance test results for students; analyzes corresponding District CURRICULUM AND INSTRUCTION/TEACHING AND LEARNING AND educational services for effectiveness in improving students' achievement. (E)

~~Works collaboratively with the assistant superintendent, curriculum & instruction, the director of health services/child development, the director of special education, the director of student support services, the coordinator of child welfare & attendance, the director of alternative education, the manager of duplicating, the coordinator of security, and other administrators to ensure the coordination, alignment, and articulation of a comprehensive educational services program pre-K-12 that meets the needs of the diverse student population of the District. (E)~~

Establishes a climate within the Division of Educational Services CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT that is conducive to appropriate conduct, performance, attitude, job satisfaction, and service orientation. (E)

Maintains an updated, current working knowledge of and provides the management team with assistance in the interpretation and application of statues and regulations which deal with ~~IN Health Services/Child Development, Duplicating, Special Education, Student Support Services/Child Welfare & Attendance, Alternative Education, and Security~~ THE DIVISION OF CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT. (E)

Develops, evaluates, and makes recommendations to the Superintendent, regarding District policies as they pertain to the NEEDS OF ~~Health Services/Child Development, Special Education, Student Support Services/Child Welfare & Attendance, Alternative Education, Duplicating, and Security~~ THE DIVISION OF CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT ~~needs of the District~~, and provides interpretation of District policies and procedures, ensuring compliance with all federal and state laws, regulations and policies. (E)

Follows a planned professional growth program, participates actively in local, state, and national professional associations/organizations; and studies local, state, and national guidelines for effective services.

Directs the development and approves the departmental budget for assigned areas of responsibility. (E)

Functions as a member of the District's management team, coordinates with other management personnel in the areas of assigned responsibility. (E)

~~Directs and coordinates activities of the Teachers On Assignment (Special Education). (E)~~

Supervises and evaluates the performance of assigned staff, interviews and selects employees, and recommends transfers, reassignments, terminations, and disciplinary actions; plans, coordinates, and arranges for appropriate training of subordinates. (E)

Directs the preparation and maintenance of a variety of narrative and statistical reports (including state and federal reports as required), records, and files; prepares agendas and memos; and, maintains all documentation reflecting agreements entered into. (E)

Develops and implements long- and short-term plans and activities to ensure compliance with the District policies, Education Code, and state and federal regulations and laws in an efficient and effective manner. (E)

Assures accurate and timely dissemination of information. (E)

Serves on committees such as the District's management team and other committees as appropriate or assigned by immediate supervisor. (E)

Represents the District as a liaison in meeting with county/state/federal agencies, institutions, and committees that are related to areas of responsibility as assigned.

Represents the District, when so assigned in social, organizational, ceremonial, political, or other functions.

Keeps informed of current trends in theory and practices of assigned areas of responsibility, and other pertinent areas, such as federal, state and local laws and District regulations, policies, and procedures, and assures that administration is kept aware of such matters. (E)

Provides leadership and expertise in forming, guiding, and counseling District committees, groups, councils, and advisories for assigned areas of responsibility, providing leadership, support, and guidance to staff and members of the community to ensure thorough communication relative to the educational design and delivery process. ~~Also ensures that community advisory groups have the opportunity to participate in the processes of assessment and evaluation of educational services. (E)~~

Attends all Board of Education meetings. (E)

Performs all other duties as assigned.

MINIMUM REQUIREMENTS:

EDUCATION, EXPERIENCE, LICENSES, AND OTHER REQUIREMENTS:

Bachelor's degree is required. Master's degree in educational administration, curriculum and instruction, or related field is required. Doctoral degree in related field is preferred.

Completion of courses in curriculum development and coursework design, within the assigned areas of responsibility is desirable. A minimum of five (5) years experience in curriculum and development and/or other job related occupations is required. Experience working directly with public school districts is required.

Possession of a valid California preliminary or professional clear multiple or single subject teaching credential authorizing service as an elementary or secondary teacher is required.

Possession of a valid California administrative credential authorizing service as an administrator is required.

