



CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

March 7, 2019

BOARD OF EDUCATION

James Na, President
Irene Hernandez-Blair, Vice President
Andrew Cruz, Clerk
Christina Gagnier, Member
Joe Schaffer, Member

Alexi Magallanes, Student Representative



SUPERINTENDENT
Norm Enfield, Ed.D.

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
5:30 p.m. - Closed Session • 7:00 p.m. - Regular Meeting
March 7, 2019

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.
- Order of business is approximate and subject to change.

I. OPENING BUSINESS

I.A. CALL TO ORDER – 5:30 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 Existing Litigation (Government Code 54954.5 (c) and 54956.9 (d)(1)): Oxford Preparatory Academy v. Chino Valley Unified School District, et. al. SBC No. CIVDS1710045. (Chidester, Margaret A. & Associates) (5 minutes)
- b. Conference with Real Property Negotiators (Government Code 54956.8): Property: APN #1019-511-06, APN #1019-441-03, APN #1019-441-04 and APN #1019-511-04. Agency negotiator: Terry Tao, Esquire. Under negotiation: Terms and Price. (5 minutes)
- c. Conference with Legal Counsel Anticipated Litigation (Government Code 54954.5(c) and 54956.9 (d)(2) and (e)(1)): One possible case. (Terry Tao, Esquire) (5 minutes)
- d. Student Expulsion Matters (Education Code 35146, 48916 (c)): Cases 18/19-19, 18/19-20, and 18/19-21. (30 minutes)
- e. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)
- f. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Frank Arce, Sandra Chen, Lea Fellows, and Richard Rideout. (30 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance

I.C. STUDENT SHOWCASE/PRESENTATION

1. Cortez ES
2. LCAP Annual Update: English Learners Progress Indicator

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

The proceedings of this meeting are being recorded.

- 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. Richard Gird Educational Hall of Fame 2019 Inductees

Page 9

Recommend the Board of Education approve the Richard Gird Educational Hall of Fame 2019 inductees, as follows:

- a) Employee Recipients: Brett Benson, Paula Mihalow, John C. Monger, and
- b) Distinguished Service Recipient: Judith Rogers.

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

II.B. BUSINESS SERVICES

II.B.1. 2018/2019 Second Interim Financial Report

Page 10

Recommend the Board of Education approve the 2018/2019 Second Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the positive Certification of Financial Condition for the current and two subsequent fiscal years.

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

III. CONSENT

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

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of February 21, 2019

Page 11

Recommend the Board of Education approve the minutes of the regular meeting of February 21, 2019.

- III.A.2. Bylaws of the Board E 9000—Board Protocols**
Page 20 Recommend the Board of Education approve Bylaws of the Board E 9000—Board Protocols.
- III.A.3. Revision of Bylaws of the Board 9324—Minutes and Recordings**
Page 28 Recommend the Board of Education approve the revision of Bylaws of the Board 9324—Minutes and Recordings.
- III.B. BUSINESS SERVICES**
- III.B.1. Warrant Register**
Page 32 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.
- III.B.2. Fundraising Activities**
Page 33 Recommend the Board of Education approve/ratify the fundraising activities.
- III.B.3. Donations**
Page 36 Recommend the Board of Education accept the donations.
- III.B.4. Legal Services**
Page 38 Recommend the Board of Education approve payment for legal services to the law office of Atkinson, Andelson, Loya, Ruud & Romo.
- III.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**
- III.C.1. Student Expulsion Cases 18/19-19, 18/19-20, and 18/19-21**
Page 39 Recommend the Board of Education approve student expulsion cases 18/19-19, 18/19-20, and 18/19-21.
- III.C.2. School-Sponsored Trips**
Page 40 Recommend the Board of Education approve/ratify the school-sponsored trips for Butterfield Ranch ES; Liberty ES; Ayala HS; Buena Vista HS; Chino Hills HS; and Don Lugo HS.
- III.C.3. Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 School Years**
Page 42 Recommend the Board of Education approve the Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 school years.
- III.C.4. Revision of Board Policy 5141.21 Students—Administering Medication and Monitoring Health Conditions**
Page 46 Recommend the Board of Education approve the revision of Board Policy 5141.21 Students—Administering Medication and Monitoring Health Conditions.

- III.C.5. Deletion of Board Policy 6161.3 Instruction—Toxic Art Supplies**
Page 50 Recommend the Board of Education approve the deletion of Board Policy 6161.3 Instruction—Toxic Art Supplies.
- III.D. FACILITIES, PLANNING, AND OPERATIONS**
- III.D.1. Purchase Order Register**
Page 52 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.
- III.D.2. Agreements for Contractor/Consultant Services**
Page 53 Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services.
- III.D.3. Surplus/Obsolete Property**
Page 55 Recommend the Board of Education declare the District property surplus/obsolete and authorize staff to sell/dispose of said property.
- III.D.4. Notice of Completion for CUPCCAA Project**
Page 57 Recommend the Board of Education approve the Notice of Completion for CUPCCAA Project.
- III.D.5. Resolution 2018/2019-32 and 2018/2019-33, Authorization to Utilize Piggyback Contracts**
Page 58 Recommend the Board of Education adopt Resolutions 2018/2019-32 and 2018/2019-33, authorization to utilize piggyback contracts.
- III.D.6. Bid 18-19-26F, Ayala HS Alteration HVAC Upgrades—Gym and Kitchen**
Page 64 Recommend the Board of Education award Bid 18-19-26F, Ayala HS Alteration HVAC Upgrades—Gym and Kitchen to the following contractors: Bid Package 01, General Construction to RVH Constructors; Bid Package 02, Structural/Misc. Steel to RND Contractors; Bid Package 03, Plumbing/Site Utilities to Continental Plumbing Inc.; Bid Package 04, HVAC to Franklin Mechanical Systems, Inc.; and Bid Package 05, Electrical/Low Voltage to Ryan Electric, Inc.
- III.D.7. Bid 18-19-27F, Briggs K-8 New Science Lab Building—Interim Housing**
Page 66 Recommend the Board of Education award Bid 18-19-27F, Briggs K-8 New Science Lab Building—Interim Housing to the following contractors: Bid Package 01, Demolition, Grading, Asphalt, Misc. to Incotechnic Inc.; Bid Package 02, Modular Building Relocation to R. Jensen Co., Inc.; and Bid Package 03, Electrical and Low Voltage Systems to Daniels Electrical Construction Co. Inc.
- III.D.8. Approval of Payments to Lee & Stires, Inc.; Bravo Concrete Construction Services Inc.; Kretschmar & Smith, Inc.; VSC, Inc. dba Vulcan Steel Company; Tomahawk Builders, Inc.; Sierra Lathing Co., Inc.; Danny Letner Inc., dba Letner Roofing Co.; Risher Sutherland, Inc. dba United Contractors; Construction Hardware; E & R Glass Contractors Inc.;**
Page 68

Floored Tile & Stone, Inc.; Southcoast Acoustical Interiors, Inc.; Cramer Painting Inc.; RVH Constructors, Inc.; Stolo Cabinets, Inc.; Kincaid Industries, Inc.; Emyrean Plumbing; Coutts Heating and Cooling, Inc.; Southern California West Coast Electric, Inc. Under Threat of Potential Litigation or Disputed Claim

Recommend the Board of Education approve payment to the following vendors/contractors under the threat of potential litigation or disputed claim: Bid Package 01 Survey/Demo/Earthwork/Asphalt Paving to Lee & Stires, Inc.; Bid Package 02 Site/Structural Concrete to Bravo Concrete Construction Services Inc.; Bid Package 03 Masonry to Kretschmar & Smith, Inc.; Bid Package 04 Structural Steel/Misc. Steel to VSC, Inc. dba Vulcan Steel Company; Bid Package 05 Wood Framing to Tomahawk Builders, Inc.; Bid Package 06 Insulation/Drywall/Metal Stud Framing/Plaster to Sierra Lathing Co., Inc.; Bid Package 07 Sheet Waterproofing/ Membrane Roofing to Danny Letner Inc., dba Letner Roofing Co.; Bid Package 08 Sheet Metal/Metal Panels to Risher Sutherland, Inc. dba United Contractors; Bid Package 09 Doors/Frames/Hardware to Construction Hardware; Bid Package 10 Glass/Glazing to E & R Glass Contractors, Inc.; Bid Package 11 Tile to Floored Tile & Stone, Inc.; Bid Package 12 Acoustical Panel Ceilings to Southcoast Acoustical Interiors, Inc.; Bid Package 14 Painting to Cramer Painting Inc.; Bid Package 15 Specialties to RVH Constructors, Inc.; Bid Package 16 Laboratory Casework/Finish Millwork to Stolo Cabinets, Inc.; Bid Package 17 Fire Protection to Kincaid Industries, Inc.; Bid Package 18 Plumbing/Site Utilities to Emyrean Plumbing; Bid Package 19 HVAC to Coutts Heating and Cooling, Inc.; and Bid Package 20 Electrical/Fire Alarm/Low Voltage/Elevator to Southern California West Coast Electric, Inc.

III.E. HUMAN RESOURCES

III.E.1. Certificated/Classified Personnel Items

Page 71

Recommend the Board of Education approve/ratify the certificated/classified personnel items.

IV. INFORMATION

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

IV.A.1. Advanced Placement Mathematics and History Textbook Adoption for Grades 9 Through 12

Page 78

Recommend the Board of Education receive for information the following instructional materials for the Advanced Placement Mathematics and History textbook adoption for grades 9 through 12:

- a) AP Calculus AB: Bedford, Freeman, Worth. *Calculus for the AP Course*. W.H. Freeman. 10th–12th Grade. 2017. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;

- b) AP Calculus BC: Cengage Learning. *Calculus for AP*. R. Larson, P. Battaglia. 11th–12th Grade. 2016. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- c) AP Statistics: Pearson. *Stats: Modeling the World, 5th Edition*. David Bock, Paul Velleman, Richard Veaux. 10th-12th Grade, 2019. Replaces: Pearson. *AP Stats Modeling the World 3rd Edition*. David Bock, Paul Velleman, Paul De Veaux. 2010;
- d) AP Comparative Government and Politics: Cengage Learning. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Mark Kesselman, Joel Krieger, William Joseph. 12th Grade. 2016. New Course-no replacement;
- e) AP United States Government and Politics: Bedford, Freeman & Worth. *American Government: Stories of a Nation; for the AP Course*. Scott Abernathy, Karen Waples. 12th Grade. 2019. Replaces: Wadsworth Publishing. *American Government: Institutions & Policies*. James Wilson, John Dilulio, Meena Bose. 2013; and
- f) AP Human Geography: Pearson. *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*. James Rubenstein. 9th-10th Grade. 2020. New Course-no replacement.

IV.A.2. New Course: Emerging English Language Development (ELD)

Page 80

Recommend the Board of Education receive for information the new course Emerging English Language Development (ELD).

IV.A.3. New Course: Expanding English Language Development (ELD) A

Page 85

Recommend the Board of Education receive for information the new course Expanding English Language Development (ELD) A.

IV.A.4. New Course: Expanding English Language Development (ELD) B

Page 92

Recommend the Board of Education receive for information the new course Expanding English Language Development (ELD) B.

IV.A.5. Revision of Board Policy and Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students

Page 97

Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 5145.3 Students—Nondiscrimination/Harassment of Students.

IV.A.6. Revision of Board Policy and Administrative Regulation 6020 Instruction—Parent Involvement

Page 109

Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 6020 Instruction—Parent Involvement.

IV.A.7. 2018/2019 First Semester Student Expulsion Report

Page 126 Recommend the Board of Education receive for information the 2018/2019 First Semester Student Expulsion Report.

IV.B. HUMAN RESOURCES

IV.B.1. Revision of Board Policy and Administrative Regulation 4119.11, 4219.11, and 4319.11 Personnel—Sexual Harassment

Page 130

Recommend the Board of Education receive for information the revision of Board Policy and Administrative Regulation 4119.11, 4219.11, and 4319.11 Personnel—Sexual Harassment.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Date posted: March 1, 2019
Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
**SUBJECT: RICHARD GIRD EDUCATIONAL HALL OF FAME 2019
INDUCTEES**

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BACKGROUND

The Richard Gird Educational Hall of Fame Bylaws, under “Induction,” state that the Board of Education will take action on Committee nominations to the Hall of Fame. As such, the Committee solicited nominations, and carefully considered all nominees who met the criteria for induction. The following individuals are being recommended as inductees to the Richard Gird Educational Hall of Fame 2019.

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

RECOMMENDATION

It is recommended the Board of Education approve the Richard Gird Educational Hall of Fame 2019 inductees, as follows:

- a) Employee Recipients: Brett Benson, Paula Mihalow, John C. Monger, and
- b) Distinguished Service Recipient: Judith Rogers.

FISCAL IMPACT

None.

NE:pk

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: 2018/2019 SECOND INTERIM FINANCIAL REPORT

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BACKGROUND

Pursuant to Education Code 42131, twice each year, the Board of Education must certify to the County Office of Education and the California Department of Education that the District can meet its financial obligations for the current and two subsequent fiscal years.

The Second Interim Financial Report (submitted under separate cover) presents actual data as of January 31, 2019. This report must be approved and certified as positive, qualified, or negative by the Board of Education and submitted to the County Superintendent of Schools by March 15, 2019. The three certifications are defined as follows:

1. **A Positive Certification** means that a Local Education Agency (LEA) will meet its financial obligations for the current **and** two subsequent fiscal years.
2. **A Qualified Certification** means that an LEA may not meet its financial obligations for the current **or** two subsequent fiscal years.
3. **A Negative Certification** means that an LEA will not meet its financial obligations for the remainder of the fiscal year **or** for the subsequent fiscal year.

The Second Interim Report is being presented to the Board of Education for approval with a positive certification.

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

RECOMMENDATION

It is recommended the Board of Education approve the 2018/2019 Second Interim Financial Report, and authorize the President of the Board of Education and the Superintendent to sign the positive Certification of Financial Condition for the current and two subsequent fiscal years.

FISCAL IMPACT

Financial information presented for this Second Interim Report reflects a balanced budget for fiscal years 2018/2019, 2019/2020, and 2020/2021.

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
February 21, 2019**

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:40 P.M.

1. Roll Call

President Na called to order the regular meeting of the Board of Education, Thursday, February 21, 2019, at 4:40 p.m. with Gagnier, Schaffer, and Na present. Mrs. Blair arrived at 4:59 p.m. Mr. Cruz was absent during closed session.

Administrative Personnel

Norm Enfield, Ed.D., Superintendent
Sandra H. Chen, Associate Superintendent, Business Services
Grace Park, Ed.D., Associate Superintendent, CIIS
Lea Fellows, Assistant Superintendent, CIIS
Richard Rideout, Assistant Superintendent, Human Resources
Gregory J. Stachura, Assistant Supt., Facilities, Planning, & Operations

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Na adjourned to closed session at 4:43 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property negotiators; student expulsion matters; public employee discipline/dismissal/release; conference with labor negotiators: A.C.T. and CSEA negotiations; public employee appointment: high school principal; and public employee performance evaluation: Superintendent.

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

1. Report Closed Session Action

President Na reconvened the regular meeting of the Board of Education at 7:00 p.m. with Blair, Gagnier, Schaffer, and Na present. Student representative Alexi Magallanes was absent. The Board met in closed session from 4:43 p.m. to 6:47 p.m. regarding conference with legal counsel existing and anticipated litigation; conference with real property

negotiators; student expulsion matters; public employee discipline/dismissal/release; conference with labor negotiators: A.C.T. and CSEA negotiations; public employee appointment: high school principal; and public employee performance evaluation: Superintendent. The Board appointed Randal Buoncristiani as principal of Chino Hills HS effective February 22, 2019, by the following vote: Blair, Gagnier, Schaffer, and Na voting yes (4-0, Cruz absent). No further action was taken that required public disclosure.

2. Pledge of Allegiance

Greg Stachura, Assistant Supt., Facilities, Planning, and Operations led the Pledge of Allegiance.

Mr. Cruz arrived at 7:19 p.m.

I.C. STUDENT SHOWCASE/PRESENTATIONS

1. Rhodes ES Choir

Amy Purdy and Stephanie Daugherty led students in a musical performance.

I.D. COMMENTS FROM STUDENT REPRESENTATIVE

Absent.

I.E. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Danny Hernandez, CSEA President, spoke about agenda item IV.C.3., regarding text book adoption and the impact to unit members; and spoke about agenda item V.B.2. regarding administering medication to students.

I.F. COMMENTS FROM COMMUNITY LIAISONS

Art Bennett, Chino Hills City Council, announced various city activities including: a Kids Art Exploration Day scheduled for March 2; the Chino Hills Library "Buy the Bag" book sale scheduled for March 2 and 3; Paws at the Park scheduled for March 9 at Vila Borba Dog Park; Pitch, Hit, and Run competition scheduled for March 2; announced the 19th Annual Water Conservation Design a Sign competition; and said he met with Christina Gagnier last Tuesday.

Mark Lucio, Chino City Council, announced the Chino Youth Museum DairyAire Run scheduled for March 2 at Ayala Park; and the Chino Youth Track and Field Meet scheduled for March 9 at Chino HS.

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

Dahlia Voth addressed the Board regarding the photo taking policy at Oak Ridge ES; Deanne Campagna and Sebastian Cognetta addressed the Board regarding Allegiance STEAM Academy; Lenny Damico and Jason Taylor addressed the Board regarding Ayala HS basketball coaching concerns; and Peter Attwood addressed the Board regarding suicide awareness.

I.H. CHANGES AND DELETIONS

The following changes were read into the record: Item IV.C.1., Student Expulsions, case 18/19-17 amended to full expulsion for the remainder of the first semester 2018/2019; and Item IV.D.2., Agreements for Contractor/ Consultant Services, under Approved Contracts to be Amended, CIIS 1819-166.1 Aeries Software, corrected to read "CIIS-1819-152.1 Aeries Software.

II. DISCUSSION

II.A. FACILITIES, PLANNING, AND OPERATIONS

II.A.1. Cal Aero Preserve Academy K-8 Temporary Boundary Change

Assistant Superintendent of Facilities, Planning, and Operations Greg Stachura presented information regarding the proposed temporary boundary change. Moved (Blair) seconded (Gagnier) to discuss the Cal Aero Preserve Academy K-8 temporary boundary change. No action was taken.

III. ACTION

III.A. ADMINISTRATION

III.A.1. 2019 California School Boards Association Delegate Assembly Election

Moved (Blair) seconded (Gagnier) to discuss the item. Moved (Schaffer) seconded (Blair) carried unanimously (5-0) to vote for Heather Allgood, Tommy Courtney, Shari S. Megaw, Gabriel L. Stine, Eric Swanson, and Kathy Thompson to the California School Boards Association Delegate Assembly, subregion 16-B.

III.A.2. California School Boards Association Delegate Assembly Appointment

President Na opened nominations. Andrew Cruz nominated himself, and there were no further nominations. By a vote of 5-0, the Board appointed Andrew Cruz to serve as the delegate from the Chino Valley Unified School

District to the California School Boards Association Delegate Assembly for a term beginning April 1, 2019, through March 31, 2021.

III.A.3. Revision of Bylaws of the Board 9324—Minutes and Recordings

Moved (Blair) seconded (Gagnier) to discuss the item. Moved (Blair) seconded (Gagnier) motion failed (2-3, Cruz, Na, Gagnier voted no) to amend the first sentence in the last paragraph on page 15 so that it reads, “Any District recording may be erased or destroyed ~~30 days after the meeting~~ AFTER ONE YEAR BY BOARD APPROVAL.” Moved (Cruz) seconded (Gagnier) carried unanimously (5-0) to amend the first sentence in the last paragraph on page 15 so that it reads, “Any District recording may be erased or destroyed ~~30 days after the meeting~~ AFTER FOUR YEARS BY BOARD APPROVAL. The policy will be brought back for a fourth reading at the March 7 meeting for approval.

III.B. HUMAN RESOURCES

III.B.1. Resolution 2018/2019-31 Release of Temporary Certificated Employees

Moved (Gagnier) seconded (Schaffer) motion carried (3-2, Cruz and Na voted no) to adopt Resolution 2018/2019-31 Release of Temporary Certificated Employees, and authorize the Superintendent or his designee to send Notice of Release to employees affected with an effective date of June 30, 2019.

IV. CONSENT

Joe Schaffer pulled for separate action items IV.B.1., and IV.E.2. Moved (Blair) seconded (Schaffer) carried unanimously (5-0) to approve the remainder of consent items, as amended.

IV.A. ADMINISTRATION

IV.A.1. Minutes of the Regular Meeting of February 7, 2019

Approved the minutes of the regular meeting of February 7, 2019.

IV.B. BUSINESS SERVICES

IV.B.1. Warrant Register

Moved (Blair) seconded (Gagnier) motion carried (4-0-1, Schaffer recused himself) to approve/ratify the warrant register.

IV.B.2. Fundraising Activities

Approved/ratified the fundraising activities.

IV.B.3. Donations

Accepted the donations.