Employment eligibility that may include fingerprints, health (TB), and/or other employment clearance.

Must have valid California driver's license and automobile available for use. Must be willing to attend evening, night, and weekend meetings.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Curriculum development, evaluation, and implementation of instructional materials, and measurement and evaluation strategies.
- District's educational and instructional objectives at all grade levels.
- District organization, operations, policies, and procedures.
- Technical aspects of field of specialty.
- Principles of organization, operation, and supervision.
- Principles, practices, trends, goals, and objectives of public education and assigned areas of responsibility.
- Modern technology and office procedures and methods, computer equipment, and computer software necessary to perform required duties.
- Budget preparation and control.
- Applicable federal, state, and local laws, codes, regulations, policies, and procedures related to assigned activities.
- Oral and written communication skills, including English usage, grammar, spelling, punctuation, vocabulary, composition, and mathematics.

ABILITY TO:

- Plan, organize, and administer a comprehensive educational services program.
- Administer assigned budgets and allocate funds.
- Demonstrate leadership qualities and utilize motivational techniques and strategies in the development of an operational mode that is cost effective.

- Operate a computer terminal and audio-visual equipment.
- Communicate effectively, both orally and in writing.
- Write in a clear and concise manner for broad public appeal and interpretation.
- Gain cooperation through discussion and persuasion.
- Coordinate and supervise the work of others.
- Analyze situations carefully and adopt an effective course of action.
- Interpret, apply, and explain administrative and board policies, laws, regulations, and collective bargaining agreements that pertain to areas of responsibility.
- Plan, organize, and prioritize work to meet multiple schedules and deadlines, and manage simultaneous tasks, with many interruptions.
- Work independently with minimum direction and supervision; work under pressure.
- Understand, analyze, and prepare comprehensive, narrative and statistical reports.
- Establish and maintain cooperative and effective working relationships with District personnel, community members, and external companies and agencies in the course of performing assigned duties.
- Supervise and evaluate the performance of assigned staff.

WORKING CONDITIONS:

ENVIRONMENT:

- District office environment and school sites.
- Demanding timelines.
- Subject to driving to a variety of locations to conduct work during day and evening hours.
- Subject to frequent interruptions and extensive contact with students, staff, parents, and the public.
- Indoor and outdoor environment.

PHYSICAL DEMANDS:

- Bending at the waist, kneeling or crouching, and reaching to retrieve and maintain files and records.
- Reaching overhead, above the shoulders and horizontally.
- Dexterity of hands and fingers to operate standard office equipment, computer keyboard, and other equipment necessary to complete the required duties.
- Hearing and speaking to exchange information in person and on the telephone.
- Visual ability to read, and to prepare/process documents and to monitor various services and personnel.
- Sitting for extended periods.
- Standing for extended periods.
- Walking over rough or uneven surfaces.
- Climbing, occasional use of stepladders.
- Physical activity may be required, which could include moderate lifting.

HAZARDS:

- Extended viewing of computer monitor.
- Working around and with office equipment having moving parts.

I have read the above position description and fully understand the requirements set forth therein. I hereby accept the position of Assistant Superintendent, ~~Educational Services~~ CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT and agree to abide by the requirements and duties set forth. I will perform all duties and responsibilities to the best of my ability.

(Signature of Employee)

(Date)

In compliance with the Americans with Disabilities Act, the Chino Valley Unified School District will provide reasonable accommodations to qualified individuals with disabilities, and encourages both prospective and current employees to discuss potential accommodations with the Division of Human Resources.

Board Approved: June 29, 2009

Revised: March 4, 2010

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: October 20, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Dan Mellon, ARM-P, Director, Risk Management and Human Resources

SUBJECT: NEW BOARD BYLAW 9010.5 BYLAWS OF THE BOARD—PUBLIC STATEMENTS REGARDING RELIGION OR NON-RELIGION

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. In accordance with the protections of the First Amendment to the United States Constitution, the proposed new Board Bylaw 9010.5 recognizes requirements for neutrality toward religion and non-religion when Board members are speaking at school Board meetings and in other instances when speaking in their official capacity as a Board member.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information new Board Bylaw 9010.5 Bylaws of the Board—Public Statements Regarding Religion or Non-Religion.

FISCAL IMPACT

None.

WMJ:DM:mcm

PUBLIC STATEMENTS REGARDING RELIGION OR NON-RELIGION

AS THE ELECTED LEGISLATIVE BODY OF THE CHINO VALLEY UNIFIED SCHOOL DISTRICT; THE BOARD OF EDUCATION RECOGNIZES THAT THE FIRST AMENDMENT TO THE UNITED STATES CONSTITUTION GUARANTEES EACH PERSON'S INDIVIDUAL RIGHT TO FREE EXERCISE OF RELIGION OR NON-RELIGION, AND PREVENTS THE GOVERNMENT AND OTHER PUBLIC OFFICIALS FROM ESTABLISHING A RELIGION OR NON- RELIGION.

1. DURING THE PUBLIC PORTION OF THE BOARD MEETING, BOARD MEMBERS MAY DISCUSS RELIGION OR RELIGIOUS PERSPECTIVES TO THE EXTENT THAT THEY ARE GERMANE TO AGENDA ITEMS OR PUBLIC COMMENTS.

2. WHEN ACTING IN THEIR OFFICIAL CAPACITIES AND WHEN SPEAKING ON BEHALF OF THE DISTRICT, BOARD MEMBERS SHALL NOT PROSELYTIZE, AND SHALL BE NEUTRAL TOWARDS RELIGION AND/OR NON-RELIGION.

(cf. 9271 - Code of Ethics)
(cf. 9010 - Public Statements)

Chino Valley Unified School District
BYLAW ADOPTED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Norm Enfield, Ed.D., Deputy Superintendent
Don Jones, Director, Secondary Curriculum and Instruction
SUBJECT: NEW COURSE LIFE ESSENTIALS

=====

BACKGROUND

The Chino Valley Unified School District routinely revises curriculum guides and develops new courses in accordance with State Content Standards, State Frameworks, and student need. Accordingly, the revision and development of curriculum guides are the results of a collaborative effort of teachers in the related academic areas.

Life Essentials is a blended course for students to broaden their understanding of taking care of basic life skills and personal life skills. Topics included: plan and prepare nutritious meals, develop/maintain a garden, develop effective communication & conflict resolution skills.

This course was presented to the Curriculum Council and A.C.T. has been consulted.

Consideration of this items supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the new course Life Essentials.

FISCAL IMPACT

None.

WMJ:NE:DJ:ede

Chino Valley Unified School District

Jr. High School Course Description

CONTACTS	
1. School/District Information:	School/District: Chino Valley Unified School District Street Address: 5130 Riverside Dr., Chino, CA 91710 Phone: (909) 628-1201 Web Site: chino.k12.ca.us
2. Course Contact:	Teacher Contact: Jennifer Orr School: Townsend Jr. High School Phone: (909) 591-2161 E-mail: jennifer_orr@chino.k12.ca.us
A. COVER PAGE - COURSE ID	
1. Course Title:	Life Essentials
2. Transcript Title/Abbreviation:	Life Essentials
3. Transcript Course Code/Number:	
4. Subject Area/Category:	Elective
5. Grade level(s):	7/8
6. Length of course:	One trimester
7. Is this course classified as a Career Technical Education course:	No
8. Date of Board Approval:	
9. Brief Course Description: Life Essentials is a blended course for students to broaden their understanding of taking care of basic life skills and personal life skills. Topics included: planning and preparing nutritious meals, developing personal & social awareness, and developing habits of success (goal setting, effective communication skills, and conflict resolution skills).	
10. Prerequisites:	None
11. Context for Course: The strategies from the <i>7 Habits of an Effective Teenager</i> by Sean Covey, will be covered for students to develop personal and group interaction skills to be able to successfully resolve conflict and accept others. Students are given an arena where discussions of respect and personal convictions can lead to the recognition of stereotypes, prejudice, and personal bias. This course will facilitate listening to others' perspectives, understanding, and creating a sense of school community.	
12. History of Course Development: Teenagers need a knowledge base for healthy living which would include nutrition, social skills, and how to address social and emotional needs. By implementing the steps listed in the course outline, teachers will target and teach 21st Century life skills. The course will incorporate critical thinking, collaboration, communication, and creativity/innovation. Students will be presented with real world problem solving.	
13. Supplement Material(s):	<i>7 Habits of Highly Effective Teens</i> by Sean Covey; <i>Building Life Skills</i> by Louise A. Liddell and Yvonne S. Gentzler