IV.B.4. Legal Services

Approved payment for legal services to the law offices of Fagen Friedman & Fulfroost LLP, and The Tao Firm.

IV.C. CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT**IV.C.1. Student Expulsion Cases 18/19-13, 18/19-15, 18/19-16, 18/19-17, and 18/19-18**

Approved student expulsion cases 18/19-13, 18/19-15, 18/19-16, 18/19-17 (as amended), and 18/19-18.

IV.C.2. School-Sponsored Trips

Approved/ratified the school-sponsored trips for Marshall ES; Rolling Ridge ES; Canyon Hills JHS; Ayala HS; Chino HS; and Chino Hills HS.

IV.C.3. English Language Arts/English Language Development Textbook Adoption for Grades 9 Through 12

Approved the following instructional materials for the English Language Arts/English Language Development textbook adoption for grades 9 through 12: a) Pearson. *My Perspectives English Language Arts*. Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim Cummins, Ph.D., 9th Grade. 2017. Replaces: Prentice Hall, *Prentice Hall Literature Timeless Voices, Timeless Themes*, 9th Grade. 2002; b) Pearson. *My Perspectives English Language Arts*. Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim Cummins, Ph.D., 10th Grade. 2017. Replaces: Prentice Hall, *Prentice Hall Literature Timeless Voices, Timeless Themes*, 10th Grade. 2002; c) Pearson. *My Perspectives English Language Arts*. Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim Cummins, Ph.D., 11th Grade. 2017. Replaces: Prentice Hall, *Prentice Hall Literature Timeless Voices, Timeless Themes*, 11th Grade. 2002; d) Pearson. *My Perspectives English Language Arts*. Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim Cummins, Ph.D., 12th Grade. 2017. Replaces: Prentice Hall, *Prentice Hall Literature Timeless Voices, Timeless Themes*, 12th Grade. 2002; and e) Pearson. *My Perspectives English Language Arts*. Ernest Morrell, Ph.D., Elfrieda Hiebert, Ph.D., Kelly Gallagher, M.Ed., Jim Cummins, Ph.D., English Language Development. 9th – 12th Grade. 2017. Replaces: Cengage Learning. *Edge, 2nd Edition*. David W. Moore, Deborah J. Short, Michael W. Smith, Alfred W. Tatum. 9th - 12th Grade. 2014.

IV.D. FACILITIES, PLANNING, AND OPERATIONS

IV.D.1. Purchase Order Register

Approved/ratified the purchase order register.

IV.D.2. Agreements for Contractor/Consultant Services

Approved/ratified the Agreements for Contractor/Consultant Services, as amended.

IV.D.3. Surplus/Obsolete Property

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

IV.D.4. Notice of Completion for CUPCCAA Projects

Approved the Notice of Completion for CUPCCAA Projects.

IV.D.5. CUPCCAA Bid 18-19-23I, Marshall ES Playground Equipment Installation

Awarded CUPCCAA Bid 18-19-23I, Marshall ES Playground Equipment Installation, to RE Schultz Construction Inc.

IV.D.6. CUPCCAA Bid 18-19-24I, Cortez ES Playground Equipment Installation

Awarded Bid 18-19-24I, Cortez ES Playground Equipment Installation, to RE Schultz Construction Inc.

IV.D.7. CUPCCAA Bid 18-19-25I, Glenmeade ES Playground Equipment Installation

Awarded CUPCCAA Bid 18-19-25I, Glenmeade ES Playground Equipment, to RE Schultz Construction Inc.

IV.D.8. CUPCCAA Bid 18-19-28I, Cattle ES Playground Poured in Place Surfacing Installation

Awarded CUPCCAA Bid 18-19-28I, Cattle ES Playground Poured in Place Surfacing Installation, to Nextgen Construction.

IV.D.9. Revision of Board Policy 3311 Business and Noninstructional Operations—Bids

Approved the revision of Board Policy 3311 Business and Noninstructional Operations—Bids.

IV.E. HUMAN RESOURCES

IV.E.1. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items.

IV.E.2. New Job Description and Creation of the Position for Coordinator, Charter Schools

Moved (Blair) seconded (Gagnier) carried unanimously (5-0) to approve the new job description for Coordinator, Charter Schools, and authorize the creation of the position for Coordinator, Charter Schools.

IV.E.3. Student Teaching Agreement Amendments 1 and 2 with California State Polytechnic University, Pomona

Approved the student teaching agreement amendments 1 and 2 with California State Polytechnic University, Pomona.

IV.E.4. Revision of Board Policy 1250 Community Relations—Visitors/Outsiders

Approved the revision of Board Policy 1250 Community Relations—Visitors/Outsiders.

IV.E.5. Revision of Board Policy 1312.3 Community Relations—Uniform Complaint Procedures

Approved the revision of Board Policy 1312.3 Community Relations—Uniform Complaint Procedures.

<p>V. INFORMATION</p>

V.A. ADMINISTRATION

V.A.1. Bylaws of the Board E 9000—Board Protocols

Received for information Bylaws of the Board E 9000—Board Protocols.

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

V.B.1. Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 School Years

Received for information the Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 school years.

V.B.2. Revision of Board Policy and Administrative Regulation 5141.21 Students—Administering Medication and Monitoring Health Conditions

Received for information the revision of Board Policy and Administrative Regulation 5141.21 Students—Administering Medication and Monitoring Health Conditions.

V.B.3. Deletion of Board Policy 6161.3 Instruction—Toxic Art Supplies

Received for information the deletion of Board Policy 6161.3 Instruction—Toxic Art Supplies.

VI. COMMUNICATIONS**Board Members and Superintendent**

Joe Schaffer congratulated Briggs K-8 students who participated in the Rube Goldberg competition and won first place in the middle school division of the Regional competition; attended the District Honor Band concert at Chino Hills HS; will attend the Ayala HS Black Student Union event for Black History Month; reported on Baldy View ROP committee business; said the city of Chino Hills is addressing the student parking issue at the Chino Hills Community Center; spoke about Chino Hills Parks and Recreation programs for teens.

Christina Gagnier announced information regarding her community engagement (Community Coffee with Christina) plans; announced the Chino Valley Chamber of Commerce's *A Salute to Public Safety* event scheduled for March 14 at the Los Serranos Country Club; said she will attend an event at Ayala HS tomorrow on behalf of students impacted by fires up north; said she will be providing applications for those interested in being considered for the Superintendent's advisory committee regarding sex education instructional materials; and announced that she is in the process of developing a website and a newsletter.

Andrew Cruz commented on parental concerns regarding taking photos on campus.

Irene Hernandez-Blair raised her concern regarding sports, bullying, favoritism, and nepotism by some coaches; said she wants to know how we are going to make coaches accountable; said a retired former District athletic director emailed her indicating concerns are valid and suggested a website (Athleticsurveys.com) as a means of sports team evaluation; and asked staff to look into it, provide a cost analysis, and get insight from Claremont USD.

Superintendent Enfield said that Education Code and case law address issues associated with videotaping and photography in classrooms rather than Board policy; and said the principal has authority to set procedures at his or her school to ensure smooth operation and the safety of students.

President Na spoke about building school memories; asked what other districts do with regard to the photography issue; said he had many calls regarding sex education curriculum coming from Sacramento; attended a science fair; thanked teachers and staff for the work they do for students; commented on CSEA President Danny Hernandez's concerns; and spoke about respecting elders, teachers, staff, and building a strong community.

VII. ADJOURNMENT

President Na adjourned the regular meeting of the Board of Education at 8:43 p.m.

James Na, President

Andrew Cruz, Clerk

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: BYLAWS OF THE BOARD E 9000—BOARD PROTOCOLS

=====

BACKGROUND

The Board of Education is committed to ensuring that a high-quality public education is provided to each student. To meet its goals, the Board must function together effectively as a governance leadership team. Formal agreements about how governance teams operate and conduct business are often called protocols. Protocols are developed for and by the members of the governance team, and may be modified over time as needed. This item was presented to the Board as information on February 21, 2019.

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

RECOMMENDATION

It is recommended the Board of Education approve Bylaws of the Board—E 9000 Board Protocols.

FISCAL IMPACT

None.

NE:pk

BOARD PROTOCOLS

BRINGING UP NEW IDEAS OR AGENDA ITEMS

PRINCIPLES: BOARD MEMBERS AND THE PUBLIC SHOULD HAVE THE OPPORTUNITY TO BRING UP NEW IDEAS OR SUBJECTS OF INTEREST FOR FUTURE BOARD MEETING AGENDAS AND MUST UNDERSTAND THE PROCESS IN ORDER TO DO SO. CREATING A CLEARLY DEFINED PROCESS DEVELOPS CONSISTENCY, MAINTAINS TRUST, AND PROVIDES A PROCESS TO THINK THROUGH ISSUES THAT MIGHT HAVE MERIT. STAFF FOCUS, ENERGY, AND TIME, AS WELL AS OTHER DISTRICT RESOURCES MUST BE FOCUSED ON ACHIEVING THE AGREED UPON DISTRICT VISION, GOALS, AND OBJECTIVES AND SHOULD NOT BE DILUTED BY NEW PROJECTS. WE MUST HONOR THE INTENT OF THE BROWN ACT AND PROVIDE OPPORTUNITIES FOR MEMBERS OF THE STAFF AND THE PUBLIC TO INFORM AND HEAR BOARD DELIBERATIONS ON ALL AGENDA ITEMS IF THEY CHOOSE TO DO SO.

PROTOCOLS:

1. A BOARD MEMBER'S FIRST STEP MAY BE TO DISCUSS THE NEW TOPIC OR IDEA WITH THE BOARD PRESIDENT AND THE SUPERINTENDENT.
2. INDIVIDUAL BOARD MEMBERS MAY BRING UP A NEW IDEA OR REQUEST A FUTURE AGENDA ITEM BY EXPLANATION DURING "BOARD MEMBER COMMENTS". THE BOARD PRESIDENT AND SUPERINTENDENT SHALL FIRST DETERMINE WHETHER THE ITEM IS WITHIN THE PURVIEW OF THE BOARD. IF SO, THE ITEM SHALL BE PLACED ON A FUTURE AGENDA IN A TIMELY MANNER. ALL NEW IDEAS OR AGENDA ITEM TOPICS WILL BE WEIGHED AGAINST THEIR EFFECT ON STAFF'S ABILITY TO ACCOMPLISH THE DISTRICT VISION AND GOALS.
3. WHEN A MEMBER OF THE PUBLIC SUBMITS A WRITTEN REQUEST THAT A TOPIC BE AGENDIZED, THE PRESIDENT AND SUPERINTENDENT SHALL FIRST DETERMINE WHETHER THE ITEM IS WITHIN THE PURVIEW OF THE BOARD. IF IT IS, THE PRESIDENT AND SUPERINTENDENT SHALL DETERMINE HOW THE ITEM WILL BE AGENDIZED AND BROUGHT TO A FUTURE BOARD MEETING. IF IT IS NOT WITHIN THE PURVIEW OF THE BOARD, THAT WILL BE COMMUNICATED TO THE PERSON MAKING THE REQUEST.

AGENDA QUESTIONS ASKED BEFORE A BOARD MEETING

PRINCIPLES: STAFF MEMBERS' TIME AND EXPERTISE SHOULD BE TREATED WITH RESPECT BY BOARD MEMBERS. PRIOR TO A PUBLIC BOARD MEETING, IF A BOARD MEMBER HAS QUESTIONS OF CLARIFICATION OR REQUESTS FOR MORE INFORMATION ABOUT AN AGENDA ITEM, THE BOARD MEMBER SHOULD LET THE STAFF MEMBER KNOW AHEAD OF TIME SO AS NOT TO SURPRISE THEM

BOARD PROTOCOLS (cont.)

AND TO ALLOW THEM TO PREPARE THEIR RESPONSE FOR THE PUBLIC MEETING.

PROTOCOLS:

1. A BOARD MEMBER SHOULD READ ALL THE INFORMATION IN THE AGENDA PACKET OF A MEETING AHEAD OF TIME.
2. IF THE BOARD MEMBER HAS QUESTIONS OF CLARIFICATION OR REQUESTS FOR INFORMATION, THE MEMBER SHOULD FIRST EMAIL THE QUESTION TO THE SUPERINTENDENT, COPYING THE PRESIDENT, SO THAT THE SUPERINTENDENT CAN CHANNEL THE INFORMATION TO THE APPROPRIATE STAFF MEMBER.
3. REQUESTS FOR INFORMATION REGARDING AGENDA ITEMS SHOULD BE SUBMITTED TO THE SUPERINTENDENT NO LATER THAN 4:30 P.M. TWO DAYS PRIOR TO THE BOARD MEETING.
4. THE SUPERINTENDENT OR DESIGNATED STAFF MEMBER WILL SHARE THE RESPONSE WITH ALL BOARD MEMBERS.

PURPOSE OF THE CONSENT CALENDAR

PRINCIPLES: BOARD MEMBERS SHOULD KEEP IN MIND THAT THE PURPOSE OF THE CONSENT CALENDAR IS TO EXPEDITE THE HANDLING OF ROUTINE BUSINESS.

PROTOCOLS:

1. BOARD MEMBERS SHOULD NOT DISCUSS OR PULL ANY ITEMS UNLESS IT IS VERY IMPORTANT TO DO SO.
2. QUESTIONS ON THE CONSENT CALENDAR, ONCE ASKED AND ANSWERED IN ADVANCE OF A BOARD MEETING, SHOULD NOT BE ASKED AGAIN AT THE MEETING UNLESS THE BOARD MEMBER FEELS THERE IS INFORMATION THAT IS IMPORTANT FOR THE PUBLIC TO KNOW, OR UNLESS THE MEMBER WANTS A SEPARATE VOTE ON THE ITEM. IN THE LATTER CASE, THE MEMBER SHOULD ASK THAT THE ITEM BE PULLED FROM THE CONSENT CALENDAR.
3. CONSENT CALENDAR ITEMS SHOULD BE ROUTINE AND NON-CONTROVERSIAL.

BOARD PROTOCOLS (cont.)**BOARD ELECTRONIC COMMUNICATIONS**

PRINCIPLES: BOARD MEMBERS OFTEN RECEIVE INQUIRIES AND REQUESTS FOR ACTION BY EMAIL OR ON SOCIAL MEDIA. TO MAKE SURE RESPONSES ARE CONSISTENT AND TO AVOID VIOLATIONS OF THE BROWN ACT, IT IS NORMALLY THE PRESIDENT WHO RESPONDS TO SUCH EMAILS ADDRESSED TO THE BOARD. MEMBERS SHOULD BE AWARE THAT ACCESS TO DISTRICT RECORDS IS A FUNDAMENTAL PUBLIC RIGHT, AND ELECTRONIC CORRESPONDENCE IN GENERAL IS PART OF THE PUBLIC RECORD. A BOARD MEMBER'S RIGHT TO HAVE CONVERSATIONS WITH COMMUNITY MEMBERS SHOULD NOT BE RESTRICTED. WHEREVER ANY OF THE FOLLOWING PROTOCOLS INDICATE THAT THE PRESIDENT SHOULD BE COPIED OR INCLUDED IN AN EMAIL, A BOARD MEMBER SHOULD DISREGARD THAT INSTRUCTION IF BY DOING SO A BROWN ACT VIOLATION MIGHT RESULT.

PROTOCOLS:

1. WHEN RESPONDING TO A CORRESPONDENT, THE BOARD MEMBER MUST ALWAYS BE CAREFUL TO DISTINGUISH AMONG FACTUAL INFORMATION, PERSONAL OPINIONS, AND POSITIONS OR POLICIES THAT HAVE BEEN DISCUSSED AND ADOPTED BY THE BOARD.
2. WHEN A BOARD MEMBER RECEIVES A REQUEST FOR ACTION NOT ADDRESSED TO OTHER BOARD MEMBERS, THE MEMBER SHOULD ASK PERMISSION TO FORWARD THE REQUEST TO THE SUPERINTENDENT. IF PERMISSION IS NOT GIVEN, THE MEMBER SHALL HANDLE THE CONCERN AS DESCRIBED IN THE "HANDLING CONCERNS/COMPLAINTS FROM THE PUBLIC AND STAFF" PROTOCOL.
3. WHEN A BOARD MEMBER RECEIVES A SIMPLE INQUIRY (NOT A COMPLAINT) NOT ADDRESSED TO THE SUPERINTENDENT OR OTHER BOARD MEMBERS, THE MEMBER SHOULD FIRST DETERMINE WHETHER IT WOULD BE IMPORTANT OR USEFUL FOR OTHER BOARD MEMBERS TO BE AWARE OF THE INQUIRY. IF NOT, AND IF THE MEMBER HAS THE INFORMATION SOUGHT, THE MEMBER MAY RESPOND TO THE INQUIRY. IF THE MEMBER DOES NOT HAVE THE ANSWER, OR FEELS THAT THE SUPERINTENDENT SHOULD KNOW OF THE INQUIRY, THE MEMBER SHOULD RESPOND TO THE CORRESPONDENT TO EXPLAIN THAT THE INQUIRY WILL BE FORWARDED TO THE SUPERINTENDENT; THEN DO SO, IF PERMITTED BY THE CORRESPONDENT.
4. EMAILS ADDRESSED TO THE ENTIRE BOARD OR TO MULTIPLE BOARD MEMBERS SHALL BE RESPONDED TO BY A MEMBER DESIGNATED BY THE BOARD. ANY RECIPIENT OF THE EMAIL SHOULD FORWARD THE EMAIL TO THE SUPERINTENDENT. THE DESIGNATED RESPONDER MUST AVOID USING "REPLY-ALL" OR OTHERWISE CREATE A BROWN ACT VIOLATION. THE

BOARD PROTOCOLS (cont.)

SUPERINTENDENT MIGHT ALSO WISH TO RESPOND. THE SUPERINTENDENT AND DESIGNATED RESPONDER WILL COPY EACH OTHER ON ALL CORRESPONDENCE THAT IS IN RESPONSE TO EMAILS FROM THE PUBLIC. INQUIRIES REGARDING LEGAL ISSUES SHOULD BE REFERRED TO THE SUPERINTENDENT.

5. IF A BOARD MEMBER BECOMES AWARE OF ISSUES OF CONCERN TO MEMBERS OF THE COMMUNITY, THE BOARD MEMBER SHOULD REQUEST TO TALK TO THE SUPERINTENDENT OR SHOULD SEND THE SUPERINTENDENT AN EMAIL DESCRIBING THE ISSUE.
6. BOARD MEMBERS' ELECTRONIC CORRESPONDENCE SHOULD BE SENT TO AND FROM THE DISTRICT EMAIL ADDRESSES, NOT PERSONAL EMAIL ADDRESSES. IF A BOARD MEMBER RECEIVES AN EMAIL AT A PERSONAL ADDRESS, THE MEMBER MAY INVITE THE SENDER TO COMMUNICATE USING THE DISTRICT-PROVIDED ADDRESS. IN ANY CASE, ANY RESPONSE SHALL BE FROM THE DISTRICT ADDRESS.
7. BOARD MEMBERS SHOULD BE AWARE THAT ALL ELECTRONIC CORRESPONDENCE—INCLUDING EMAIL AND SOCIAL MEDIA—CAN BE REPRINTED AND DISTRIBUTED TO THE PUBLIC. RESPONSES SHOULD BE CONSISTENT WITH OTHER ADOPTED PROTOCOLS.
8. BOARD MEMBERS SHOULD NOT DISCUSS PENDING BOARD ACTIONS ON SOCIAL MEDIA.
9. BOARD MEMBERS SHOULD AVOID SENDING EMAILS TO A QUORUM OF THE BOARD. WHEN IN DOUBT, SEND MESSAGES TO THE SUPERINTENDENT FOR POSSIBLE DISTRIBUTION.
10. AVOID "REPLY ALL."
11. EMAILS ARE PART OF THE PUBLIC RECORD AND ALL DISTRICT EMAIL CORRESPONDENCE IS BACKED UP ON A SERVER. BOARD MEMBERS SHOULD BE AWARE THAT DELETING AN EMAIL FROM THEIR EMAIL ACCOUNT DOES NOT REMOVE IT FROM THE SERVER OR PREVENT IT FROM BEING RECOVERED FROM THE SERVER AND DISCLOSED IN EVENT OF LEGAL PROCEEDINGS.

BOARD MEMBERS' ROLE IN PUBLIC

PRINCIPLES: BOARD MEMBERS ARE A RESOURCE TO THE COMMUNITY ABOUT PENDING DECISIONS, ISSUES, AND NEW PROGRAMS. THE FINAL AUTHORITY RESTS WITH THE BOARD AS A WHOLE, NOT INDIVIDUAL BOARD MEMBERS.

BOARD PROTOCOLS (cont.)

PROTOCOLS:

1. BOARD MEMBERS WILL REPRESENT THE DISTRICT IN A POSITIVE MANNER AND REFRAIN FROM MAKING DISPARAGING COMMENTS ABOUT THE DISTRICT IN PUBLIC.
2. AS NEW PROGRAMS AND ISSUES ARE INTRODUCED, THE SUPERINTENDENT WILL PREPARE TALKING POINTS FOR BOARD MEMBERS COVERING THE SCOPE OF THE ISSUE OR PROGRAM.
3. THE BOARD AND SUPERINTENDENT WILL LINK, WHEN POSSIBLE, THE PROGRAM AND ISSUE TO THE VISION, GOALS, AND STRATEGIC PLAN OF THE DISTRICT.
4. WHEN A BOARD MEMBER IS APPROACHED BY A COMMUNITY MEMBER ABOUT A PENDING DECISION, ISSUE, OR NEW PROGRAM, THE BOARD MEMBER WILL PROVIDE RELEVANT INFORMATION.
5. THE BOARD MEMBER WILL REMIND THE PUBLIC THAT THE ROLE OF THE BOARD AND THE INDIVIDUAL BOARD MEMBERS IS TO MAKE DECISIONS THAT BENEFIT ALL STUDENTS AND THE COMMUNITY.
6. THE BOARD MEMBER WILL REMIND THE PUBLIC THAT DELIBERATION LEADING TO DECISION MAKING WILL TAKE PLACE AT OPEN, PUBLIC BOARD MEETINGS.
7. WHEN THE BOARD HAS REACHED A CONSENSUS OR VOTED ON AN ISSUE, ANY BOARD MEMBER WHO DISAGREES WITH THE MAJORITY DECISION WILL NEVERTHELESS WORK IN CONCERT WITH THE MAJORITY TO IMPLEMENT THE DECISION.
8. IF ASKED ABOUT THE DECISION OF THE BOARD, THE BOARD MEMBER SHOULD MAKE AN EFFORT TO CONVEY THE BOARD DECISION.

HANDLING CONCERNS/COMPLAINTS FROM THE PUBLIC AND STAFF

PRINCIPLES: BOARD MEMBERS SHOULD BE RESPONSIVE TO THE COMMUNITY AND BE GOOD LISTENERS. IT'S IMPORTANT FOR MEMBERS OF THE GOVERNANCE TEAM TO BE CONSISTENT IN THEIR RESPONSES TO STAFF AND THE COMMUNITY. BOARD MEMBERS NEED TO STAY WITHIN THEIR FUNCTION AND NOT ATTEMPT TO PERSONALLY "FIX" THE PROBLEM. THERE ARE STAFF MEMBERS WHOSE JOB IT IS TO REMEDY OR DEAL WITH STUDENT AND STAFF SITUATIONS. STUDENTS AND STAFF MEMBERS HAVE DUE PROCESS AND CONFIDENTIALITY RIGHTS THAT CANNOT BE VIOLATED. KEEP IN MIND THAT THE SCHOOL BOARD IS POTENTIALLY THE "COURT OF LAST RESORT" AND

BOARD PROTOCOLS (cont.)

MEMBERS WHO HAVE BEEN TOO INVOLVED EARLY IN A SITUATION MAY NOT BE ABLE TO PARTICIPATE IN A FINAL HEARING.

PROTOCOLS:

1. WHEN SOMEONE EXPRESSES A COMPLAINT OR CONCERN IN PRIVATE TO A MEMBER OF THE BOARD, THE MEMBER SHOULD LISTEN POLITELY AND ASK CLARIFYING QUESTIONS AS APPROPRIATE, REMEMBERING THAT THE MEMBER OF THE BOARD IS HEARING ONLY ONE SIDE OF THE STORY.
2. THEN, DEPENDING ON THE SEVERITY AND NATURE OF THE COMPLAINT, THE MEMBER SHOULD EITHER REFER THE INDIVIDUAL TO THE APPROPRIATE STAFF MEMBER, SUCH AS A TEACHER OR PRINCIPAL, OR ASK FOR PERMISSION TO SHARE THE COMPLAINT WITH THE SUPERINTENDENT.
3. IF NO PERMISSION IS GIVEN, THE MEMBER SHOULD SUGGEST THAT THE INDIVIDUAL TALK WITH THE SUPERINTENDENT AND NOT SHARE THE INFORMATION. IF PERMISSION IS GIVEN, THE MEMBER SHOULD COMMUNICATE WITH THE SUPERINTENDENT THE CONVERSATION S/HE HAD WITH THE INDIVIDUAL.
4. THE MEMBER SHOULD MAKE SURE THE COMPLAINANT UNDERSTANDS THE APPROPRIATE ORDER OF WHOM TO CONTACT (TEACHER, THEN PRINCIPAL, THEN DISTRICT STAFF) AND IS AWARE OF ANY FORMAL FORMS OR POLICIES THAT MIGHT ASSIST THEM (E.G., THE UNIFORM COMPLAINT FORM ON THE WEBSITE).
5. THE MEMBER SHOULD CLARIFY THAT ONE BOARD MEMBER HAS NO INDIVIDUAL AUTHORITY TO FIX A PROBLEM.
6. IF THROUGH CONVERSATION A BOARD MEMBER BECOMES AWARE OF ISSUES OF CONCERN TO MEMBERS OF THE COMMUNITY OR STAFF, THE BOARD MEMBER SHOULD REQUEST TO TALK TO THE SUPERINTENDENT OR SHOULD SEND THE SUPERINTENDENT AND PRESIDENT AN EMAIL DESCRIBING THE ISSUE. UNLESS THE INDIVIDUALS WHO RAISED THE ISSUE HAVE GIVEN THEIR PERMISSION TO DO SO, THE BOARD MEMBER SHOULD NOT INCLUDE THEIR NAMES WHEN REPORTING THE CONVERSATION TO THE SUPERINTENDENT.
7. IF THE COMPLAINT IS REGARDING THE SUPERINTENDENT, THE COMPLAINT SHOULD BE REFERRED TO THE ASSISTANT SUPERINTENDENT OF HUMAN RESOURCES.

BOARD PROTOCOLS (cont.)

REQUESTS FOR INFORMATION

PRINCIPLES: BOARD MEMBERS SHOULD BE SENSITIVE TO THE WORKLOAD OF THE STAFF AND AS TO WHETHER THEIR REQUESTS ARE NECESSARY FOR EFFECTIVE DECISION MAKING AND TO FURTHER THE GOALS OF THE DISTRICT. STAFF SHOULD COMMUNICATE EFFECTIVELY WITH BOARD MEMBERS TO CLARIFY THE URGENCY AND NATURE OF THE BOARD MEMBER'S REQUEST.

PROTOCOLS:

1. BOARD MEMBERS WILL BE MINDFUL OF THE WORKLOAD OF STAFF AND WILL SELF-MONITOR REQUESTS TO ENSURE THAT ONE MEMBER'S REQUEST WILL NOT DIVERT AN INAPPROPRIATE AMOUNT OF TIME FROM STAFF EFFORTS TO ACHIEVE DISTRICT GOALS.
2. BOARD MEMBERS SHOULD ALWAYS DIRECT REQUESTS TO THE SUPERINTENDENT AND ASK OTHER STAFF MEMBERS FOR INFORMATION ONLY IF DIRECTED TO DO SO BY THE SUPERINTENDENT.
3. IF THE SUPERINTENDENT FEELS A REQUEST IS UNREASONABLE OR TOO TIME CONSUMING, THE SUPERINTENDENT SHOULD DISCUSS THE ISSUE WITH THE BOARD MEMBER.
4. ANSWERS TO INFORMATION REQUESTS WILL BE DISTRIBUTED TO ALL BOARD MEMBERS.
5. WHEN BOARD MEMBERS REQUEST INFORMATION THAT IS NOT READILY AVAILABLE, THE SUPERINTENDENT AND/OR STAFF WILL PROVIDE A TIME FRAME FOR WHEN TO EXPECT AN ANSWER IF IT WILL TAKE LONGER THAN ONE OR TWO DAYS.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
EXHIBIT APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
SUBJECT: REVISION OF BYLAWS OF THE BOARD 9324—MINUTES AND RECORDINGS

=====

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. Bylaws of the Board 9324—Minutes and Recordings is being updated to reflect new law (SB 1036), which prohibits districts from including in board meeting minutes a student’s directory information or a parent/guardian’s personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment. This item was presented to the Board on January 17, 2019, as information; February 7, 2019, as action, but was tabled; and February 21, 2019 as action, and amended.

New language is provided in UPPER CASE while old language to be deleted is ~~lined through~~. New language approved at the February 21 meeting is identified in **BOLD UPPER CASE**, and deleted language is ~~lined through and underlined~~.

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Bylaws of the Board 9324—Minutes and Recordings.

FISCAL IMPACT

None.

NE:pk

Bylaws of the Board

MINUTES AND RECORDINGS

The Board of Education recognizes that maintaining accurate minutes of Board meetings HELPS FOSTER TRUST IN BOARD GOVERNANCE AND provides a record of Board actions for use by District staff and the public. ~~and helps foster public trust in Board governance.~~

(cf. 9000 - Role of the Board)
(cf. 9005 - Governance Standards)
(cf. 9323 - Meeting Conduct)

The secretary of the Board of Education shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)
(cf. 9122 - Secretary)
(cf. 9323.2 - Actions by the Board)

THE MINUTES OF THE BOARD MEETINGS SHALL INCLUDE, BUT NOT BE LIMITED TO:

1. ~~The minutes shall reflect~~ A NOTATION OF which members are present, IN PERSON OR BY TELECONFERENCE, and whether a member is not present for part of the meeting due to late arrival and/or early departure.

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)
(cf. 9320 - Meetings and Notices)

2. A SUMMARY OF THE PUBLIC COMMENTS MADE ON AGENDIZED ITEMS AND UNAGENDIZED TOPICS.

3. ~~The minutes shall include~~ Tthe specific language of each motion and the names of the Board members who made and seconded the motion.

4. PREFERENTIAL VOTES CAST BY STUDENT BOARD MEMBER. (Education Code 35012)

(cf. 9150 - Student Board Member)

5. ~~The minutes shall also report a~~Any action taken BY THE BOARD, and the vote or abstention on that action of each BOARD member present. (Government Code 54953)

~~The minutes shall reflect the names of those individuals who comment during the meeting's public comment period as well as the topics they address.~~

MINUTES AND RECORDINGS (cont.)

UPON REQUEST BY A STUDENT'S PARENT/GUARDIAN, OR BY THE STUDENT IF AGE 18 OR OLDER, THE MINUTES SHALL NOT INCLUDE THE STUDENT'S OR PARENT/GUARDIAN'S ADDRESS, TELEPHONE NUMBER, DATE OF BIRTH, OR EMAIL ADDRESS, OR THE STUDENT'S NAME OR OTHER DIRECTORY INFORMATION AS DEFINED IN EDUCATION CODE 49061. THE REQUEST TO EXCLUDE SUCH INFORMATION SHALL BE MADE IN WRITING TO THE SECRETARY OR CLERK OF THE BOARD. (Education Code 49073.2)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting. At the next meeting, the Board shall approve the minutes as circulated or with necessary amendments.

~~All motions and~~ Board resolutions shall be numbered consecutively from the beginning of each fiscal year.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separate from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Conduct and Reports)

Recording or Broadcasting of Meetings

The District may tape, film, or broadcast any open Board meeting. AT THE BEGINNING OF THE MEETING, ~~the~~ Board president shall announce that recording or broadcasting is being made at the direction of the Board ~~at the beginning of the meeting~~ and THAT THE RECORDING OR BROADCAST MAY CAPTURE IMAGES AND SOUNDS OF THOSE ATTENDING THE MEETING. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any District recording may be erased or destroyed ~~30 days after the meeting~~ **AFTER FOUR YEARS BY BOARD APPROVAL**. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on District equipment without charge. (Government Code 54953.5)

MINUTES AND RECORDINGS (cont.)

Legal Reference:

EDUCATION CODE

35012 Number of members; terms; student board members

35145 Public meetings

35163 Official actions, minutes and journals

35164 Vote requirements

49061 Student records; definitions

49073.2 Privacy of student and parent/guardian personal information

GOVERNMENT CODE

54952.2 Meeting defined

54953 Meetings

54953.5 Audio or video recording of proceedings

54953.6 Broadcasting of proceedings

54957.2 Closed sessions; clerk; minute book

54960 Violations and remedies

PENAL CODE

632 Unlawful to intentionally record a confidential communication without consent

CODE OF REGULATIONS, TITLE 5

16020-16027 Classification and retention of records

Management Resources:

CSBA PUBLICATIONS

Call to Order: A Blueprint for Great Board Meetings, 2015

The Brown Act: School Boards and Open Meeting Laws, rev. 2014

WEBSITES

California School Boards Association, Agenda Online: www.agendaonline.com

Chino Valley Unified School District

Bylaw adopted: March 6, 1997

Revised: May 19, 2005

Revised: April 6, 2006

Revised: February 16, 2012

Revised: June 26, 2014

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal 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

\$3,751,614.62 to all District funding sources.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal Services
SUBJECT: FUNDRAISING ACTIVITIES

=====

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.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 7, 2019

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Butterfield Ranch ES</u>		
PTA	Jog-A-Thon	3/14/19
<u>Cortez ES</u>		
PFA	Popcorn/Chocolate Catalog Sale	3/11/19 - 4/11/19
<u>Dickey ES</u>		
PTO	After School Smoothie Sale	3/8/19
PTO	Spring Dance	4/12/19
<u>Glenmeade ES</u>		
PTA	Dinner Party Ticket Sale	3/15/19
<u>Marhsall ES</u>		
ASB	Pennies for Patients	3/8/19 - 3/20/19
<u>Ayala HS</u>		
Key Club	Ding Tea Family Night Out	3/12/19
BAC Boosters	Panera Bread Family Night Out	3/20/19
Choral Boosters	Which Wich Family Night Out	3/21/19
BAC Boosters	Chipotle Family Night Out	4/16/19
Choral Boosters	Cannataro's Family Night Out	5/9/19
<u>Chino HS</u>		
Black Student Union	Off Campus See's Candy Sale	3/8/19 - 3/15/19
Baseball Boosters	Ontario Reign Ticket Sale	3/8/19 - 4/3/19
Art Honor Society	Art Commission Sale	3/8/19 - 4/12/19
N.H.S.	After School Taco Sale	3/21/19
<u>Chino Hills HS</u>		
General Boosters	Weekly Bingo	3/8/19 - 4/18/19
Football Boosters	Home Football Games Snack Bar/Concessions	3/8/19 - 6/30/19
Football Boosters	Spirit Wear Sale	3/8/19 - 6/30/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 7, 2019

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino Hills HS</u> (cont.)		
Football Boosters	Monthly Restaurants Family Nights Out	3/8/19 - 6/30/19
Football Boosters	Blast Athletics Donation Drive	3/8/19 - 6/30/19
Football Boosters	Off Campus Krispy Kreme Donut Sale	6/1/19 - 6/30/19
<u>Don Lugo HS</u>		
Performing Arts Boosters	School Performances/Shows DVD Sale	3/8/19 - 6/30/19
Class of 2022	Monthly Restaurants Family Nights Out	4/2/19 - 6/30/19

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
Liz Pensick, Director, Fiscal 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.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
March 7, 2019

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Borba ES</u>		
Edison International	Cash	\$150.00
<u>Cattle ES</u>		
Marcia Roth	Cash	\$100.00
<u>Hidden Trails ES</u>		
Curt Hagman	Cash	\$250.00
<u>Cal Aero K-8</u>		
Preserve Academy Flight Crew	Cash	\$24,570.00
<u>Townsend JHS</u>		
Wells Fargo Foundation	Cash	\$350.00
<u>Ayala HS</u>		
Cal Poly Pomona Foundation	Cash	\$875.00
Teknex Corporation	Cash	\$1,000.00
Yayu Zhai	Cash	\$1,000.00
Cal Poly Pomona Foundation	Cash	\$1,125.00
<u>Chino HS</u>		
Team Lally, Inc.	Cash	\$3,500.00
<u>Don Lugo HS</u>		
Chino Police Officers Association	Cash	\$250.00
Paul Randazzo	Cash	\$366.00

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Sandra H. Chen, Associate Superintendent, Business Services
 Liz Pensick, Director, Fiscal 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	2018/2019 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	January 2019	\$10,214.66	\$128,564.23
Fagen Friedman & Fulfroost LLP	-	-	\$ 11,009.63
Margaret A. Chidester & Associates	-	-	\$771,887.44
The Tao Firm	-	-	\$ 28,702.50
	Total	\$10,214.66	\$940,163.80

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 Atkinson, Andelson, Loya, Ruud & Romo.

FISCAL IMPACT

\$10,214.66 to the General Fund.

NE:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: STUDENT EXPULSION CASES 18/19-19, 18/19-20, AND 18/19-21

=====

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 student expulsion cases 18/19-19, 18/19-20, and 18/19-21.

FISCAL IMPACT

None.

NE:LF:SJ:ss

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: SCHOOL-SPONSORED TRIPS

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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 for:

School-Sponsored Trips	Date	Fiscal Impact
Site: Butterfield Ranch ES Event: Outdoor Science Camp Place: Running Springs, CA Chaperone: 100 students/10 chaperones	May 20-22, 2019	Cost: \$320.00 per student Funding Source: Parents
Site: Liberty ES Event: Sacramento Trip Place: Sacramento, CA Chaperone: 20 students/19 chaperones	April 12, 2019	Cost: \$374.00 per student Funding Source: Parents

Site: Ayala HS Event: Band and Color Guard - Winter Guard Internationals World Guard Power Regionals Place: Las Vegas, NV Chaperone: 23 students/4 chaperones	March 22-25, 2019	Cost: \$322.00 per student Funding Source: Parents and fundraising
Site: Ayala HS Event: Band and Color Guard - Winter Guard Internationals World Guard Championships Place: Dayton, OH Chaperone: 23 students/4 chaperones	April 2-8, 2019	Cost: \$1,265.00 per student Funding Source: Parents
Site: Ayala HS Event: Band and Color Guard - Winter Guard Internationals Percussion Championships Place: Dayton, OH Chaperone: 53 students/6 chaperones	April 9-15, 2019	Cost: \$1,395.00 per student Funding Source: Parents
Site: Ayala HS Event: Family, Career and Community Leaders of America - State Leadership Conference Place: Riverside, CA Chaperone: 17 students/2 chaperones	April 27-30, 2019	Cost: \$289.00 per student Funding Source: Parents, fundraising, and Carl Perkins grant
Site: Buena Vista HS Event: Leadership Class - Active Youth Conference Place: Idyllwild, CA Chaperone: 6 students/2 chaperones	March 15-17, 2019	Cost: \$110.00 per student Funding Source: ASB and All State Foundation
Site: Chino Hills HS Event: Spirit Leaders and Band - California Interscholastic Federation State Championship Place: Sacramento, CA Chaperone: 60 students/8 chaperones	March 7-10, 2019	Cost: \$129.00 per student Funding Source: Athletics
Site: Don Lugo HS Event: Wrestling Team - California Interscholastic Federation State Wrestling Competition Place: Bakersfield, CA Chaperone: 2 students/2 chaperones	February 21-23, 2019	Cost: \$400.00 per student Funding Source: Fundraising and ASB

FISCAL IMPACT

None.

NE:LF:rtr

Chino Valley Unified School District

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
SUBJECT: STUDENT ATTENDANCE CALENDARS FOR THE 2020/2021, 2021/2022, AND 2022/2023 SCHOOL YEARS

=====

BACKGROUND

The Student Attendance Calendar is adopted sufficiently in advance of the new school year in order to provide community stakeholders with ample time to provide input and conduct advance planning for the coming year. Additionally, adoption of the Student Attendance Calendar at this time permits the District to meet with exclusive representatives of the District’s certificated and classified employees regarding applicable work year calendars. The Student Attendance Calendar is not intended to constitute the employee work year calendar, which will be negotiated to the extent required by law. This item was presented to the Board on February 21, 2019, as information.

This item was presented to the Calendar Committee.

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

RECOMMENDATION

It is recommended the Board of Education approve the Student Attendance Calendars for the 2020/2021, 2021/2022, and 2022/2023 school years.

FISCAL IMPACT

None.

NE:LF:rtr

Chino Valley Unified School District
2020-2021 STUDENT ATTENDANCE CALENDAR
 180 School Days – Traditional

JULY 2020

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AUGUST 2020

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SEPTEMBER 2020

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OCTOBER 2020

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NOVEMBER 2020

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DECEMBER 2020

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JANUARY 2021

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FEBRUARY 2021

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MARCH 2021

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APRIL 2021

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



MAY 2021

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JUNE 2021

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IMPORTANT DATES

July 3	Independence Day observed	Jan 18	Martin Luther King Day	 First Day of School  Last Day of School
Aug 4-5	● New Teacher Workday	Feb 15	Lincoln's Birthday	
Aug 6	X K-6 Teacher Workday	Feb 22	Washington's Birthday	 Legal Holiday  School Closed
Aug 7	○ All Teacher Workday	Mar 29-Apr 2	Spring Break	
Aug 10	First Day of School	April 5	School Closed	
Sept 7	Labor Day	May 27	Last Day of School	
Nov 11	Veterans' Day	May 28	○ All Teacher Workday	
Nov 23-27	Thanksgiving Break	May 31	Memorial Day	
Dec 18	△ 7-12 Teacher Workday/TK-12 Non-School Day			
Dec 18-Jan 5	Christmas/Winter Break			

Chino Valley Unified School District
2021-2022 STUDENT ATTENDANCE CALENDAR
 180 School Days – Traditional

JULY 2021

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SEPTEMBER 2021

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OCTOBER 2021

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NOVEMBER 2021

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DECEMBER 2021

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JANUARY 2022

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FEBRUARY 2022

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MARCH 2022

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APRIL 2022

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MAY 2022

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JUNE 2022

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IMPORTANT DATES

July 5	Independence Day observed	Jan 17	Martin Luther King Day	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #FFB74D; border: 1px solid black; margin-right: 5px;"></div> First Day of School </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #FFCDD2; border: 1px solid black; margin-right: 5px;"></div> Last Day of School </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="width: 15px; height: 15px; background-color: #FFD54F; border: 1px solid black; margin-right: 5px;"></div> Legal Holiday </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #D1E9FF; border: 1px solid black; margin-right: 5px;"></div> School Closed </div>
Aug 3-4	● New Teacher Workday	Feb 14	Lincoln's Birthday	
Aug 5	X K-6 Teacher Workday	Feb 21	Washington's Birthday	
Aug 6	○ All Teacher Workday	Mar 28-Apr 1	Spring Break	
Aug 9	First Day of School	Apr 15	School Closed	
Sept 6	Labor Day	May 26	Last Day of School	
Nov 11	Veterans' Day	May 27	○ All Teacher Workday	
Nov 12	School Closed	May 30	Memorial Day	
Nov 22-26	Thanksgiving Break			
Dec 17	△ 7-12 Teacher Workday/TK-12 Non-School Day			
Dec 17-Jan 3	Christmas/Winter Break			

Chino Valley Unified School District
2022-2023 STUDENT ATTENDANCE CALENDAR
180 School Days – Traditional

JULY 2022

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AUGUST 2022

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SEPTEMBER 2022

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OCTOBER 2022

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NOVEMBER 2022

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DECEMBER 2022

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JANUARY 2023

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FEBRUARY 2023

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MARCH 2023

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APRIL 2023

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


MAY 2023

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JUNE 2023

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IMPORTANT DATES

July 4	Independence Day	Jan 16	Martin Luther King Day	 First Day of School  Last Day of School  Legal Holiday  School Closed
Aug 2-3	● New Teacher Workday	Feb 13	Lincoln's Birthday	
Aug 4	X K-6 Teacher Workday	Feb 20	Washington's Birthday	
Aug 5	○ All Teacher Workday	Mar 27-31	Spring Break	
Aug 8	First Day of School	April 7	School Closed	
Sept 5	Labor Day	May 25	Last Day of School	
Nov 11	Veterans' Day	May 26	○ All Teacher Workday	
Nov 21-25	Thanksgiving Break	May 29	Memorial Day	
Dec 16	△ 7-12 Teacher Workday/TK-12 Non-School Day			
Dec 16-Jan 3	Christmas/Winter Break			

Chino Valley Unified School District

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Sherri Johnson, Psy.D., Director, Health Services/Child Development

SUBJECT: REVISION OF BOARD POLICY 5141.21 STUDENTS – ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

=====

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. Board Policy 5141.21 Students – Administering Medication and Monitoring Health Conditions is being revised to be in alignment with state law that allows districts to train nonmedical District employees to administer medication. This item was presented to the Board on February 21, 2019, as information.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Board Policy 5141.21 Students – Administering Medication and Monitoring Health Conditions.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Board of Education believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program.

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

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 Rehabilitation Act of 1973 shall be administered in accordance with the student's Individualized Education Program or Section 504 services plan, as applicable.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the District's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition.

(cf. 1250 - Visitors/Outsiders)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 6116 - Classroom Interruptions)

In addition, upon written request by the parent/guardian and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes safety and privacy.

(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (cont.)

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel WITH APPROPRIATE TRAINING.

School nurses and other designated school personnel, with appropriate training, shall administer medications to students in accordance with law, board policy, and administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

~~Only a school nurse or other school employee with an appropriate medical license may administer an insulin injection to a student. In the event such licensed school personnel are unavailable, the District may contract with a licensed nurse from a public or private agency to administer insulin to the student. However, in an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer an insulin injection to a student.~~

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to a school nurse, physician, or other appropriate individual. (Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (cont.)

Legal Reference:

EDUCATION CODE

48980 Notification at beginning of term
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49414.3 Emergency medical assistance; administration of medication for opioid overdose
49414.5 Providing school personnel with voluntary emergency training
49422-49427 Employment of medical personnel, especially:
49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication
49480 Continuing medication regimen; notice

BUSINESS AND PROFESSIONS CODE

2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
3501 Definitions
4119.2 Acquisition of epinephrine auto-injectors
4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist

CODE OF REGULATIONS, TITLE 5

600-611 Administering medication to students

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

COURT DECISIONS

American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

Management Resources:

AMERICAN DIABETES ASSOCIATION PUBLICATIONS

Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006

Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015

Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007

Program Advisory on Medication Administration, 2005

NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003

WEBSITES

California School Boards Association: www.csba.org

American Diabetes Association: www.diabetes.org

California Department of Education: www.cde.ca.gov/ls/he/hn

National Diabetes Education Program: www.ndep.nih.gov

U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: www.nhlbi.nih.gov/health/public/lung/index.htm#asthma

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: May 7, 2009

Revised: May 5, 2011

Revised: October 5, 2017

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Luke Hackney, Director, Elementary Curriculum and Instruction
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

SUBJECT: DELETION OF BOARD POLICY 6161.3 INSTRUCTION – TOXIC ART SUPPLIES

=====

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 District practice. Board Policy 6161.3 Instruction – Toxic Art Supplies is being deleted. Key concepts have been incorporated into Board Policy 3514.1 Business and Noninstructional Operations – Hazardous Substances. This item was presented to the Board of Education on February 21, 2019, for information.

Language to be deleted is ~~lined through~~.

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

RECOMMENDATION

It is recommended the Board of Education approve the deletion of Board Policy 6161.3 Instruction – Toxic Art Supplies.

FISCAL IMPACT

None.

NE:GP:LH:JR:smr

TOXIC ART SUPPLIES

The Board of Education recognizes its responsibility to protect the health and safety of students in the selection of materials used for instruction in arts and crafts activities.

The Superintendent shall develop procedures for the purchase, use and proper disposal of arts and crafts materials which insure that the health and safety of students is protected from harmful exposure to toxic substances in accordance with Education Code 32064 and established health standards.

The Superintendent or designee shall ensure that arts and crafts materials purchased for use by students in grades K-6 will not contain toxic substances or cause chronic illness as determined by the State Department of Health Services.

Students in grades 7-12 are considered able to read and understand product labels and to take adequate precautions to use products which are prohibited for use in grades K-6. The Superintendent or designee shall ensure that arts and crafts materials purchased for use in grades 7-12 meet the requirements of Education Code 32065. The products must be properly labeled to identify toxic ingredients, warn of potential adverse health effects and describe procedures for safe use and storage.

(cf. 3514 - Environmental Safety)-
(cf. 3514.1 - Hazardous Substances)-
(cf. 5142 - Safety)

Legal Reference:

EDUCATION CODE

32060 Legislative findings and declarations-
32061 Art or craft material; definition-
32062 Human carcinogen; definition
32063 Toxic substance causing chronic illness; definition-
32064 Restrictions on purchases of arts and crafts materials-
32065 Warning labels
32066 List of toxic art supplies; preparation and distribution-

HEALTH AND SAFETY CODE

108500-108515 Labeling of arts and crafts materials

PENAL CODE

594.1 Aerosol containers of paint

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

0712.94 Toxic Art Supplies List of Approved Products CIL : 94/95-01

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: February 4, 1999

Reviewed: January 6, 2011

DELETED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
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

\$6,593,418.75 to all District funding sources.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

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.

NE:GJS:AGH:pw

BUSINESS SERVICES	FISCAL IMPACT
B-1819-017 Datawatch Corp. To provide five-year Datawatch Monarch license agreement. Submitted by: Payroll Duration of Agreement: March 8, 2019 - March 8, 2024	Contract amount: \$13,965.00 Funding source: General Fund

CURRICULUM, INSTRUCTION, INNOVATION, AND SUPPORT	FISCAL IMPACT
CIIS-1819-168 SHI. To provide hardware and software support for Nimble Storage for District servers. Submitted by: Technology Duration of Agreement: May 12, 2019 - May 11, 2020	Contract amount: \$9,774.00 Funding source: LCAP
CIIS-1819-169 Carahsoft. To provide Nutanix license renewal and system support. Submitted by: Technology Duration of Agreement: April 26, 2019 - June 30, 2020	Contract amount: \$92,056.21 Funding source: LCAP

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1819-054 Time & Alarm Systems. To provide District-wide testing, inspection, and evaluation of fire alarm systems in accordance with the National Fire Protection Association code requirements. Submitted by: Facilities, Planning, and Operations Duration of Agreement: March 8, 2019 - June 30, 2020	Contract amount: \$150,000.00 Funding source: Capital Facilities

MASTER CONTRACTS	FISCAL IMPACT
MC-1819-072 Hot Dog on a Stick Catering. To provide event catering. Submitted by: Glenmeade ES Duration of Agreement: March 8, 2019 - June 30, 2021	Contract amount: Per rate sheet Funding source: Various
MC-1819-073 Brock E Satterthwaite dba Brock Edwards Magic Extravaganza. To provide illusion and magic shows for assemblies. Submitted by: Purchasing Duration of Agreement: March 8, 2019 - June 30, 2021	Contract amount: Per rate sheet Funding source: Various
MC-1819-074 28 Ways to Smile. To provide photo booth. Submitted by: Chino HS Duration of Agreement: March 8, 2019 - June 30, 2019	Contract amount: Per rate sheet Funding source: ASB/USB/PFA/PTA/Boosters
MC-1819-075 Big Smiles California Program. To provide comprehensive dental services to CVUSD students. Submitted by: Purchasing Duration of Agreement: March 8, 2019 - June 30, 2021	Contract amount: None Funding source: None

APPROVED CONTRACT TO BE AMENDED	AMENDMENT
F-1718-016 Koppel & Gruber Public Finance. To provide SB1029 Annual Debt Transparency Reporting (ADTR) services. Submitted by: Facilities, Planning, and Operations Duration of Agreement: December 14, 2017 - June 30, 2018 Original Agreement Board Approved: December 14, 2017	Extend contract 2 additional years at \$5,000.00 per year for a total contract amount of \$15,000.00. Extend contract through June 30, 2020 Funding Source: Capital Facilities

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, 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.

NE:GJS:pw

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

March 7, 2019

<u>DESCRIPTION</u>	<u>MAKE/MODEL</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Computer	Dell	44093	Health Services
Computer	Dell	44092	Health Services
Computer	Dell	44862	Health Services
Keyboard	Dell		Health Services
Mouses (4)	Dell		Health Services
Misc. Cords			Health Services
Computer	Dell AX510		Human Resources
Computer	Dell Optiplex 745	24458	Human Resources
Computer	Dell Optiplex 745	26812	Human Resources
Computer	Dell Optiplex 745	24263	Human Resources
Computer	Dell Optiplex 745	22697	Human Resources
Computer	Dell Optiplex 755	29479	Human Resources
Computer	Dell 3X620	23692	Human Resources
Computer	Dell GX520	23761	Human Resources
Computer	Data Card	07068	Human Resources
Printer	Xerox Phaser 3500	25015	Human Resources
Printer	Xerox	29895	Human Resources
Printer	Panafax	06983	Human Resources
Typewriter	Cannon AP250	07020	Human Resources
Desk Chairs (5)			Human Resources
Office Chairs (5)			Human Resources
Monitor	Dell		Briggs K-8
Tower	Dell	44046	Briggs K-8
Tower	Dell	44058	Briggs K-8
Tower	Dell	44901	Briggs K-8
Tower	Dell	44081	Briggs K-8
Tower	Dell	43652	Briggs K-8
Tower	Dell	44033	Briggs K-8
Computer	Dell Optiplex 780	34782	Boys Republic HS
Computer	Dell Optiplex 780	35007	Boys Republic HS
Handheld Devices (9)	Brainchild		Boys Republic HS
Computer	Dell Optiplex 760	30329	Boys Republic HS
Printer/Copier	HP Colorjet 2820	23825	Boys Republic HS
Keyboard	Apple		Boys Republic HS
Printer	HP Laserjet 5L	A29817	Boys Republic HS
Printer	HP Laserjet 1100	C06059	Boys Republic HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
SUBJECT: NOTICE OF COMPLETION FOR CUPCCAA PROJECT

=====

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 project listed below.

CUPCCAA Project	Project Description	Contractor	Original Quotation	Change Order	Total	Funding Source
CC2019-06	PDC II Programming Upgrades	Vector Resources Inc.	\$37,277.12	N/A	\$37,277.12	25

Documentation indicating satisfactory completion and compliance with specifications has been obtained from Martin Silveira, Director, Maintenance, Operations, and Construction.

Staff recommends approval of the Notice of Completion for this project.

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 Project.

FISCAL IMPACT

\$37,277.12 to RDA Fund 25.

NE:GJS:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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Humility • Civility • Service

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: RESOLUTION 2018/2019-32 AND 2018/2019-33, AUTHORIZATION TO UTILIZE PIGGYBACK CONTRACTS

=====

BACKGROUND

Public Contract Code (PCC) 20111 requires school district governing boards to competitively bid and award any contracts involving an expenditure of more than \$86,000.00 to the lowest responsible bidder.

Notwithstanding PCC 20111, PCC 20118 and Administrative Regulation 3311 state that without advertising for bids and upon a determination that it is in the best interest of the District, the Board may authorize District staff by contract, lease, requisition, or purchase order of another public corporation or agency, to lease data-processing equipment, or to purchase materials, supplies, equipment, automotive vehicles, tractors and other personal property for the District in the manner that the other public corporation or agency is authorized to make the leases or purchases from a vendor (piggyback).

Alternatively, if there is an existing contract between a public corporation or agency and a vendor for the lease or purchase of personal property, the District may authorize the lease or purchase of personal property directly to the vendor under the same terms that are available to the public corporation or agency under the contract.

Staff requests approval of the following resolutions to provide authorization for the District to participate by piggyback in contracts as itemized below:

Resolution	Contract	Contractor	Description	Term
2018/2019-32	CAMSA via Simi Valley Unified School District Agreement A15.151	SHI	Microsoft Products and Licensing Support Services	12/1/2014-12/9/2019

Resolution	Contract	Contractor	Description	Term
2018/2019-33	State of California Multiple Awards Schedule (CMAS) 4-13-72-008C	Shaw Industries	Floor Coverings: Broadloom Carpet, Recycled Carpet, Hardwood, Modular Carpet Tile, Vinyl Sheeting, and Tile	7/19/2013-3/14/2023

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolutions 2018/2019-32 and 2018/2019-33, authorization to utilize piggyback contracts.

FISCAL IMPACT

Unknown.

NE:GJS:AGH:pw

**Chino Valley Unified School District
Resolution 2018/2019-32
Authorization to Utilize the CAMSA via Simi Valley Unified School District
Agreement A15.151
With SHI
to Purchase Microsoft Products and Licensing Support Services
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure Microsoft products and licensing support services for the District;

WHEREAS, CAMSA via Simi Valley Unified School District currently has a piggyback contract, Agreement A15.151, in accordance with Public Contract Code 20118 with SHI, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of Microsoft products and licensing support services through the piggyback contract procured by the CAMSA via Simi Valley Unified School District Agreement A15.151.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of Microsoft Products and licensing support services through the piggyback contract originally procured by the CAMSA via Simi Valley Unified School District Agreement A15.151 is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of custodial supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CAMSA via Simi Valley Unified School District Agreement A15.151.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of December 1, 2014, for the term ending December 9, 2019.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 7th day of March 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

I, Norm Enfield, Ed.D., Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

**Chino Valley Unified School District
Resolution 2018/2019-33
Authorization to Utilize the State of California Multiple Awards Schedule (CMAS)
Contract 4-13-72-008C
With Shaw Industries
to Purchase Floor Coverings: Broadloom Carpet, Recycled Carpet, Hardwood,
Modular Carpet Tile, Vinyl Sheeting, and Tile
Through the Piggyback Contract**

WHEREAS, the Board of Education (Board) of the Chino Valley Unified School District (District) has determined that a true and very real need exists to procure floor coverings: broadloom carpet, recycled carpet, hardwood, modular carpet tile, vinyl sheeting, and tile for the District;

WHEREAS, CMAS currently has a piggyback contract, Contract 4-13-72-008C, in accordance with Public Contract Code 20118 with Shaw Industries, Inc. that contains the materials, supplies, equipment and/or other personal property the District currently requires;

WHEREAS, the board of education of a school district, without advertising for bids, if the board has determined it to be in the best interests of the district, may authorize by contract, lease, requisition, or purchase order of any public corporation or agency, including any county, city, town, or district, to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the district in the manner in which the public corporation or agency is authorized by law to make the leases or purchases from a vendor;

WHEREAS, the board of education of a school district is required to make a determination that a purchase and/or lease through a public corporation or agency is in the best interests of the district to take advantage of this exception; and

WHEREAS, the Board has determined that it is in the best interest of the District to authorize the purchase of floor coverings: broadloom carpet, recycled carpet, hardwood, modular carpet tile, vinyl sheeting, and tile through the piggyback contract procured by the CMAS Contract 4-13-72-008C.

NOW, THEREFORE, BE IT RESOLVED the Board hereby finds, determines, and declares as follows:

Section 1. Determination re: Recitals. All of the recitals set forth above are true and correct.

Section 2. Determination re: Purchase through Other Public Agency. Pursuant to Public Contract Code 20118, that authorizing the purchase of floor coverings: broadloom carpet, recycled carpet, hardwood, modular carpet tile, vinyl sheeting, and tile through the piggyback contract originally procured by the CMAS Contract 4-13-72-008C is in the best interests of the District because there is volume pricing that can be used to reduce the District's overall price.

Section 3. Authorization. The Board hereby authorizes the acquisition of custodial supplies in accordance with Public Contract Code 20118 through the piggyback contract originally procured by the CMAS Contract 4-13-72-008C.

Section 4. Other Actions. The Superintendent or his designee are each hereby authorized and directed, jointly and severally, to do any and all things and to execute and deliver any and all documents which they may deem necessary or advisable in order to consummate the purchase, sale, and lease, and otherwise to carry out, give effect to and comply with the terms and intent of this Resolution, and that any and all such prior actions by the District's Superintendent, or his designee, are hereby ratified by the Board.

Section 5. Effective Date. This resolution shall be effective as of July 19, 2013, for the term ending March 14, 2023.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 7th day of March 2019 by the following vote:

Blair	_____
Cruz	_____
Gagnier	_____
Na	_____
Schaffer	_____

I, Norm Enfield, Ed.D., Secretary of the Chino Valley Unified School District Board of Education, do hereby certify that the foregoing is a full, true, and correct copy of the Resolution passed and adopted by said Board at a regularly scheduled and conducted meeting held on said date, which Resolution is on file in the office of said Board.

Norm Enfield, Ed.D., Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: BID 18-19-26F, AYALA HS ALTERATION HVAC UPGRADES – GYM AND KITCHEN

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bid 18-19-26F, Ayala HS Alteration HVAC Upgrades – Gym and Kitchen, was Published in the Inland Valley Daily Bulletin on January 10, 2019, and January 17, 2019. Bids were opened at 1:00 p.m. on February 7, 2019. The results are as follows:

Contractor	# of Bids Received	Low Bidder	Bid Amount
Bid Package 01 General Construction	1	RVH Constructors	\$997,000.00
Bid Package 02 Structural/Misc. Steel	3	RND Contractors	\$259,000.00
Bid Package 03 Plumbing/Site Utilities	9	Continental Plumbing Inc.	\$87,000.00
Bid Package 04 HVAC	10	Franklin Mechanical Systems, Inc.	\$645,500.00
Bid Package 05 Electrical/Low Voltage	7	Ryan Electric, Inc.	\$604,400.00

The basic scope of work for this project includes: installation of heating, ventilation and air conditioning units to the gym and kitchen; fire alarm system upgrade; removal and replacement of existing ventilation units.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-26F, Ayala HS Alteration HVAC Upgrades – Gym and Kitchen to the following contractors: Bid Package 01, General Construction to RVH Constructors; Bid Package 02, Structural/Misc. Steel to RND Contractors; Bid Package 03, Plumbing/Site Utilities to Continental Plumbing Inc.; Bid Package 04, HVAC to Franklin Mechanical Systems, Inc.; and Bid Package 05, Electrical/Low Voltage to Ryan Electric, Inc.

FISCAL IMPACT

\$2,592,900.00 to Building Fund 21.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: March 7, 2019
TO: Members, Board of Education
FROM: Norm Enfield, Ed.D., Superintendent
PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing
SUBJECT: BID 18-19-27F, BRIGGS K-8 NEW SCIENCE LAB BUILDING – INTERIM HOUSING

=====

BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires.

A Notice to Contractors Calling for Bid 18-19-27F, Briggs K-8 New Science Lab Building – Interim Housing, was Published in the Inland Valley Daily Bulletin on January 10, 2019, and January 17, 2019. Bids were opened at 1:00 p.m. on February 12, 2019. The results are as follows:

Contractor	# of Bids Received	Low Bidder	Bid Amount
Bid Package 01 Demolition, Grading, Asphalt, Misc	6	Incotechnic Inc.	\$176,000.00
Bid Package 02 Modular Building Relocation	4	R. Jensen Co., Inc.	\$105,000.00
Bid Package 03 Electrical and Low Voltage Systems	9	Daniels Electrical Construction Co. Inc.	\$372,000.00

The basic scope of work for this project includes: site work for installation of interim housing modular buildings, the relocation of existing modular buildings, and site demolition/clearing concrete foundations.

The apparent low bidder in Bid Package 02, Reed Family Enterprises, Inc., has been determined to be non-responsive in their bid submittal. The Designation of Subcontractors Form was not completed correctly as required by Public Contract Code Sections 4100 et. seq. Therefore, it is recommended that the bid be awarded to the next low bidder R. Jensen Co., Inc.

The apparent low bidder in Bid Package 03, Oceanstate Development Inc. withdrew its bid due to a clerical error discovered by the contractor after bid opening. Therefore, it is recommended that the bid be awarded to the next low bidder Daniels Electrical Construction Co. Inc.

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

RECOMMENDATION

It is recommended the Board of Education award Bid 18-19-27F, Briggs K-8 New Science Lab Building – Interim Housing to the following contractors: Bid Package 01, Demolition, Grading, Asphalt, Misc. to Incotechnic Inc.; Bid Package 02, Modular Building Relocation to R. Jensen Co., Inc.; and Bid Package 03, Electrical and Low Voltage Systems to Daniels Electrical Construction Co. Inc.

FISCAL IMPACT

\$653,000.00 to Building Fund 21.

NE:GJS:AGH:pw

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Gregory J. Stachura, Assistant Superintendent, Facilities, Planning, and Operations
Anna G. Hamilton, Director, Purchasing

SUBJECT: **APPROVAL OF PAYMENTS TO LEE & STIRES, INC.; BRAVO CONCRETE CONSTRUCTION SERVICES INC.; KRETSCHMAR & SMITH, INC.; VSC, INC. DBA VULCAN STEEL COMPANY; TOMAHAWK BUILDERS, INC.; SIERRA LATHING CO., INC.; DANNY LETNER INC. DBA LETNER ROOFING CO.; RISHER SUTHERLAND, INC. DBA UNITED CONTRACTORS; CONSTRUCTION HARDWARE; E & R GLASS CONTRACTORS INC.; FLOORED TILE & STONE, INC.; SOUTHCOAST ACOUSTICAL INTERIORS, INC.; CRAMER PAINTING INC.; RVH CONSTRUCTORS, INC.; STOLO CABINETS, INC.; KINCAID INDUSTRIES, INC.; EMPYREAN PLUMBING; COUTS HEATING AND COOLING, INC.; AND SOUTHERN CALIFORNIA WEST COAST ELECTRIC, INC. UNDER THREAT OF POTENTIAL LITIGATION OR DISPUTED CLAIM**

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BACKGROUND

Public Contract Code 20111 requires that contracts for public works exceeding \$15,000.00 be legally advertised and awarded to the lowest responsible bidder, who shall have such surety as the Board requires. A Notice to Contractors Calling for Bids for Bid 18-19-08F, Ayala HS New Science Building, was inadvertently published in the Los Angeles Daily Journal on August 30, 2018, and September 6, 2018, rather than the Inland Valley Daily Bulletin and Chino/Chino Hills Champion.

On November 15, 2018, the Board of Education awarded Bid 18-19-08F, Ayala HS New Science Building to 20 contractors listed in the table below for the construction of a new 2-Story Science Building with 14 new science lab classrooms.

On February 20, 2019, District staff received communication from the San Bernardino County Superintendent of Schools, District Financial Services Division, that payment to the awarded contractors could not be processed due to the bid deficiency of the legal advertisement being placed in a Los Angeles County newspaper, rather than San Bernardino County publications. Public Contract Code 20112 requires publication in a newspaper of general circulation in the county in which the District and project is located.

Although the legal advertisement was not local, the District's pre-qualification consultant and construction manager on this project contacted and invited contractors to submit bids. The District received 90 bids over 18 bid packages, many of which were from local contractors who have submitted bids on other District projects.

With this bid deficiency/error, the Board of Education must approve payment to the vendors/contractors under threat of potential litigation or disputed claim.

Contractor	# of Bids Received	Low Bidder	Bid Amount
Bid Package 01 Survey/Demo/Earthwork/Asphalt Paving	6	Lee & Stires, Inc.	\$364,400.00
Bid Package 02 Site/Structural Concrete	6	Bravo Concrete Construction Services Inc.	\$1,362,000.00
Bid Package 03 Masonry	2	Kretschmar & Smith, Inc.	\$126,420.00
Bid Package 04 Structural Steel/ Miscellaneous Steel	3	VSC, Inc. dba Vulcan Steel Company	\$1,174,066.00
Bid Package 05 Wood Framing	6	Tomahawk Builders Inc.	\$1,840,777.00
Bid Package 06 Insulation/Drywall/Metal Stud Framing/Plaster	4	Sierra Lathing Co., Inc.	\$1,181,029.00
Bid Package 07 Sheet Waterproofing/ Membrane Roofing	2	Danny Letner Inc., dba Letner Roofing Co.	\$ 590,295.00
Bid Package 08 Sheet Metal/Metal Panels	3	Risher Sutherland, Inc. dba United Contractors	\$ 230,000.00
Bid Package 09 Doors/Frames/Hardware	5	Construction Hardware	\$148,800.00
Bid Package 10 Glass/Glazing	4	E & R Glass Contractors, Inc.	\$48,900.00
Bid Package 11 Tile	3	Floored Tile & Stone, Inc.	\$125,000.00
Bid Package 12 Acoustical Panel Ceilings	3	Southcoast Acoustical Interiors Inc.	\$118,580.00
Bid Package 13 Provided under Bid Package 15	-	-	-
Bid Package 14 Painting	5	Cramer Painting Inc.	\$144,900.00
Bid Package 15 Specialties	6	RVH Constructors, Inc.	\$214,500.00
Bid Package 16 Laboratory Casework/Finish Millwork	5	Stolo Cabinets, Inc.	\$1,045,664.00
Bid Package 17 Fire Protection	4	Kincaid Industries, Inc.	\$194,000.00
Bid Package 18 Plumbing/Site Utilities	9	Empyrean Plumbing	\$1,544,485.00

Contractor	# of Bids Received	Low Bidder	Bid Amount
Bid Package 19 HVAC	8	Couts Heating and Cooling, Inc.	\$1,077,000.00
Bid Package 20 Electrical/Fire Alarm/Low Voltage/Elevator	6	Southern California West Coast Electric, Inc.	\$1,975,355.00
Total of Awarded Bids	19		\$13,506,171.00

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

RECOMMENDATION

It is recommended the Board of Education approve payments to the following vendors/contractors under threat of potential litigation or disputed claim:

Bid Package 01 Survey/Demo/Earthwork/Asphalt Paving to Lee & Stires, Inc.;

Bid Package 02 Site/Structural Concrete to Bravo Concrete Construction Services Inc.;

Bid Package 03 Masonry to Kretschmar & Smith, Inc.;

Bid Package 04 Structural Steel/Misc. Steel to VSC, Inc. dba Vulcan Steel Company;

Bid Package 05 Wood Framing to Tomahawk Builders, Inc.;

Bid Package 06 Insulation/Drywall/Metal Stud Framing/Plaster to Sierra Lathing Co., Inc.;

Bid Package 07 Sheet Waterproofing/Membrane Roofing to Danny Letner Inc., dba Letner Roofing Co.;

Bid Package 08 Sheet Metal/Metal Panels to Risher Sutherland, Inc. dba United Contractors;

Bid Package 09 Doors/Frames/Hardware to Construction Hardware;

Bid Package 10 Glass/Glazing to E & R Glass Contractors, Inc.;

Bid Package 11 Tile to Floored Tile & Stone, Inc.;

Bid Package 12 Acoustical Panel Ceilings to Southcoast Acoustical Interiors, Inc.;

Bid Package 14 Painting to Cramer Painting Inc.;

Bid Package 15 Specialties to RVH Constructors, Inc.;

Bid Package 16 Laboratory Casework/Finish Millwork to Stolo Cabinets, Inc.;

Bid Package 17 Fire Protection to Kincaid Industries, Inc.;

Bid Package 18 Plumbing/Site Utilities to Empyrean Plumbing;

Bid Package 19 HVAC to Coutts Heating and Cooling, Inc.; and

Bid Package 20 Electrical/Fire Alarm/Low Voltage/Elevator to Southern California West Coast Electric, Inc.

FISCAL IMPACT

\$13,506,171.00 to Measure G Fund 21.

NE:GJS:AGH:pw

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, 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.

NE:RR:FA:IB:mcm

CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL FOR THE 2018/2019 SCHOOL YEAR

NGUYEN, Anh	K-12 Intervention Counselor	Health Services	03/08/2019
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RETIREMENT

CRAWFORD, Julie (17 years of service)	Elementary Teacher	Rhodes ES	06/01/2019
GUTIERREZ, Eugene (19 years of service)	Special Education Teacher	Ayala HS	06/01/2019
RICHMOND, Timothy (14 years of service)	English Teacher	Chino Hills HS	02/20/2019

RESIGNATION

SAXTON-GAMEZ, Jennifer	Special Education Teacher	Rhodes ES	05/31/2019
ORUE ROSES, Elizabeth	Special Education Teacher	Briggs K-8	05/31/2019
KIRWAN, James	Math Teacher	Magnolia JHS	05/31/2019
KAVIA, Shital	Biology Teacher	Ayala HS	05/31/2019
KACY, Anthony	Special Education Teacher	Chino HS	05/31/2019
KOCHERT, Jeffrey	Art Teacher	Chino HS	05/31/2019
FERNANDEZ, Anthony	Special Education Teacher	Chino Hills HS	05/31/2019
HERNANDEZ, Guadalupe	Special Education Teacher	Chino Hills HS	05/31/2019
TRAUDT, Susan	Chemistry Teacher	Chino Hills HS	05/31/2019
RAMIREZ, Humberto	Spanish Teacher	Don Lugo HS	05/31/2019
KIM, Coleen	School Psychologist	Special Education	03/06/2019

APPOINTMENT – EXTRA DUTY

BLUTO, Tristan (NBM)	Band (B)	Ayala HS	03/08/2019
CAMPBELL, Amy	Softball (B)	Ayala HS	03/08/2019
ZURILGEN, Ashlynn (NBM)	Softball (GF)	Chino HS	03/08/2019
ENRIQUEZ, Jennifer	Track & Field (B)	Chino Hills HS	03/08/2019
GENSLER, Don (NBM)	Track & Field (B)	Chino Hills HS	03/08/2019
SAMUEL, Randy (NBM)	Track & Field (GF)	Chino Hills HS	03/08/2019
STANFORD, Ronald	Swim (GF)	Chino Hills HS	03/08/2019
BAYLON, Cherry Mae (NBM)	Boys Volleyball (GF)	Don Lugo HS	03/08/2019
BOYER, Francisco (NBM)	Softball (B)	Don Lugo HS	03/08/2019
FAVELA, Serena (NBM)	Boys Volleyball (GF)	Don Lugo HS	03/08/2019
SWIFT, Micah	Track & Field (GF)	Don Lugo HS	03/08/2019

TOTAL GF:	\$16,473.00
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CERTIFICATED PERSONNEL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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**APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH
JUNE 30, 2019**

ALDECOA, Corryna
RAMSEY, Susan

JOHN, Justin
VARELA, Allen

LAROSA, Joseph

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 MANAGEMENT SALARY SCHEDULE

APPOINTMENT

PARK, Jakyung	Occupational Therapist (SELPA/GF)	Special Education	03/08/2019
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HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

PARRY, Tina	Nutrition Services Assistant I (NS)	Hidden Trails ES	03/08/2019
CHICO, Ana	Bilingual Typist Clerk I (C)	Liberty ES	03/18/2019
COLETTA, Ann Marie	Typist Clerk II (GF)	Oak Ridge ES	03/08/2019
CARLOS-GONZALEZ, Jesline	Bilingual Typist Clerk I (C)	Briggs K-8	03/08/2019
HIGUERA, Lorena	Attendance Clerk (GF)	Chino Hills HS	03/08/2019

PROMOTION

CANO, Jessica	FROM: Account Clerk III (GF)	Business Services	03/08/2019
	8 hrs./261 contract days		
	TO: Payroll Technician (GF)	Business Services	
	8 hrs./261 contract days		

CHANGE OF ASSIGNMENT

DICKERSON, Joyce	FROM: Playground Supervisor (GF)	Townsend JHS	03/11/2019
	1.75 hrs./180 work days		
	TO: IA/Secondary (C)	Chino Valley Learning Academy	
	6 hrs./210 work days		
GARCIA, Marcial	FROM: Playground Supervisor (GF)	Townsend JHS	03/08/2019
	1.75 hrs./180 work days		
	TO: Playground Supervisor (GF)	Chino Hills HS	
	7.5 hrs./180 work days		

ADDITIONAL ASSIGNMENT

KATSUHIRO, Leticia	Nutrition Services Assistant II (NS)	Chino Hills HS	03/08/2019
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CLASSIFIED PERSONNEL (cont.)

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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PERSONAL LEAVE OF ABSENCE

LUTH, Stephanie	Central Kitchen Assistant I (NS)	Magnolia JHS	02/04/2019 through 05/31/2019
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PLACED ON 39 MONTH RE-EMPLOYMENT LIST

MURRAY, Marnie	Typist Clerk II (SELPA/GF)	Special Education	02/12/2019
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RESIGNATION

RIVAS, Dulce	Bilingual Typist Clerk I (C)	Magnolia JHS	02/22/2019
GAMBOA, Adriana	IA/Bilingual-Biliterate Spanish (ABG)	Adult School	02/22/2019

APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE APRIL 1, 2019, THROUGH JUNE 30, 2019

BARRAGAN, Gabriela	IA/Special Education/SH	Borba ES
TRIVEDI, Namrata	IA/Special Education/SH	Cattle ES
BANKS, Lisette	IA/Special Education/SH	Country Springs ES
GARZA, Lisa Marie	IA/Special Education/SH	Country Springs ES
MONROY, Andrew	IA/Special Education/SH	Country Springs ES
GUAJARDO, Racine	IA/Special Education/Collab.	Dickson ES
MCCOLLUM, Amy	IA/Special Education/SH	Dickson ES
TURLEY, Colleen	IA/Special Education/Collab.	Eagle Canyon ES
VILLARREAL, Cynthia	IA/Special Education/SH	Glenmeade ES
MEZA, Mary	IA/Special Education/SH	Liberty ES
VIZARRO, Janell	IA/Special Education/Collab.	Newman ES
HILL, Kimberly	IA/Special Education/SH	Rhodes ES
PAREDES, Maria	IA/Special Education/SH	Rhodes ES
CHAMBERS, Carrie	IA/Special Education/SH	Rolling Ridge ES
HAMILTON, Bernice	IA/Special Education/Collab.	Rolling Ridge ES
VISAYA, Anne	IA/Special Education/Collab.	Rolling Ridge ES
BOTELLO, Jessica	IA/Special Education/Collab.	Walnut ES
MACANAS, Maileen	IA/Special Education/SH	Walnut ES
MORALES, Lilia	IA/Special Education/Bus Aide	Walnut ES
KLUCK, Kathleen	IA/Special Education/SH	Wickman ES
CARNES, Dawn	IA/Special Education/SH	Cal Aero K-8
FODDRILL, Derek	IA/Special Education/SH	Cal Aero K-8
ORTEGA, Victoria	IA/Special Education/Collab.	Cal Aero K-8
GUTIERREZ, Lacey	IA/Special Education/SH	Canyon Hills JHS

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 APRIL 1, 2019, THROUGH JUNE 30, 2019

MEDRANO, Jasmine	IA/Special Education/SH	Canyon Hills JHS	
MISSERI, Monica	IA/Special Education/SH	Magnolia JHS	
SANCHEZ, Jennifer	IA/Special Education/SH	Magnolia JHS	
HOLIDAY, Joy	IA/Special Education/SH	Townsend JHS	
KENDRENA, Sandra	IA/Special Education/SH	Townsend JHS	
SCHWARTZMEYER, Nanette	IA/Special Education/SH	Townsend JHS	
ARRISON, Shannon	IA/Special Education/SH	Woodcrest JHS	
ESSLINGER, Samantha	IA/Special Education/SH	Woodcrest JHS	
ORTIZ, Maria L.	IA/Special Education/SH	Woodcrest JHS	
RODRIGUEZ, Adrian	IA/Special Education/SH	Woodcrest JHS	
SANCHEZ, Gardenia	IA/Special Education/Collab.	Woodcrest JHS	
BALLESTEROS, Venus	IA/Special Education/SH	Ayala HS	
AVITIA, Kathy	IA/Special Education/SH	Chino Hills HS	
DELGADO, Linda	IA/Special Education/SH	Chino Hills HS	
GONZALEZ, Martin	IA/Special Education/SH	Chino Hills HS	
GORDON, Diane	IA/Special Education/SH	Chino Hills HS	
VAKA, Nancy	IA/Special Education/SH	Chino Hills HS	
HERRERA, Susana	IA/Special Education/SH	Don Lugo HS	
JONES, Marsha	IA/Special Education/SH	Don Lugo HS	
NEAL, Gloria	IA/Special Education/SH	Don Lugo HS	
SIMS, Mariah	IA/Special Education/Collab.	Don Lugo HS	
ZELAYA-AGUILAR, Amalia	IA/Special Education/Bus Aide	Special Education-Spectrum	

APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2018, THROUGH JUNE 30, 2019

HALL, Kimberly

(504)	= Federal Law for Individuals with Handicaps
(ACE)	= Ace Driving School
(ABG)	= Adult Education Block Grant
(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: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum, Instruction, Innovation, and Support
Julian A. Rodriguez, Ed.D., Director, Secondary Curriculum and Instruction

**SUBJECT: **ADVANCED PLACEMENT MATHEMATICS AND HISTORY
TEXTBOOK ADOPTION FOR GRADES 9 THROUGH 12****

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BACKGROUND

To provide current standards-aligned instructional materials to the students in the Chino Valley Unified School District, as mandated by the state of California, the textbooks specified below are proposed for adoption.

The selection process for these materials involved representative teachers with a vested interest in the material. The Office of Secondary Curriculum and Instruction and Media Services secured samples of curriculum and standards-aligned textbooks. Teachers evaluated all materials and selected one publisher that best matched District goals and needs. The materials were piloted by participating teachers and evaluated using the following criteria: quality of match to California standards and College Board Advanced Placement standards; quality of lesson design; quality of teacher materials; provision for universal access; and overall quality of the programs.

All recommended instructional materials shall be available for public inspection at the District Samuel R. Burton Professional Development and Media Center from March 14-21, 2019.

These textbooks were presented to the Curriculum Council and A.C.T. has been consulted.

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 following instructional materials for the Advanced Placement Mathematics and History textbook adoption for grades 9 through 12:

- a) AP Calculus AB: Bedford, Freeman, Worth. *Calculus for the AP Course*. W.H. Freeman. 10th–12th Grade. 2017. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- b) AP Calculus BC: Cengage Learning. *Calculus for AP*. R. Larson, P. Battaglia. 11th–12th Grade. 2016. Replaces: Pearson Prentice Hall. *Calculus: Graphical, Numerical, Algebraic AP Edition*. Ross Finney, Franklin Demana, Bert Waits, Daniel Kennedy. 2007;
- c) AP Statistics: Pearson. *Stats: Modeling the World, 5th Edition*. David Bock, Paul Velleman, Richard Veaux. 10th-12th Grade, 2019. Replaces: Pearson. *AP Stats Modeling the World 3rd Edition*. David Bock, Paul Velleman, Paul De Veaux. 2010;
- d) AP Comparative Government and Politics: Cengage Learning. *Introduction to Comparative Politics: Political Challenges and Changing Agendas*. Mark Kesselman, Joel Krieger, William Joseph. 12th Grade. 2016. New Course-no replacement;
- e) AP United States Government and Politics: Bedford, Freeman & Worth. *American Government: Stories of a Nation; for the AP Course*. Scott Abernathy, Karen Waples. 12th Grade. 2019. Replaces: Wadsworth Publishing. *American Government: Institutions & Policies*. James Wilson, John Dilulio, Meena Bose. 2013; and
- f) AP Human Geography: Pearson. *The Cultural Landscape: An Introduction to Human Geography, 13th Edition*. James Rubenstein. 9th-10th Grade. 2020. New Course-no replacement.

FISCAL IMPACT

\$432,000.00 estimated costs to the Local Control and Accountability Plan.

\$50,000.00 to the College Career Grant.

NE:GP:JR:lar

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

**SUBJECT: NEW COURSE: EMERGING ENGLISH LANGUAGE
DEVELOPMENT (ELD)**

=====

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.

Emerging English Language Development (ELD) is a one-year ELD course specifically designed to accelerate language acquisition for high school students who have been in the United States for less than a year and have been identified by the state language proficiency assessment as Novice. Emerging ELD is the first in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

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

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 new course Emerging English Language Development (ELD).

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Emerging English Language Development (ELD)
2. Transcript Title/Abbreviation:	Emerging ELD
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development ELD
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	
13. Brief Course Description:	Emerging ELD is a one-year English Language Development course specifically designed to accelerate language acquisition for students who have been in the U.S. for less than a year and have been identified by the state language proficiency assessment as Novice. This course provides students with an introduction to basic grammar and English vocabulary. Designed as an intensive language development course, the class is taught in a two-period block of English Language Development. The course is structured around California English Language Development Standards and Common Core State Standards in English-Language Arts.
14. Prerequisites:	Students must be in country less than a year and have scored Novice Performance level on the Initial English Language Proficiency Assessments for California (ELPAC).
15. Context for Course:	The Emerging ELD course fulfills a language development requirement for students new to learning English as a second language as determined by the state language proficiency assessment. This course will develop necessary basic language skills students require to access the core content areas.
16. History of Course Development:	This course reflects the 2014 ELA/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.
17. Textbooks:	Pearson Education, Inc. (2017). <i>MyPerspectives: English language arts.</i>
18. Supplemental Instructional Materials:	READ 180/System 44

Chino Valley Unified School District

High School Course Description

C. COURSE CONTENT

1. Course Purpose:

Novice English Learners require substantial linguistic support, therefore this Emerging ELD level course is designed to attend to the language learning needs of ELs in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the CA ELD Standards are used to help students develop critical language skills they need for content learning in English. English Learners' language skills are developed primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; and justifying their opinions by persuading others with relevant evidence. These activities help English Learners strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In this course, students also learn to develop advanced levels of English in order to access core curriculum. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Emerging ELD course, students will be provided with a Newcomer Program to be used at the beginning of the course to familiarize students with basic grammar, survival vocabulary, and language they need to obtain necessities, make requests, and understand instructions. These lessons incorporate listening, speaking, reading and writing and will engage students in activities that address the ELD standards. Once students have completed the Newcomer Program, they move on to the next phase of the course which ensures access to the core and is designed to provide students opportunities to connect to a text, collaborate with others, interpret meaning and language, produce written and oral tasks, and reflect upon their learning.

Connect to text:

While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others: Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges, and adapt language choices to various contexts.

Interpret: Students listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Chino Valley Unified School District

High School Course Description

Produce: Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information. Students also justify their own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas. Students learn to modify phrases to add details and connect and condense ideas.

Reflect: Students exchange information and ideas with others, adapt language choices to various contexts, justify their own arguments and evaluate others' arguments in writing. Students select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. First Read: The Best Thanksgiving Ever

Work together in small groups to analyze *"The Best Thanksgiving Ever"* and explain the causes and effects that appear in the plot. Work in small groups to practice sharing and discussing your opinions, using the discussion prompts. Then, use the self-evaluation tool to evaluate your participation in the discussion. Remember to focus on the discussion skill of providing coherent and well-articulated comments. Before commenting, ask yourself:

- Have I thought through what I want to say?
- Does what I say make sense?
- Could I express myself any more clearly?

Discussion Sentence Frames:

- One effect of Katherine's curiosity is the way her mother and Aunt _____
- The cause of the disagreement between Katherine's mother and aunt is _____
- One reason for the event that caused their argument is that Aunt Prudence _____
- One effect of their argument is that Katherine's mother and Aunt Alice _____

2. Vocabulary:

Have students use the Visual Vocabulary chart that accompanies the lowest Lexile® level version of "The Best Thanksgiving Ever." Use these gestures and sentence exemplars as needed to clarify meanings:

- Exposed: Pulling away the drape exposed the painting to the guests.
- Festive: Dance and twirl about
- Perceptive: "I can tell from your face that you're getting hungry."
- Fray: Pantomime arguing
- Studied: Pantomime holding a book and tracing down the page with one's finger
- Disagreeable: Their loud argument was disagreeable to the other party guests, who started to leave.

Then, ask students to complete the chart by dragging and dropping the correct picture to match each word.

3. Meaningful Interaction:

- Point out to students that this story involves many different cause and effect relationships. Some of these relationships are never stated directly in the text; readers must instead infer them from clues in the writer's language and details given about the characters and the situation.
- Have students fill in the sentence frames in the activity on their Access 1 Handout.

Chino Valley Unified School District

High School Course Description

- Have students use sentence frames with substantial guidance in the Access 1 Handout to offer and share opinions. If you have students that are struggling with the sentence frames, rephrase the sentence frames in the form of *yes-no* and/or *wh-* questions. For example:
 - Did past events have an effect on Thanksgiving dinner?
 - What past event caused tension at Thanksgiving dinner?
 - What was the reaction to Katherine's speech at the end?
 - Why do you think Elizabeth was grinning when Katherine's mother yelled at her?

4. Scaffolding writing:

How do we develop empathy for others?

- This is the title/driving question for the unit as a whole. Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy? Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the Blast question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- When drafting their initial response to the driving question, have students refer to this sentence frame on their handout:
 - I believe that we develop empathy through _____ because _____.
 - Point out how the sentence frame borrows the language of the question. Also, point out to students how the _____ frame guides them ("because") to further explain their thoughts and opinions.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

**SUBJECT: NEW COURSE: EXPANDING ENGLISH LANGUAGE
DEVELOPMENT (ELD) A**

=====

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.

Expanding English Language Development (ELD) A fulfills a language development requirement for high school students acquiring English as a second language. Students increase their understanding of how to use English in a variety of contexts. The course ensures students can use English to learn and communicate about a range of topics and academic content areas. Expanding ELD A is the second course in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

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

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 new course Expanding English Language Development (ELD) A.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) A
2. Transcript Title/Abbreviation:	Expanding ELD A
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	
13. Brief Course Description:	The Expanding ELD A course will ensure students engage in complex, cognitively demanding academic activities requiring language when provided moderate linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts. The course will ensure students can use English to learn and communicate about a range of topics and academic content areas.
14. Prerequisites:	Students must have already completed the Emerging ELD course (or have completed one year of ELD in another district) and scored Performance level 1-3 on English Language Proficiency Assessments for California (ELPAC) Summative Assessment or have scored Intermediate Performance level on ELPAC Initial Assessment. Co-requisite: grade level English course
15. Context for Course:	The Expanding ELD A course fulfills a language development requirement for students acquiring English as a second language as determined by the state language proficiency assessment. This course will develop academic language skills students need to access the core content areas.
16. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.

Chino Valley Unified School District

High School Course Description

17. Textbooks:	Pearson Education, Inc. (2017). <i>MyPerspectives: English language arts</i> .
18. Supplemental Instructional Materials:	READ 180/System 44

C. COURSE CONTENT

1. Course Purpose:

Students at the Expanding ELD A level require moderate linguistic support, therefore this course is designed to attend to the language learning needs of students in strategic ways that promote the simultaneous development of content knowledge and advanced levels of English. In this course, the California English Language Development Standards are used as the focal standards in ways that complement content instruction in order to develop critical language students need for content learning in English. This course will develop English Learners’ language skills primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks: interpreting and discussing literary and informational texts; writing (both collaboratively and independently) a variety of text types; and justifying their opinions by persuading others with relevant evidence. Through these activities, students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In the continuum of language development, students in this course further develop English language structures with greater complexity. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which allows them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Expanding ELD level course, students will be challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.

Connect to text:

While students connect to text, they listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges and adapt language choices to various contexts.

Interpret:

Students listen actively to spoken English in a range of social and academic contexts, closely read literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Chino Valley Unified School District

High School Course Description

Produce:

Students express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information. Students also justify their own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas. Students learn to modify phrases to add details and connect and condense ideas.

Reflect:

Students exchange information and ideas with others, adapt language choices to various contexts, justify their own arguments and evaluate others' arguments in writing. Students select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. First Read: The Best Thanksgiving Ever

Work together in small groups to analyze *"The Best Thanksgiving Ever"* and explain the causes and effects that appear in the plot. Work in small groups to practice sharing and discussing your opinions, using the discussion prompts. Then, use the self-evaluation tool to evaluate your participation in the discussion. Remember to focus on the discussion skill of providing coherent and well-articulated comments. Before commenting, ask yourself:

- Have I thought through what I want to say?
- Does what I say make sense?
- Could I express myself any more clearly?

Discussion Sentence Frames:

- One effect of Katherine's curiosity is _____
- The event that caused the disagreement was _____
- That event happened because _____
- One effect of their argument is _____
- One effect it has on Katherine is _____
- I think the effect of Katherine's speech at the end will be _____

2. Vocabulary:

- As a class, review the words or phrases in the Visual Vocabulary exercise and introduce the definition for each:
 - Exposed: Put in public view; showed
 - Festive: Fun and happy
 - Perceptive: Having or showing good insight or understanding
 - Fray: A heated argument
 - Studied: Looked at closely
 - Disagreeable: Not pleasant
- Have students use the Visual Vocabulary chart that accompanies the intermediate Lexile[®] level version of "The Best Thanksgiving Ever."
- Ask students to complete the chart by connecting the correct meaning and picture to match each word.

3. Meaningful Interaction:

- Point out to students that this story involves many different cause and effect relationships. Some of these relationships are never stated directly in the text; readers must instead infer them from clues in the writer's language and details given about the characters and the situation.

Chino Valley Unified School District

High School Course Description

- Have students fill in the sentence frames in their Access 2 Handout.
- Have students use the self-evaluation rubric in their Access Handouts to evaluate their own work on this task.
- Model for students how to use the self-evaluation rubric to reflect on their discussion:
 - The first row says, "I identified and explained cause and effect relationships in the text." I'm going to think back on my group work and ask myself if I did this well.
 - I know that I identified several cause and effect relationships in the text; but I think I only explained one in the group.
 - Since I did contribute one explanation to the group, but could have contributed more, I'm going to give myself a "3" which means "I did this pretty well."

4. Critical Reading:

This is a one-week lesson designed to familiarize students with the components and requirements of the iLit Literacy Program.

- Students will focus on reading, vocabulary, collaboration and writing routines using a short text with which to practice critical thinking, analytical writing, and collaborative tasks.
- Students will work individually and in small groups to cover big ideas in reading, writing, speaking, and listening.
- Students will be asked to develop a one-paragraph response about the reading which includes evidence from the text.
- Students will complete the assignment on their computers and publish by sending the paragraph to the teacher.
- Students will learn to cite textual evidence and produce writing that demonstrates their analysis of the text.

5. Media and Technology:

Using expository and narrative texts, students focus on how media and technology are integrated into modern life. Videos, opinion cartoons, and other digital media are utilized in this unit, which also introduces the genre of novel. Issues of digital privacy and citizenship are addressed as students work collaboratively to answer essential questions using textual and media evidence to support their claims.

- Students will engage with the text and media both in classroom conversations and in writing argumentative and narrative paragraphs as well as an expository essay.
- Students will use the writing process to develop an expository essay about the significance of a historical event.
- Students will begin with pre-writing which includes brainstorming and an outline and then move to writing their rough draft including embedded textual evidence.
- Students will work collaboratively to edit and revise their essay before completing a final draft for submission.
- Students will present essay in oral presentation to class.
- Students will learn about and to write three parts of an essay: Introduction, body, and conclusion.
- Students will learn to use the writing process in writing a full-length essay.
- Students will learn to apply in the essay format, the previously learned skill of embedding textual evidence, to build a cohesive essay.

6. Elements of Drama:

This unit focuses broadly on drama and more specifically on Shakespeare's Macbeth.

Chino Valley Unified School District

High School Course Description

- Students will participate in collaborative discussions, writing projects, and performances to analyze and evaluate Shakespearean language and literary elements. The play will serve as a way to study figurative language, theme, imagery, inference, nuance of language, author's choice, and use of dramatic elements.
- Students will re-write and perform a scene from the play in an alternate time-period and setting using precise language, dialogue, and action.
- Students will provide stage directions and setting to reflect time and character.
- Students will analyze figurative language, character motivation, and plot in order to design the scene for a different time period while maintaining Shakespeare's story.
- Students will learn and practice strategies for close reading and develop the perseverance for multiple readings of a challenging, multi-layered text.

7. Scaffolded writing:

How do we develop empathy for others? This is the title/driving question for the unit as a whole.

- Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy?
- Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the driving question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- When drafting their initial response to the driving question, have students refer to this driving sentence frame on their Access 2 handout:
 - I believe that we develop empathy through _____.
 - Point out how the sentence frame borrows the language of the question. The Expanding version of the frame, unlike the Emerging version, does not guide students toward explaining their thoughts. Work with students to understand why this explanation is important.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

Chino Valley Unified School District

High School Course Description

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Grace Park, Ed.D., Associate Superintendent, Curriculum,
Instruction, Innovation, and Support
Julian Rodriguez, Ed.D., Director, Secondary Curriculum and
Instruction

**SUBJECT: NEW COURSE: EXPANDING ENGLISH LANGUAGE
DEVELOPMENT (ELD) B**

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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.

Expanding English Language Development (ELD) B engages high school students in increasingly complex, cognitively demanding academic activities while providing students with moderate to limited linguistic support. The course promotes the simultaneous development of content knowledge and advanced levels of English. Expanding ELD B is the third course in a new sequence of ELD courses intended to create a pathway to English language proficiency. This new pathway to language proficiency replaces the previous ELD 1-5 courses.

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

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 new course Expanding English Language Development (ELD) B.

FISCAL IMPACT

None.

NE:GP:JR:lar

Chino Valley Unified School District

High School Course Description

A. CONTACTS	
1. School/District Information:	School/District: Chino Valley USD Street Address: 5130 Riverside Drive Phone: (909) 628-1201 Web Site: www.chino.k12.ca.us
2. Course Contact:	Teacher Contact: Office of Secondary Curriculum and Instruction Position/Title: Director of Secondary Curriculum and Instruction Site: District Office Phone: (909) 628-1201 X1630
B. COVER PAGE - COURSE ID	
1. Course Title:	Expanding English Language Development (ELD) B
2. Transcript Title/Abbreviation:	Expanding ELD B
3. Transcript Course Code/Number:	
4. Seeking Honors Distinction:	No
5. Subject Area/Category:	English Language Development (ELD)
6. Grade Level(s):	9-12
7. Unit Value:	5 credits per semester/10 credits total
8. Course Previously Approved by UC:	No
9. Classified as a Career Technical Education Course:	No
10. Modeled after an UC-approved course:	No
11. Repeatable for Credit:	Not repeatable
12. Date of Board Approval:	
13. Brief Course Description:	The Expanding ELD B course will continue to ensure students engage in complex, cognitively demanding academic activities requiring language when provided moderate linguistic support as they develop increasing ease with understanding and using English in a variety of contexts. The course will ensure students can use English to learn and communicate about a range of topics and academic content areas.
14. Prerequisites:	Students must have already completed the Expanding ELD A course (or have completed two years of ELD in another district) and scored Performance level 3 or below on English Language Proficiency Assessments for California (ELPAC) Summative Assessment with a Scale Score maximum of 1556. Co-requisite: grade level English course
15. Context for Course:	The ELD Expanding B course is optional for students who need continued support in language development after the Expanding ELD A course. This course will develop academic language skills students need to access the core content areas.
16. History of Course Development:	The course reflects the 2014 English-Language Arts/ELD Framework, 2012 ELD Standards, and 2010 Common Core State Standards.

Chino Valley Unified School District

High School Course Description

17. Textbooks:	Pearson Education, Inc. (2017). MyPerspectives: English language arts.
18. Supplemental Instructional Materials:	READ 180/System 44

C. COURSE CONTENT

1. Course Purpose:

Students at the Expanding ELD B level require moderate to light linguistic support. The Expanding ELD B course is designed to attend to the language learning needs of English Learners in ways that promote the simultaneous development of content knowledge and advanced levels of English. This course will continue to develop English Learners’ English primarily through meaningful interactions with others and through intellectually-rich content, texts, and tasks. Students interpret and discuss literary and informational texts. Students also write (both collaboratively and independently) a variety of text types and justify their written and spoken opinions by persuading others with relevant evidence. Students strengthen their abilities to use English successfully in school while also developing critical content knowledge through English.

In this course, students also learn about English in order to develop advanced levels of language skills. Students learn how English works to communicate particular meanings in different ways, based on discipline, topic, audience, task, and purpose. They will gain language awareness, which will allow them deeper understanding of how they can adjust their language use and select particular language resources based on audience, discipline, topic, and task.

2. Course Outline:

In this Expanding ELD B level course, students will be further challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways. In this course, students will engage in complex, cognitively demanding social and academic activities requiring language as they develop increasing ease with understanding and using English in a variety of contexts.

Connecting to text:

While students connect to text, they will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, analyze how writers and speakers use vocabulary and other language resources for specific purposes, and understand text structure and cohesion.

Collaborate with others:

Students will exchange information and ideas through oral collaborative discussions on a range of social and academic topics, interact with others in written English in various communicative forms, offer and justify opinions, negotiate with and persuade others in communicative exchanges and adapt language choices to various contexts.

Interpret:

Students will listen actively to spoken English in a range of social and academic contexts, read closely literary and informational texts and view multimedia to determine how meaning is conveyed explicitly and implicitly through language, evaluate how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience, topic, and content area, and analyze how writers and speakers use vocabulary and other language resources for specific purposes.

Produce:

Students will express information and ideas in formal oral presentations on academic topics, write literary and informational texts to present, describe, and explain ideas and information, justify own arguments and evaluate others’

Chino Valley Unified School District

High School Course Description

arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, use verbs, verb phrases, nouns, noun phrases, modify to add details, and connect and condense ideas.

Reflect:

Students will exchange information and ideas with others, adapt language choices to various contexts, justify own arguments and evaluate others' arguments in writing, select and apply varied and precise vocabulary and other language resources to effectively convey ideas, modify to add details, and connect and condense ideas.

3. Key Assignments:

1. Scaffolded writing:

How do we develop empathy for others?

- This is the title/driving question for the unit as a whole. Ask students what they think "empathy" means. How does it apply to them? To others? Can they think of any times in their life that they have felt or exhibited empathy? Then, ask students if they think this is something that they learned to feel, or if this was something that they were born capable of feeling.
- Remind students that they should not immediately enter a reply to the driving question. They'll be returning to it and writing their formal responses after they've written a draft and read and discussed the background.
- Help these students begin drafting original responses to the driving question without the aid of a sentence frame. Refer to the Emerging and Expanding sections for specific aspects of a response to focus on with bridging students. If student struggle to craft a response on their own, supply them with the scaffolds used for other groups.

2. Imagination and Innovation:

A variety of readings, both literary and expository, in addition to media around the topic of the environment are the vehicle to introduce rhetoric and argumentative writing. Students will evaluate expository writing and media for rhetorical appeals and strategies. They will analyze literary text in form of the genre of short story for the use of foreshadowing, characterization, and choice of narrator for author's purpose and theme, as a means of persuasion. In addition, there is a focus on academic vocabulary and Latin roots in this unit.

- Students will develop a claim about the environment based on the readings and media from this unit.
- Students will include use of rhetorical appeals and counterargument in a multi-paragraph essay.
- Students will use evidence found in the readings and media as well as their own experience in order to support their claim and address the counterargument.

3. Non-Fiction Articles and Research Skills:

This unit emphasizes research strategies and the reading of multiple online articles.

- Students will learn how to evaluate sources for reliability, credibility, and validity.
- In this unit, students will continue to hone their speaking and listening skills through class collaboration, discussion, and presentation.
- Through writing and speaking, students will synthesize ideas and information using carefully crafted research questions.

4. Connections:

This unit is about connections between fiction and non-fiction, as well as the connections readers make with text and/or media. Students read the full-length memoir *Students on Strike: Jim Crow, Civil Rights, Brown, and Me*, by John Stokes. Students will discuss how personal experience and previous knowledge interact with new information to create unique experiences for the reader/viewer. Through collaboration, critical reading, and writing, students will synthesize information from genres to find connections in how authors develop character. Using unit readings

Chino Valley Unified School District

High School Course Description

related to civil rights, students will make connections and evaluate an argument. Students also will focus on grammar and the elements of grammar as they are used in different genres.

- After reading *Students on Strike*, students will read a portion of *Brown vs. the Board of Education of Topeka, Kansas*.
- Students will identify and summarize key points of the argument, producing an outline form of these key points.
- Students will learn how to synthesize information from a reading and understand how an argument is developed in a written document.
- Students also will learn about court case arguments as primary sources.

5. Elements of Poetry:

The focus of this unit is poetry and its characteristics. Students will interact with poems from a myriad of authors through different media. Students will analyze authors' use of poetic devices and their impact on the poem in detail and overall. Through close reading, analytical writing and academic discussion, students will identify theme, tone, and authors' choices.

- Students will write an original poem of twenty or more lines with a clear theme and tone.
- Students will include examples of alliteration, repetition, rhyme, symbolism, and figurative language.
- Students will present the poem to the class orally and turn in a written copy.

4. Instructional Methods and/or Strategies:

- Collaborative academic discussions
- Provide language models including sentence frames, starters, word walls and anchor charts
- Information systems including graphic organizers, Thinking Maps, multimedia sources, and technology
- Metacognitive development through think-alouds and self-assessments
- Explicit vocabulary instruction including morphology, context clues, and cognates
- Gradual release of responsibility/direct instruction
- Computer-based research projects
- Non-linguistic graphic representations
- Writing samples/exemplars, rubric scoring with peers and teacher
- Modeled writing
- Linking prior/background knowledge
- Collaborative learning
- Questioning that promotes critical thinking and extended discourse
- Sentence unpacking
- Checking for understanding through engagement strategies: Quick Writes, Give One Get One, Fist to 5

5. Assessment Including Methods and/or Tools:

The evaluation of student progress and evaluation will be based on the following criteria outlined in Board Policy:

- Assessments: 60-75% of the final grade
- Assignments and class discussions: 25-40% of the final grade

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE REGULATION 5145.3 STUDENTS – NONDISCRIMINATION/HARASSMENT OF STUDENTS

=====

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 District practice. Board Policy and Administrative Regulation 5145.3 Students – Nondiscrimination/Harassment of Students are being revised to reflect new law (AB 699) which prohibits discrimination based on immigration status.

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 Board Policy and Administrative Regulation 5145.3 Students – Nondiscrimination/Harassment of Students.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

NONDISCRIMINATION/HARASSMENT OF STUDENTS

The Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in the District's academic, extracurricular, and other educational support programs, services and activities. The Board of Education prohibits, at any District school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, IMMIGRATION STATUS, ethnicity, ethnic group identification, age, religion, marital STATUS, PREGNANCY, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression OR GENETIC INFORMATION, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

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

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

This policy shall apply to all acts related to school activity or to school attendance occurring within a District school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of education benefits or services.

The Board of Education also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide information on the policy and complaint procedures related to discrimination. The Superintendent or designee shall regularly review the implementation of the District's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the District's educational program. He/she shall report his/her findings and recommendations to the Board of Education after each review.

(cf. 1312.3 - Uniform Complaint Procedures)
 (cf. 1330 - Use of Facilities)
 (cf. 4131 - Staff Development)
 (cf. 4231 - Staff Development)
 (cf. 4331 - Staff Development)
 (cf. 6145 - Extracurricular and Cocurricular Activities)
 (cf. 6145.2 - Athletic Competition)
 (cf. 6164.2 - Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension, or expulsion when behavior is severe or pervasive as defined in Education Code 48900.4.

(cf. 4118 - Suspension/Disciplinary Action)
 (cf. 4119.21/4219.21/4319.21 - Professional Standards)
 (cf. 4218 - Suspension, Demotion or Dismissal)
 (cf. 5144 - Discipline)
 (cf. 5144.1 - Suspension and Expulsion/Due Process)
 (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
 (cf. 5145.2 - Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the District to monitor, address, and prevent repetitive prohibited behavior in District schools.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination
48900.3 Suspension or expulsion for act of hate violence
48900.4 Suspension or expulsion for threats or harassment
48904 Liability of parent/guardian for willful student misconduct
48907 Student exercise of free expression
48950 Freedom of speech
48985 Translation of notices
49020-49023 Athletic programs
51500 Prohibited instruction or activity
51501 Prohibited means of instruction
60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex
110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

WEBSITES

California School Boards Association: www.csba.org

California Department of Education: www.cde.ca.gov

California Safe Schools Coalition: www.casafeschools.org

California Office of the Attorney General: oag.ca.gov

First Amendment Center: www.firstamendmentcenter.org

National School Boards Association: www.nsba.org

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr

Chino Valley Unified School District

Policy adopted: January 23, 1997

Revised: September 3, 1998

Revised: August 5, 2010

Revised: January 17, 2013

Revised: September 5, 2013

Revised: September 21, 2017

REVISED:

NONDISCRIMINATION/HARASSMENT OF STUDENTS

The Board of Education designates the individual(s) identified below as the employee(s) responsible for coordinating the District's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the Districts nondiscrimination policies. The coordinator/compliance officer(s) may be contacted at: (Education Code 234.1; 5 CCR 4621)

Director of Student Support Services
13453 Ramona Avenue
Chino, CA 91710
909-628-1201 Extension 7750
stephanie_johnson@chino.k12.ca.us

At the direction of the compliance officer, additional District administrators may assist in investigations within their area of expertise.

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at District schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the District's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/ guardians, employees, volunteers, and the general public, BY posting them on the District's website and other prominent locations.
2. POST IN A PROMINENT AND CONSPICUOUS LOCATION ON THE DISTRICT AND SCHOOL WEBSITES INFORMATION REGARDING TITLE IX PROHIBITIONS AGAINST DISCRIMINATION BASED ON A STUDENT'S SEX, GENDER, GENDER IDENTITY, PREGNANCY, AND PARENTAL STATUS, INCLUDING THE FOLLOWING: (Education Code 221.61)
 - a. THE NAME AND CONTACT INFORMATION OF THE DISTRICT'S TITLE IX COORDINATOR, INCLUDING THE PHONE NUMBER AND EMAIL ADDRESS
 - b. THE RIGHTS OF STUDENTS AND THE PUBLIC AND THE RESPONSIBILITIES OF THE DISTRICT UNDER TITLE IX, INCLUDING A LIST OF RIGHTS AS SPECIFIED IN EDUCATION CODE 221.8 AND WEB LINKS TO INFORMATION ABOUT THOSE RIGHTS AND RESPONSIBILITIES LOCATED ON THE WEBSITES OF THE OFFICE

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

FOR EQUAL OPPORTUNITY AND THE U.S. DEPARTMENT OF EDUCATION'S OFFICE FOR CIVIL RIGHTS (OCR)

c. A DESCRIPTION OF HOW TO FILE A COMPLAINT OF NONCOMPLIANCE WITH TITLE IX IN ACCORDANCE WITH AR 1312.3 - UNIFORM COMPLAINT PROCEDURES, WHICH SHALL INCLUDE:

- 2.3. Provide to students a handbook that contains AGE-APPROPRIATE information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint. (Education Code 234.1)
- 3.4. Annually notify all students and parents/guardians of the District's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students.

(cf. 5145.6 - Parental Notification)

- 4.5. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the District's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985.

- 5.6. Provide to students, employees, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; and how and to whom a report of an incident should be made; information shall include guidelines the District may use to provide a discrimination-free environment for all District students, including transgender and gender- nonconforming students.
- 6.7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
- 7.8. At the beginning of each school year, inform each principal or designee of the District's responsibility to provide appropriate assistance or resources to protect students' ~~privacy rights and ensure their safety~~ from threatened or potentially discriminatory behavior AND ENSURE THEIR PRIVACY RIGHTS.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)**Enforcement of District Policy**

The Superintendent or designee shall take appropriate actions to reinforce Board Policy 5145.3 – Nondiscrimination/Harassment of Students. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 - Vandalism and Graffiti)

2. Providing information to students, staff, and parents/guardians about unlawful discrimination, ~~and~~ how to report it or file a complaint
3. Disseminating and/or summarizing the District's policy and regulation regarding unlawful discrimination
4. Consistency with the laws regarding the confidentiality of student records, communicating the school's response to students, parents/guardians, and the community

(cf. 5125 - Student Records)

5. Taking appropriate disciplinary action against students and anyone determined to have engaged in wrongdoing in violation of District policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true

(cf. 5144 - Discipline)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in District policy is strongly encouraged to immediately contact the principal, any OTHER staff member or compliance officer. In addition, any student who observes any such incident is strongly encouraged to report the incident to the principal, ANY OTHER STAFF MEMBER, compliance officer, or designee, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the principal, compliance officer, or designee, within a school day, whether or not the alleged victim files a complaint.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal, OR compliance officer, or designee, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to Administrative Regulation 5145.7 – Sexual Harassment. Once notified verbally or in writing, the principal, OR compliance officer, or designee, shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, designee, or any other person to whom a report would ordinarily be made, or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity is different from the gender he/she was assigned at birth.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited.

Administrative Regulation 5145.7 shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the District shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. **Right to privacy:** a student's transgender or gender-nonconforming status is his/her private information and the District shall only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the District has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In any case, the District shall only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the District pursuant to 34 CFR 99.31. Any District employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a District employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this administrative regulation, and shall inform the student that honoring the student's request may limit the District's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate, given the student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The District shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

2. Determining a student's gender identity: the compliance officer shall accept the student's assertion of his/her gender identity and begin to treat the student consistent with his/her gender identity unless District personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
3. Addressing a student's transition needs: the compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify and develop strategies for ensuring that the student's access to education programs and activities is maintained. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.
4. Accessibility to sex-segregated facilities, programs, and activities: when the District maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the District shall offer available options such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the District shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student records: a student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the District shall use the student's preferred name and pronouns consistent with his/her gender identity on all other District-related documents. Such preferred name may be added to the student's record and official documents as permitted by law.

NONDISCRIMINATION/HARASSMENT OF STUDENTS (cont.)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

Chino Valley Unified School District

Regulation approved: September 7, 2017

Revised: October 19, 2017

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Yvette Farley, Director, Access & Equity

SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE REGULATION 6020 INSTRUCTION – PARENT INVOLVEMENT

=====

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 District practice. Board Policy and Administrative Regulation 6020 Instruction – Parent Involvement are being revised to reflect requirements for parent involvement in schools receiving federal Title I, Part A funding, as amended by Every Student Succeeds Act, including expanding activities to include engagement of family members. Policy also reflects parent involvement as a state priority that must be addressed in the District’s LCAP.

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 Board Policy and Administrative Regulation 6020 Instruction – Parent Involvement.

FISCAL IMPACT

None.

NE:LF:SJ:rtr

PARENT INVOLVEMENT

The Board of Education recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/GUARDIAN involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall ~~work~~ CONSULT with staff and parents/guardians ~~to~~ IN THE development OF meaningful opportunities ~~at all grade levels~~ for ~~parents/guardians~~ THEM to be involved in District and school activities AT ALL GRADE LEVELS; advisory, decision-making, and advocacy roles; and activities to support learning at home.

(cf. 0420 - School Plans/Site Councils)
 (cf. 1220 - Citizen Advisory Committees)
 (cf. 1230 - School-Connected Organizations)
 (cf. 1240 - Volunteer Assistance)
 (cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)
 (cf. 5145.6 - Parental Notifications)

THE DISTRICT'S LOCAL CONTROL AND ACCOUNTABILITY PLAN SHALL INCLUDE GOALS AND STRATEGIES FOR PARENT/GUARDIAN INVOLVEMENT, INCLUDING DISTRICT EFFORTS TO SEEK PARENT/GUARDIAN INPUT IN DISTRICT AND SCHOOL SITE DECISION MAKING AND TO PROMOTE PARENT/GUARDIAN PARTICIPATION IN PROGRAMS FOR ENGLISH LEARNERS, FOSTER YOUTH, STUDENTS ELIGIBLE FOR FREE AND REDUCED-PRICE MEALS, AND STUDENTS WITH DISABILITIES. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent/GUARDIAN AND FAMILY involvement ENGAGEMENT efforts, including, but not limited to, input from parents/guardians AND FAMILY MEMBERS, and school staff on the adequacy of ~~parent~~ involvement opportunities and ON barriers that may inhibit ~~parent/guardian~~ participation.

(cf. 0500 - Accountability)

Title I Schools

~~Each year~~ The Superintendent or designee shall ~~identify~~ INVOLVE ~~specific objectives of the District's parentS/GUARDIANS AND FAMILY MEMBERS involvement program for~~ IN ESTABLISHING DISTRICT EXPECTATIONS AND OBJECTIVES FROM MEANINGFUL PARENT/GUARDIAN AND FAMILY ENGAGEMENT IN schools ~~that receive~~ SUPPORTED BY Title I funding, DEVELOPING STRATEGIES THAT

PARENT INVOLVEMENT (cont.)

DESCRIBE HOW THE DISTRICT WILL CARRY OUT EACH ACTIVITY LISTED IN 20 USC 6318, AS CONTAINED IN THE ACCOMPANYING ADMINISTRATIVE REGULATION, ~~He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the SUCH parent involvement programS, ACTIVITIES, AND PROCEDURES. AS APPROPRIATE, THE SUPERINTENDENT OR DESIGNEE SHALL CONDUCT OUTREACH TO PARENTS/GUARDIANS AND FAMILY MEMBERS. (Education Code 11503; 20 USC 6318)~~

(cf. 6171 - Title I Programs)

~~The Superintendent or designee shall ensure that the District's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the District will carry out each activity listed in 20 USC 6318. (20 USC 6318)~~

The Superintendent or designee shall ~~consult with parents/guardians of participation students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians AND FAMILY MEMBERS of participating students in decisions regarding how the District's Title I funds will be allotted for parent/GUARDIAN AND FAMILY involvement ENGAGEMENT activities AND SHALL ENSURE THAT PRIORITY IS GIVEN TO SCHOOLS IN HIGH POVERTY AREAS IN ACCORDANCE WITH LAW. (20 USC 6318, 6631)~~

(cf. 3100 - Budget)

EXPENDITURES OF SUCH FUNDS SHALL BE CONSISTENT WITH THE ACTIVITIES SPECIFIED IN THIS POLICY AND SHALL INCLUDE AT LEAST ONE OF THE FOLLOWING: (20 USC 6318)

1. SUPPORT FOR SCHOOLS IN PROVIDING PROFESSIONAL DEVELOPMENT FOR DISTRICT AND SCHOOL STAFF REGARDING PARENT/GUARDIAN AND FAMILY ENGAGEMENT STRATEGIES
2. SUPPORT FOR PROGRAMS THAT REACH PARENTS/GUARDIANS AND FAMILY MEMBERS AT HOME, IN THE COMMUNITY, AND AT SCHOOL
3. DISSEMINATION OF INFORMATION ON BEST PRACTICES FOCUSED ON PARENT/GUARDIAN AND FAMILY ENGAGEMENT, ESPECIALLY BEST PRACTICES FOR INCREASING THE ENGAGEMENT OF ECONOMICALLY DISADVANTAGED PARENTS/GUARDIANS AND FAMILY MEMBERS
4. COLLABORATION WITH COMMUNITY-BASED OR OTHER ORGANIZATIONS OR EMPLOYERS WITH A RECORD OF SUCCESS IN IMPROVING AND INCREASING PARENT AND FAMILY ENGAGEMENT

PARENT INVOLVEMENT (cont.)**5. ANY OTHER ACTIVITIES AND STRATEGIES THAT THE DISTRICT DETERMINES ARE APPROPRIATE AND CONSISTENT WITH THIS POLICY**

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:EDUCATION CODE

11500-11506 Programs to encourage parental involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEBSITESCALIFORNIA SCHOOL BOARDS ASSOCIATION: www.csba.orgCalifornia Department of Education, Family, School, Community Partnerships: www.cde.ca.gov/ls/pfCalifornia Parent Center: www.parent.sdsu.eduCalifornia State PTA: www.capta.org

PARENT INVOLVEMENT (cont.)

National Coalition for Parent Involvement in Education: www.ncpie.org

National PTA: www.pta.org

Parent Information and Resource Centers: www.pirc-info.net

Parent as Teachers National Center: www.parentsasteachers.org

U.S. Department of Education: www.ed.gov

Chino Valley Unified School District

Policy adopted: August 21, 1997

Revised: May 20, 2010

REVISED:

PARENT INVOLVEMENT

District Strategies for Title I Schools

To ensure that parents/guardians AND FAMILY MEMBERS of students participating in Title I programs are provided with opportunities to be involved in their children's education, the ~~Superintendent or designee~~ DISTRICT shall:

1. Involve parents/guardians AND FAMILY MEMBERS ~~of participating students~~ in the joint development of ~~the Title I Local Educational Agency (LEA)~~ A DISTRICT plan pursuant to THAT MEETS THE REQUIREMENTS OF 20 USC 6312 and IN the ~~process~~ DEVELOPMENT of school ~~review~~ SUPPORT and improvement PLANS pursuant to 20 US 6311 (20 USC 6318)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6171 - Title I Programs)

The Superintendent or designee may:

- a. IN ACCORDANCE WITH EDUCATION CODE 52063, ~~E~~establish a District-level PARENT ADVISORY committee including AND, AS APPLICABLE, AN ENGLISH LEARNER ~~parent/guardian representatives~~ ADVISORY COMMITTEE ~~from each school site~~ to review and comment on the LEA plan in accordance with the review schedule established by the Board of Education
- b. Invite input on the ~~LEA~~ plan from other District committees and school site councils

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

- c. Communicate with parents/guardians through the District newsletter, website, or other methods regarding the ~~LEA~~ plan and the opportunity to provide input
- d. Provide copies of working drafts of the ~~LEA~~ plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
- e. Ensure that there is an opportunity at a public Board meeting for public comment on the ~~LEA~~ plan prior to the Board's approval of the plan or revisions to the plan

PARENT INVOLVEMENT (cont.)

- f. Ensure that school-level policies on parent/GUARDIAN AND FAMILY involvement ENGAGEMENT address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist AND BUILD THE CAPACITY OF Title I schools in planning and implementing effective parent/GUARDIAN AND FAMILY involvement ENGAGEMENT activities to improve student academic achievement and school performance

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

~~The Superintendent or designee may:~~

- a. ~~Assign person(s) in the District office to serve as a liaison to the schools regarding Title I parent involvement issues~~
- b. ~~Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities~~
- c. ~~Provide ongoing District-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/guardians in developing the workshops~~
- d. ~~Provide information to schools about the indicators and assessment tools that will be used to monitor progress~~
3. ~~Build the capacity of schools and parents/guardians for strong parent involvement (20 USC 6318)~~

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the CHALLENGING state's academic content standards and academic achievement standards, state and local academic assessmentS, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

- b. Provide PARENTS/GUARDIANS materials and training ~~to help parents/guardians work with the children to improve their children's achievement,~~ such as literacy training and using technology as appropriate, to foster HELP parent THEM involvement WORK WITH THEIR CHILDREN TO IMPROVE THEIR CHILDREN'S ACHIEVEMENT

PARENT INVOLVEMENT (cont.)

- c. Educate teachers, ~~student services~~ SPECIALIZED INSTRUCTIONAL SUPPORT personnel, principals AND OTHER SCHOOL LEADERS, and other staff, ~~with the assistance of parents/guardians~~, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

- d. To the extent feasible and appropriate, coordinate and integrate parent/GUARDIAN involvement programs and activities with ~~Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program~~ OTHER FEDERAL, STATE, AND LOCAL PROGRAMS, INCLUDING public preschool, ~~and other~~ programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in ~~more~~ fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/GUARDIAN involvement activities as parents/guardians may request
- g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

- a. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training
- b. Pay reasonable and necessary expenses associated with parent/GUARDIAN involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

PARENT INVOLVEMENT (cont.)

- c. Train parents/guardians to enhance the involvement of other parents/guardians
- d. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, **IN ORDER TO MAXIMIZE PARENT/GUARDIAN INVOLVEMENT AND PARTICIPATION**
- e. Adopt and implement model approaches to improving parent/GUARDIAN involvement
- f. Establish a District-wide parent advisory council to provide advice on all matters related to parent/GUARDIAN involvement in Title I programs
- g. Develop appropriate roles for community-based organizations and businesses in parent/GUARDIAN involvement activities
- h. Make referrals to community agencies and organizations that offer literacy training, parent/GUARDIAN education programs, and/or other services that help to improve the conditions of parents/guardians and families

(cf. 1020 - Youth Services)

- i. Provide a master calendar of District activities and District meetings
- j. Provide information about opportunities for parent/GUARDIAN AND FAMILY ~~involvement~~ **ENGAGEMENT** through the District newsletter, website, or other written or electronic means
- k. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions

(cf. 1230 - School-Connected Organizations)

- l. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed
- m. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions
- o. Provide ongoing District-level workshops to assist school site staff, and parents/guardians, **AND FAMILY MEMBERS** in planning and implementing improvement strategies, and seek **THEIR** input ~~from~~ parents/guardians in developing the workshops

PARENT INVOLVEMENT (cont.)

- p. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of ~~parent involvement~~ RELATED activities
- n-q. Regularly evaluate the effectiveness of staff development activities related to parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT
- o-r. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

- s. Assign ~~person(s) in the District office~~ PERSONNEL to serve as a liaison to the schools regarding Title I parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT issues
 - t. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
- 4.3. TO THE EXTENT FEASIBLE AND APPROPRIATE, ~~Coordinate and integrate Title I parent/GUARDIAN AND FAMILY involvement~~ ENGAGEMENT strategies with PARENT/GUARDIAN AND FAMILY ENGAGEMENT STRATEGIES OF ~~Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and~~ other RELEVANT FEDERAL, STATE, AND LOCAL programs AND ENSURE CONSISTENCY WITH FEDERAL, STATE, AND LOCAL LAWS (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - (cf. 0430 - Comprehensive Local Plan for Special Education)
 - (cf. 2230 - Representative and Deliberative Groups)
 - (cf. 3280 - Sale or Lease of District-Owned Real Property)
 - (cf. 5030 - Student Wellness)
 - (cf. 5148 - Child Care and Development)
 - (cf. 5148.3 - Preschool/Early Childhood Education)
 - (cf. 6174 - Education for English Learners)
 - (cf. 6178 - Career Technical Education)
- b. Involve District and school site representatives from other programs to assist in identifying specific population needs

PARENT INVOLVEMENT (cont.)

- c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
- 5.4. Conduct, with MEANINGFUL involvement of parents/guardians AND FAMILY MEMBERS, an annual evaluation of the content and effectiveness of the parent/GUARDIAN AND FAMILY involvement ENGAGEMENT policy in improving the academic quality of the schools served by Title I, INCLUDING IDENTIFICATION OF: (20 USC 6318)

~~The Superintendent or designee shall:~~

- a. ~~Ensure that the evaluation include the identification of~~ bBarriers to greater participation in parent/GUARDIAN AND FAMILY involvement ENGAGEMENT activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. ~~Use the evaluation results to design strategies for more effective~~ NEEDS OF parentS/GUARDIANS AND FAMILY MEMBERS, involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318) SO THEY CAN BETTER ASSIST WITH THEIR CHILDREN'S LEARNING AND ENGAGE WITH SCHOOL PERSONNEL AND TEACHERS
- c. STRATEGIES TO SUPPORT SUCCESSFUL SCHOOL AND FAMILY INTERACTIONS

(cf. 0500 - Accountability)

Assess the District's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications

PARENT INVOLVEMENT (cont.)

- b. Gather and monitor data regarding the number of parents/guardians AND FAMILY MEMBERS participating in District activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the District's parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT efforts on student achievement
5. USE THE FINDINGS OF THE EVALUATION CONDUCTED PURSUANT TO ITEM #4 ABOVE TO DESIGN EVIDENCE-BASED STRATEGIES FOR MORE EFFECTIVE PARENT/GUARDIAN AND FAMILY INVOLVEMENT AND, IF NECESSARY, TO REVISE THE PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY (20 USC 6318)
6. Involve parents/guardians in the activities of school served by Title I, FOR THE PURPOSES OF DEVELOPING, REVISING, AND REVIEWING THE PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in District communications to parents/guardians AND FAMILY MEMBERS
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians AND FAMILY MEMBERS ~~with special needs~~
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The District's Board policy and Administrative Regulation containing parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT strategies shall be incorporated into the LEA DISTRICT'S LOCAL CONTROL AND ACCOUNTABILITY plan IN ACCORDANCE WITH 20 USC 6312 and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

(cf. 5145.6 - Parental Notifications)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT shall be developed jointly with ~~and agreed upon~~ by THE parents/guardians AND FAMILY MEMBERS of participating students. Such policy shall describe the means by which the school will: (20 USC 6318)

PARENT INVOLVEMENT (cont.)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/GUARDIAN AND FAMILY involvement ENGAGEMENT policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency ACHIEVEMENT levels ~~students are expected to meet~~ OF THE CHALLENGING STATE ACADEMIC STANDARDS
- (cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
- c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians
 5. If the school-wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the District
 6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

PARENT INVOLVEMENT (cont.)

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's ~~student~~ CHALLENGING academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

(cf. 1240 - Volunteer Assistance)
 (cf. 5020 - Parent Rights and Responsibilities)
 (cf. 5113 - Absences and Excuses)
 (cf. 6145 - Extracurricular/Cocurricular Activities)
 (cf. 6154 - Homework/Makeup Work)

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 2. Frequent reports to parents/guardians on their children's progress
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items ~~#3a-f~~ 2 in the section "District Strategies for Title I Schools" above
8. To the extent practicable, provide ~~full~~ opportunities for the INFORMED participation of parents/guardians and family members with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311 (h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

PARENT INVOLVEMENT (cont.)

Each school's parent/GUARDIAN AND FAMILY involvement policy shall be MADE available to the local community. and distributed to parents/guardians ~~of participating students~~ in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/GUARDIAN AND FAMILY ~~involvement~~ ENGAGEMENT policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

~~The principal or designee, jointly with parents/guardians of participating students,~~ THE SCHOOL'S POLICY shall BE periodically updated ~~the school's policy~~ to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designees shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11304)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

PARENT INVOLVEMENT (cont.)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/GUARDIAN AND FAMILY involvement ENGAGEMENT opportunities through District, school, and/or class newsletters, the District's website, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on District and school issues
- f. Identify barriers to parent/guardian AND FAMILY participation in school activities, including parents/guardians AND FAMILY MEMBERS who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

PARENT INVOLVEMENT (cont.)

4. Train teacher and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent/GUARDIAN AND FAMILY involvement ENGAGEMENT programs into school plans for academic accountability

The Superintendent or designee may:

- a. Include parent/GUARDIAN AND FAMILY involvement ENGAGEMENT strategies in school reform or school improvement initiatives
- b. Involve parents/guardians AND FAMILY MEMBERS in school planning processes

Chino Valley Unified School District

Regulation Approved: August 21, 1997

Revised: May 6, 2010

REVISED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Lea Fellows, Assistant Superintendent, Curriculum, Instruction, Innovation, and Support
Stephanie Johnson, Director, Student Support Services

SUBJECT: 2018/2019 FIRST SEMESTER STUDENT EXPULSION REPORT

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BACKGROUND

In order to provide the Board of Education with regular and summative expulsion information, an expulsion report will be presented on a semester basis. This report will indicate the number of students recommended for expulsion, the offense, and the disposition of each case. During first semester 2018/2019, there were 16 students recommended for expulsion. Of those recommendations, 9 students were expelled and 7 were revoked.

In accordance with Board Policy 5144.1, policies and standards of behavior consistent with the Education Code are established 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 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 or serious nature, expulsion is used only when there is a history of misconduct, when other means of correction, including other forms of discipline such as suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others.

The zero-tolerance approach makes the removal of potentially dangerous students from the classroom a top priority, ensures fair and equal treatment of all students, and requires that all offenders be punished to the fullest extent allowed by law. The Education Code mandates recommendations for expulsion in a number of instances, with discretion to actually impose expulsion vested in the final decision of the District's Board of Education after an evidentiary hearing has been held before a District expulsion hearing panel.

Before the expulsion process starts, site administration shall immediately report to the Superintendent or designee any incidence of offenses specified in law, board policy and administrative regulation as cause for suspension or expulsion.

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 2018/2019 First Semester Student Expulsion Report.

FISCAL IMPACT

None.

NE:LF:SJ:ss

<p style="text-align: center;">Expulsion Hearing Administrative</p> <p style="text-align: center;">Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.</p>		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation of Recommendation	
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Expulsion Hearing Panel or Board Decision
48900(a)(1)	Caused, attempted to cause, or threatened to cause physical injury.		1		1			1		1	
48900(a)(2)	Willfully used force or violence upon another person, except in self-defense.	1			1			1			
48900(b)	Possessed, sold, or furnished a firearm, knife, explosive, or other dangerous object.										
48900(c)	Possessed, used, sold, or furnished, or been under the influence of a controlled substance, an alcoholic beverage, or an intoxicant of any kind.	1			1			1		2	
48900(d)	Offered, arranged, or negotiated to sell a controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.										
48900(e)	Committed or attempted to commit robbery or extortion.										
48900(f)	Caused or attempted to cause damage to school property or private property.										
48900(g)	Stole, or attempted to steal, school property or private property.										
48900(h)	Possessed or used tobacco, or products containing tobacco or nicotine products.										
48900(i)	Committed an obscene act or engaged in profanity or vulgarity.										
48900(j)	Possessed or offered, arranged, or negotiated to sell drug paraphernalia.										
48900(k)(1)	Disrupted school activities or willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel.										
48900(l)	Knowingly received stolen school property or private property.										
48900(m)	Possessed an imitation firearm.										
48900(n)	Committed or attempted to commit a sexual assault or committed a sexual battery.										
48900(o)	Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.										
48900(p)	Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.										
48900(q)	Engaged in, or attempted to engage in, hazing.										
48900(r)	Engaged in an act of bullying.										
48900(t)	A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion.										
48900.2	Committed sexual harassment. (Applicable to grades 4-12, only.)										
48900.3	Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Applicable to grades 4-12, only.)										
48900.4	Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils by creating an intimidating or hostile educational environment. (Applicable to grades 4-12, only.)										

Expulsion Hearing Administrative Each expelled pupil is ordered to complete a plan of rehabilitation prior to application for readmission.		Full Expulsion	Suspended Enforcement	Time Frame				Program Referral		Revocation of Recommendation	
				1 semester	2 semesters	Split Semesters	1 Year	District	County	School Site Principal	Expulsion Hearing Panel or Board Decision
48900.7	Made terroristic threats against school officials and/or school property.									1	
48915(a)(1)(A)	Causing serious physical injury to another person, except in self-defense.	1			1			1			
48915a(1)(B)	Possession of any knife or other dangerous object of no reasonable use to the pupil.										
48915(a)(1)(C)	Unlawful possession of any controlled substance except for one of the following: (i) The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis. (ii) The possession of over the counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.	2			2			2			
48915(a)(1)(D)	Robbery or extortion.										
48915(a)(1)(E)	Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. An assault is an unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another. A battery is any willful and unlawful use of force or violence upon the person of another.	1			1			1		1	
48915(c)(1)	The principal or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds: (1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory, but it is an offense for which suspension, or expulsion may be imposed.										
48915(c)(2)	Brandishing a knife at another person.									2	
48915(c)(3)	Selling a controlled substance.	2					2	2			
48915(c)(4)	Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.										
48915(c)(5)	Possession of an explosive.										
TOTALS		8	1	0	7	0	2	9	0	7	0

Total Expulsions 9
 Total Revocations 7
 Total Expulsion Recommendations: 16

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: March 7, 2019

TO: Members, Board of Education

FROM: Norm Enfield, Ed.D., Superintendent

PREPARED BY: Richard Rideout, Assistant Superintendent, Human Resources
Frank Arce, Director, Human Resources
Isabel Brenes, Director, Human Resources

**SUBJECT: REVISION OF BOARD POLICY AND ADMINISTRATIVE
REGULATION 4119.11, 4219.11, AND 4319.11 PERSONNEL –
SEXUAL HARASSMENT**

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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. Board Policy and Administrative Regulation 4119.11, 4219.11, and 4319.11 Personnel – Sexual Harassment are being revised to reflect new state regulations, as renumbered, which extend protection against sexual harassment to unpaid interns, require districts to instruct supervisors to report complaints, and revise requirements pertaining to the training of supervisory employees. Policy was also updated to provide a strong statement of the Board's commitment to provide a safe work environment that is free of sexual harassment and intimidation and to align the process for filing complaints of sexual harassment with AR 4030 - Nondiscrimination in Employment. The Administrative Regulation is being updated to reflect new law (SB 396) which requires Districts to post a Department of Fair Employment and Housing poster on transgender rights and, if the District has 50 or more employees, to provide training to supervisors regarding harassment based on gender identity, gender expression, and sexual orientation.

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 Board Policy and Administrative Regulation 4119.11, 4219.11, and 4319.11 Personnel – Sexual Harassment.

FISCAL IMPACT

None.

NE:RR:FA:IB:mcm

All Personnel

BP 4119.11(a)
BP 4219.11(a)
BP 4319.11(a)

SEXUAL HARASSMENT

THE BOARD OF EDUCATION IS COMMITTED TO PROVIDING A SAFE WORK ENVIRONMENT THAT IS FREE OF HARASSMENT AND INTIMIDATION. The Board of Education prohibits sexual harassment AGAINST ~~of District employees and job applicants.~~ ~~The Board also prohibits~~ AND retaliatory behavior or action against ~~District employees or~~ ANY other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

SEXUAL HARASSMENT INCLUDES, BUT IS NOT LIMITED TO, HARASSMENT THAT IS BASED ON THE GENDER, GENDER IDENTITY, GENDER EXPRESSION, OR SEXUAL ORIENTATION OF THE VICTIM.

THIS POLICY SHALL APPLY TO ALL DISTRICT EMPLOYEES AND TO OTHER PERSONS ON DISTRICT PROPERTY OR WITH SOME EMPLOYMENT RELATIONSHIP WITH THE DISTRICT, SUCH AS INTERNS AND VOLUNTEERS.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4030 - Nondiscrimination in Employment)

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating the District's sexual harassment policy to ~~staff~~ EMPLOYEES AND OTHERS TO WHOM THE POLICY MAY APPLY.

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

SEXUAL HARASSMENT (cont.)

Any District employee ~~or job applicant~~ who feels that he/she has been sexually harassed IN THE PERFORMANCE OF HIS/HER DISTRICT RESPONSIBILITIES or who has knowledge of any incident of sexual harassment by or against another employee, ~~job applicant or a student~~, shall immediately report the incident to his/her supervisor, ANOTHER SUPERVISOR, ~~principal~~, District COORDINATOR FOR NONDISCRIMINATION, ~~administrator~~ or Superintendent.

A supervisor, ~~principal~~ or District administrator who receives a harassment complaint shall promptly notify the ~~Superintendent~~ ~~or designee~~ COORDINATOR FOR NONDISCRIMINATION.

Complaints of sexual harassment shall be filed AND INVESTIGATED in accordance with Administrative Regulation 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any District employee who engages or participates in the sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)
(cf. 4117.4 - Dismissal)
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950 Sexual harassment; distribution of information

12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees

1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

11009 Employment discrimination

11021 Retaliation

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

11034 Terms, conditions, and privileges of employment

CODE OF REGULATIONS, TITLE 5

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

SEXUAL HARASSMENT (cont.)

UNITED STATES CODE, TITLE 20

1681-1688 Title IX prohibition against discrimination

UNITED STATES CODE, TITLE 42

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

CODE OF FEDERAL REGULATIONS, TITLE 34

106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities

106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026

Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275

Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257

Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989

Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998

Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

Management Resources:

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Promising Practices for Preventing Harassment, November 2017

WEBSITES

California Department of Fair Employment and Housing: www.dfeh.ca.gov

Equal Employment Opportunity Commission: www.eeoc.gov

U.S. Department of Education, Office for Civil Rights: www.ed.gov/about/offices/list/ocr/index.html

Chino Valley Unified School District

Policy adopted: November 16, 1995

Revised: March 23, 2000

Revised: November 17, 2011

Revised: March 17, 2016

REVISED:

SEXUAL HARASSMENT

Definitions

THIS ADMINISTRATIVE REGULATION SHALL APPLY TO ALL ALLEGATIONS OF SEXUAL HARASSMENT INVOLVING DISTRICT EMPLOYEES AND RETALIATORY BEHAVIOR OR ACTION AGAINST ANY OTHER PERSONS BUT SHALL NOT BE USED TO RESOLVE ANY COMPLAINT BY OR AGAINST A STUDENT.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 5 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her THE INDIVIDUAL.
3. ~~The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. Regardless of whether or not the alleged harasser was motivated by sexual desire, the conduct is sufficiently severe, persistent, pervasive, or objectively offensive as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.~~
- 4 3. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her THE INDIVIDUAL regarding benefits, services, honors, programs, or activities available at or through the District.

PROHIBITED SEXUAL HARASSMENT ALSO INCLUDES CONDUCT WHICH, REGARDLESS OF WHETHER OR NOT IT IS MOTIVATED BY SEXUAL DESIRE, IS SO SEVERE OR PERVASIVE AS TO UNREASONABLY INTERFERE WITH THE VICTIM'S WORK PERFORMANCE OR CREATE AN INTIMIDATING, HOSTILE, OR OFFENSIVE WORK ENVIRONMENT.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting include, but are not limited to:

SEXUAL HARASSMENT (cont.)

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent or designee shall ensure that all employees receive training regarding the District's sexual harassment policies when hired and periodically thereafter. Such training shall include HOW TO RECOGNIZE PROHIBITED OR HARASSING CONDUCT, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the District's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. THE TRAINING SHALL ALSO INCLUDE INFORMATION ABOUT PROCESSES FOR EMPLOYEES TO INFORMALLY SHARE OR OBTAIN INFORMATION ABOUT HARASSMENT WITHOUT FILING A COMPLAINT.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4031 - Complaints Concerning Discrimination in Employment)
(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All such newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee with the authority, IN THE INTEREST OF THE DISTRICT to DIRECT, hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, ADJUST THEIR GRIEVANCES, or to effectively recommend such action, WHEN THE EXERCISE OF THE AUTHORITY IS NOT OF A MERELY ROUTINE OR CLERICAL NATURE, BUT REQUIRES THE USE OF INDEPENDENT JUDGMENT. (Government Code 12926)

SEXUAL HARASSMENT (cont.)

(cf. 4300 - Administrative and Supervisory Personnel)

The District's sexual harassment training and education program for supervisory employees shall BE AIMED AT ASSISTING THEM IN PREVENTING AND EFFECTIVELY RESPONDING TO INCIDENTS OF SEXUAL HARASSMENT, AS WELL AS IMPLEMENTING MECHANISMS TO PROMPTLY ADDRESS AND CORRECT WRONGFUL BEHAVIOR. THE TRAINING SHALL include, ~~the provision of~~ BUT IS NOT LIMITED TO, THE FOLLOWING: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, ~~against and the~~ prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment CIVIL ACTIONS, AND POTENTIAL DISTRICT AND/OR INDIVIDUAL EXPOSURE OR LIABILITY
2. THE TYPES OF CONDUCT THAT CONSTITUTE SEXUAL HARASSMENT AND practical examples WHICH ILLUSTRATE SEXUAL ~~aimed at instructing supervisors in the prevention of~~ harassment, discrimination, and retaliation USING TRAINING MODALITIES SUCH AS ROLE PLAYS, CASE STUDIES, AND GROUP DISCUSSIONS, BASED ON FACTUAL SCENARIOS TAKEN FROM CASE LAW, NEWS AND MEDIA ACCOUNTS, AND HYPOTHETICALS BASED ON WORKPLACE SITUATIONS AND OTHER SOURCES
3. A SUPERVISOR'S OBLIGATION TO REPORT SEXUAL HARASSMENT, DISCRIMINATION, AND RETALIATION OF WHICH HE/SHE BECOMES AWARE AND WHAT TO DO IF THE SUPERVISOR HIMSELF/HERSELF IS PERSONALLY ACCUSED OF HARASSMENT
4. STRATEGIES FOR PREVENTING HARASSMENT, DISCRIMINATION, AND RETALIATION AND APPROPRIATE STEPS TO ENSURE THAT REMEDIAL MEASURES ARE TAKEN TO CORRECT HARASSING BEHAVIOR, INCLUDING AN EFFECTIVE PROCESS FOR INVESTIGATION OF A COMPLAINT
5. THE ESSENTIAL ELEMENTS OF THE DISTRICT'S ANTI-HARASSMENT POLICY, INCLUDING THE LIMITED CONFIDENTIALITY OF THE COMPLAINT PROCESS AND RESOURCES FOR VICTIMS OF UNLAWFUL SEXUAL HARASSMENT, SUCH AS TO WHOM THEY SHOULD REPORT ANY ALLEGED SEXUAL HARASSMENT, AND HOW TO USE THE POLICY IF A HARASSMENT COMPLAINT IS FILED

SEXUAL HARASSMENT (cont.)

6. A COPY OF THE DISTRICT'S SEXUAL HARASSMENT POLICY AND ADMINISTRATIVE REGULATION, WHICH EACH PARTICIPANT SHALL ACKNOWLEDGE IN WRITING OR BY ELECTRONIC RECEIPT THAT HE/SHE HAS RECEIVED
- ~~3. 7. A component on the~~ THE DEFINITION AND prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance
- ~~7. All other contents of mandated training specified in 2 CCR 11023~~
8. PRACTICAL EXAMPLES OF HARASSMENT BASED ON GENDER IDENTITY, GENDER EXPRESSION, AND SEXUAL ORIENTATION

The Superintendent or designee shall retain for at least two years the records of any training provided to supervisory employees. Such records shall include the names of trained employees, date of the training, the type of training, and the name of the training provider. (2 CCR 11024)

Notifications

A copy of the Board policy and this Administrative Regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, District office, or other area of the school where notices of District rules, regulations, procedures, and standards of conduct are posted
2. Be provided to every District employee at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or District publication that sets forth the school's or District's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of District information sheets that contain, at a minimum, components on: (Government Code 12950)

SEXUAL HARASSMENT (cont.)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The District's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the District shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment AND THE DFEH POSTER REGARDING TRANSGENDER RIGHTS. (Government Code 12950)

Chino Valley Unified School District

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