Chino Valley Unified School District

Jr. High School Course Description

B. COURSE CONTENT

Course Outline:

1. Food and Nutrition

- Students will identify through research how to select healthy foods and prepare a nutritional meal.
- Students will learn and practice gardening techniques.
- Students will assess the effects of daily food choices, nutrient functions, and use safe and sanitary ways to prepare and handle food.

2. Self-Inventory

- Students will create a timeline to assess important life events.
- Students will set personal goals both present and future.
Students will evaluate prejudice, racism, scapegoating, and discrimination in our society.
- Students will discuss the detrimental effects of bullying and construct a positive plan to reduce bullying.

3. Effective Communication

- Students will investigate formats for effective communication that will include:
 - analysis of communication styles,
 - factors that influence effective communication, and
 - develop their skillset with nonverbal communication and active listening techniques.

4. Understanding Conflict Sources and Resolutions

- Students will study methods for the resolution of conflict that include identifying conflict as an inevitable and necessary part of life.
- Students will examine conflict as having negative and positive value, identify sources of conflict, and develop resources for resolving conflict.

Instructional Methods and/or Strategies: Strategies will include direct teaching, discovery and inquiry project-based learning, field experience, peer teaching, and collaboration, as well as role play/simulations.

Assessment Including Methods and/or Tools:

Students will build a portfolio of their work and complete both performance-based assessments and written assessments that can be individual and collaborative in nature.

Chino Valley Unified School District

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DATE: October 20, 2016
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Jeanette Chien, Ed.D., Asst. Superintendent, Educational Services
SUBJECT: **WILLIAMS SETTLEMENT LEGISLATION QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY FOR JULY THROUGH SEPTEMBER 2016**

=====

BACKGROUND

In accordance with the Williams settlement legislation, Education Code 35186 states that the Superintendent or designee shall report summarized data on the nature and resolution of all Williams related complaints to the Board of Education and the San Bernardino County Superintendent of Schools on a quarterly basis. Williams related complaints are complaints specific to 1) insufficiency of instructional materials, 2) unsafe facilities, or 3) teacher vacancy or misassignment. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for July through September 2016.

FISCAL IMPACT

None.

WMJ:PMM:lmc

Williams Settlement Legislation
Quarterly Uniform Complaint Report Summary
For submission to school district governing board and county office of education.

District Name: Chino Valley Unified School District

Quarter covered by this report: July 2016 – September 2016

Please fill in the following table. Enter 0 in any cell that does not apply.

	Number of complaints received in quarter	Number of complaints resolved	Number of complaints unresolved
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy or Misassignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
Totals	0	0	0

UCP Contact: Jeanette Chien, Ed.D.
 Title: Assistant Superintendent, Educational Services

Board Submission: October 20, 2016

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: October 20, 2016

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Grace Park, Ed.D., Assistant Superintendent, Human Resources
Lea Fellows, Director, Human Resources
Richard Rideout, Director, Human Resources

SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 4112 ALL PERSONNEL – APPOINTMENT AND CONDITIONS OF EMPLOYMENT

=====

BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Administrative Regulation 4112 All Personnel – Appointment and Conditions of Employment is being revised to reflect repeal of 20 USC 6319 pursuant to the Every Student Succeeds Act (P.L. 114-95).

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~.

Consideration of this item supports the goals identified within the District's Strategic Plan.

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 4112 All Personnel – Appointment and Conditions of Employment.

FISCAL IMPACT

None.

WMJ:GP:LF:RR:mcm

APPOINTMENT AND CONDITIONS OF EMPLOYMENT

Upon recommendation from the Superintendent or designee, the Board of Education shall approve the appointment of all certificated employees. The position and the salary classification shall be reported to the Board at a regular meeting.

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4121 - Temporary/Substitute Personnel)

Individuals appointed to the certificated staff shall:

1. Possess the appropriate certification qualifications and register the certification document in accordance with law and Board policy (Education Code 44250-44279, 44330)

(cf. 4112.2 - Certification)
(cf. 4112.21. - District Interns)

2. Demonstrate proficiency in basic skills as required by law and Board Policy (Education Code 44252.5, 44830)

- ~~3. When required by the federal No Child Left Behind Act for teachers of core academic subjects, possess the qualifications of "highly qualified" teachers as defined in law, board policy and administrative regulations (20 USC 6319)~~

- 3 4. Submit to fingerprinting as required by law (Education Code 44830.1)

- 4 5. Not have been convicted of a violent or serious felony as defined in Penal Code 667.5 and 1192.7, unless the individual has received a certificate of rehabilitation and pardon (Education Code 44830.1)

(cf. 4112.5/4312.5 - Criminal Record heck)
(cf. 4118 - Suspension/Disciplinary Action)

- 5 6. Not have been convicted of any sex offense as defined in Education Code 44010 (Education Code 44836)

- 6 7. Not be required to register as a sex offender pursuant to Penal Code 290 because of a conviction for a crime where the victim was a minor under the age of 16 (Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

APPOINTMENT AND CONDITIONS OF EMPLOYMENT (cont.)

7 8. Not have been determined to be a sexual psychopath pursuant to Welfare and Institutions Code 6300-6332 (Education Code 44837)

8 9. Not have been convicted of any controlled substance offense as defined in Education Code 44011 (Education Code 44836)

9 10. Submit to a physical examination, tuberculosis testing and/or provide a medical certificate as required by law and Board policy (Education Code 44839, 49406)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

10 14. Submit to drug and alcohol testing as required by Board policy

11 12. Furnish a statement of military service and, if any was rendered, a copy of the discharge or release from service or, if no such document is available, other suitable evidence of the termination of service (Education Code 44838)

12 13. File the oath or affirmation of allegiance required by Government Code 3100-3109

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

13 14. Fulfill any other requirements as specified by law, collective bargaining agreement, Board policy or administrative regulation

(cf. 4112.8/4212.8/4312.8 - Employment of Relatives)

Legal Reference:

EDUCATION CODE

35161 Powers and duties

44008 Effect of termination of probation

44009 Conviction of specified crimes; definitions

44010 Sex offense

44011 Controlled substance offense

44066 Limitation on certification requirements

44250-44279 Credential types

44330 Effect of registration of certification document

44830.1 Felons; certificated positions; criminal record summary; fingerprints

44836 Employment of person convicted of sex offenses or controlled substance offenses

44837 Employment of sexual sociopath

44838 Statement of military service

44839 Medical certificate

44839.5 Medical certificate for retirant

49406 Examination for tuberculosis

GOVERNMENT CODE

3100-3109 Oaths or affirmations of allegiance for disaster service workers and public employees

12940-12950 Unlawful employment practices

APPOINTMENT AND CONDITIONS OF EMPLOYMENT (cont.)

PENAL CODE

290 Registration of sex offenders

290.95 Disclosure by persons required to register as sex offenders

667.5 Prior prison terms, enhancement of prison terms

1192.7 Plea bargaining limitation

WELFARE AND INSTITUTIONS CODE

6300-6332 Sexual psychopaths

CODE OF REGULATIONS, TITLE 5

6100-6125 Teacher qualifications, No Child Left Behind Act

CODE OF FEDERAL REGULATIONS, TITLE 34

200.55-200.57 Highly qualified teachers

Chino Valley Unified School District

Regulation approved: August 15, 2002

Revised: October 7, 2010

REVISED: