

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR BOARD MEETING

Wednesday, January 25, 2017

Greenfield High School - Library
225 S. El Camino Real
Greenfield, CA 93927

VISION

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to life-long educational success

MISSION

South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential to succeed as responsible and productive citizens

BOARD OF EDUCATION

Paulette Bumbalough - President
David Gaboni - Clerk
Joe Santibanez - Member
Paul Dake – Member
Leslie Girard - Member

SUPERINTENDENT

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Daniela Cervantes - GHS
Dusty Miller - KCHS

OPEN SESSION: 5:30 PM

A. CALL TO ORDER

B. PUBLIC COMMENT

The public may address the Board concerning items that are scheduled for discussion during closed session by completing the Request to be Heard Form provided on the table at the entrance to the meeting room and submitting the card to the Executive Assistant prior to the Board adjourning to closed session.

El publico puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos que están enlistados para dialogar durante la sesión a puertas cerrada completando así la forma que se le da a la comunidad para poder hablar durante la sesión, esta forma se encuentra en la entrada de la junta donde se lleva acabo la sesión y entregando esta tarjeta a la Secretaría de el Superintendente antes de que la Mesa Directiva de Educación de por terminada la junta.

CLOSED SESSION: 5:35 PM

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Negotiations with Employee Organizations and Litigation Settlements
- D. Threatened/Potential Litigation

OPEN SESSION: 6:30 PM

- A. CALL TO ORDER
- B. FLAG SALUTE
- C. REPORT OF CLOSED SESSION ACTIONS
- D. STUDENT BOARD MEMBER REPORT
- E. BOARD MEMBERS COMMENT

- F. PUBLIC COMMENT: *Unless otherwise determined by the Board/Superintendent, each person is limited to 3 (three) minutes. If a large number wish to speak on a specific item, there is a limit of 20 minutes total input on an item. For matters that are not listed on the agenda, the Board may refer the matter to the Superintendent or designee, or take it under advisement, but shall not take action at that time except as allowed by law.*

El público puede dirigirse a la Mesa Directiva de Educación con respecto a asuntos generales o a asuntos especificados en la agenda. La persona que quiera hablar debe de pedir la forma que se le da a la comunidad pidiendo permiso antes de la junta, indicando si se desea hacer algún comentario sobre un tema de la agenda o algún otro asunto y presentarlo a la Secretaría de el Superintendente. Esta es una oportunidad de dirigirse a la Mesa Directiva de Educación cuando un asunto se esté llevando a cabo. A menos que se determine de otra manera por el Superintendente, cada persona tiene un máximo de 3 minutos para hablar. Se hay muchas personas que quieran hablar sobre un asunto específico entonces habrá un límite de 20 minutos en total para cada asunto. Para asuntos que no estén enlistados en la agenda, La Mesa Directiva podrá referir ese asunto al Superintendente o su designado o poner ese asunto en sobre aviso, pero no se tomara ninguna acción en ese momento excepto cuando la ley lo permita.

G. REPORT FROM SUPERINTENDENT

H. APPROVAL OF AGENDA

I. PRESENTATION

1. Greenfield High School Student

J. EMPLOYEE ORGANIZATIONS

K. CONSENT AGENDA

1. Approval of Minutes: December 13, 2016 and January 11, 2017 (Pages 1-10)
2. Approval of Personnel Report Dated January 25, 2017 (**Daniel Moirao, Superintendent Resources**)
3. Approval of Williams Facility Report (GHS) (**Sherrie Castellanos, CBO**) (Pages 11-15)
4. Approval of GHS Senior Trip to Disneyland (**Frank Lynch, Principal**) (Page 16)
5. Approval of 2017 Board Study Sessions (**Daniel Moirao, Ed.D., Superintendent**) (Page 17)
6. Approval of Contracts: (Page 18)
 1. Approval of Proposal for S Tech Consulting for King City High School – Mechanical Upgrade Project (**Sherrie Castellanos, CBO**) (Page 19-21)
 2. Approval of Proposal for S Tech Consulting for Portable A and C Mold Assessment at the Ventana Campus (**Sherrie Castellanos, CBO**) (Pages 22-24)
 3. Approval of Lease with MBS Business Services for Two Copiers at GHS and Maintenance Agreement (**Sherrie Castellanos, CBO**) (Page 25-35)
 4. Approval of Agreement with Dale Scott & Company for Continuing Disclosure Service (**Sherrie Castellanos, CBO**) (Pages 36-39)
 5. Approval of Agreement Between CSUMB and SMCJUHSD for Placement of Student-Interns (**Claudia Arellano, Sr. Director Human Resources**) (Pages 40-45)
 6. Approval of Consultant Agreement with Robust Physical Fitness Test (**Diana Jimenez, Director of Educational Services**) (Pages 46-53)
 7. Approval of Contract with Generation Ready (Extension) (**Diana Jimenez, Director of Educational Services**) (Pages 54-56)
 8. Approval of MOU Between the King City Recreation Department and the KCHS Swim Team (**Sherrie Castellanos, CBO**) (Pages 57-59)
 9. Approval of Proposal for Alpha Air Balancing Agency, Inc. (**Sherrie Castellanos, CBO**) (Pages 60-61)

L. CONSENT ITEMS REMOVED FOR COMMENT/QUESTIONS

M. INFORMATION ITEMS

1. Curriculum and Instruction Update (*Diana Jimenez, Director of Educational Services*)
2. Unification Update (*Daniel Moirao, Ed.D., Superintendent*)
3. Board Policies – First Reading (*Daniel Moirao, Ed.D., Superintendent*) (Pages 62-137)
 - AR 1340 – Access to District Records (revised)
 - AR 3311 – Bids (revised)
 - BP 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
 - AR 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
 - AR 3311.2 – Lease-Leaseback Contracts (new)
 - AR 3311.3 – Design-Build Contracts (new)
 - AR 3311.4 – Procurement of Technological Equipment (new)
 - AR 3543 – Transportation Safety and Emergencies (revised)
 - BP 4030 – Nondiscrimination in Employment (revised)
 - AR 4030 – Nondiscrimination in Employment (revised)
 - BP 4119.11, 4219.11, 4319.11 – Sexual Harassment (revised)
 - AR 4119.11, 4219.11, 4319.11 – Sexual Harassment (revised)
 - BB 9320 – Meetings and Notices (revised)

N. ACTION ITEMS

1. Approval of AP Psychology Course (*Diana Jimenez, Director of Educational Services*) (Pages 138-148)
2. Approval of Ornamental Horticulture 2 Course (*Diana Jimenez, Director of Educational Services*) (Pages 149-153)
3. Approval of Graphic Design Course (*Diana Jimenez, Director of Educational Services*) (Pages 154-171)
4. Approval of A-G OdysseyWare Online Courses (*Diana Jimenez, Director of Educational Services*) (Pages 172-229)
5. Approval of Math 1 Readiness Course (*Diana Jimenez, Director of Educational Services*) (Pages 230-235)
6. Approval of Name Change from Introduction to Computer Science to Exploring Computer Science (ECS) (*Diana Jimenez, Director of Educational Services*) (Pages 236-238)
7. Approval of Resolution 17:16/17 Recognition of a Safe Haven School District (*Daniel Moirao, Ed.D., Superintendent*) (Pages 239-241)
8. Approval of Employment for Joseph Ruiz on the Basis of a Provisional Internship Permit (*Claudia Arellano, Sr. Director Human Resources*) (Page 242)
9. Identify Two Board Members to Meet with Members of the Greenfield Union School District Board of Education (*Daniel Moirao, Ed.D., Superintendent*) (Page 243)
10. Board Policies – Second Reading (*Daniel Moirao, Ed.D., Superintendent*) (Pages 244-301)
 - AR 4157.1, 4257.1, 4357.1 – Work Related Injuries (new)
 - AR 5125 – Student Records (revised)
 - BP 6142.4 – Service Learning Community Services Classes (new)
 - BP 6142.94 – History Social Science Instruction (revised)
 - AR 6143 – Courses of Study (revised)
 - BP 6173 – Education for Homeless Children (revised)
 - AR 6173 – Education for Homeless Children (revised)
 - E 6173 – Education for Homeless Exhibit 1 (revised)
 - BP 6185 – Community Day School (new)
 - AR 6185 – Community Day School (new)
 - E 9323.2 – Action By the Board Requiring a Super Majority (revised)

O. PROMOTING DISTRICT

P. FUTURE AGENDA ITEMS/MEETING DATES

- January 25, 2017 – Regular Board Meeting – Greenfield High School
- January 31, 2017 – Study Session – King City
- February 7, 2017 – Study Session – King City
- February 22, 2017 – Regular Board Meeting – King City

March 7, 2017 – Study Session – King City
March 22, 2017 – Regular Board Meeting – Greenfield High School
April 4, 2017 – Study Session – King City
April 26, 2017 – Regular Board Meeting – King City
May 2, 2017 – Study Session – King City
May 24, 2017 – Regular Board Meeting – Greenfield High School
June 6, 2017 – Study Session – King City
June 28, 2017 – Regular Board Meeting – King City
July 5, 2017 – Study Session – King City (if needed)
July 26, 2017 – Regular Board Meeting – Greenfield High School (if needed)
August 1, 2017 – Study Session – King City
August 23, 2017 – Regular Board Meeting – King City
September 5, 2017 – Study Session – King City
September 27, 2017 – Regular Board Meeting – Greenfield High School
October 3, 2017 – Study Session - King City
October 25, 2017 – Regular Board Meeting – King City
November 7, 2017 – Study Session – King City
November 15, 2017 – Regular Board Meeting – Greenfield High School
December 5, 2017 – Study Session – King City
December 13, 2017 – Regular Board Meeting – King City

Q. SIGNING OF PAPERS

R. ADJOURNMENT (TO CLOSED SESSION) (if required)

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
REGULAR BOARD MEETING

Tuesday, December 13, 2016

Minutes

BOARD OF EDUCATION

Paulette Bumbalough – President - Present
Joe Santibanez – Clerk – Present
David Gaboni – Member - Present
Paul Dake – Member - Present
Leslie Girard – Member - Present

SUPERINTENDENT

Daniel Moirao, Ed.D.

STUDENT BOARD MEMBER

Daniela Cervantes - GHS
Dusty Miller - KCHS

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:30 PM.

Public Comment

There were not any comments from the public. The meeting was recessed to closed session.

CLOSED SESSION:

- A. Public Employment
- B. Employee Discipline/Dismissal/Release/Complaint
- C. Negotiations with Employee Organizations and Litigation Settlements
- D. Threatened/Potential Litigation

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 6:30 PM.

Flag Salute

Paulette Bumbalough lead in the flag salute.

Report of Closed Session Actions

Paulette Bumbalough reported the acceptance of the Personnel Report.

ANNUAL ORGANIZATIONAL MEETING

Election of Board President

Motion made by David Gaboni and seconded by Leslie Girard to nominate Paulette Bumbalough as the Board President. Paulette Bumbalough accepted the nomination.

All board members said Aye.

Election of Clerk of the Board

Leslie Girard inquired if a Board member could indicate if they were interested in a position or did they need to be nominated. Dr. Moirao said a Board member could indicate their interest. Dr. Moirao said the Clerk would fill in when the Board President was not in attendance, they would then conduct the board meeting. They also would sign appropriate documents.

David Gaboni said he would volunteer to be Clerk of the Board.

Motion made by Paul Dake and seconded by Leslie Girard to nominate David Gaboni as Clerk to the Board. David Gaboni accepted the nomination.

All Board members said Aye.

Election of Board Representative to ROP

Dr. Moirao said Board representatives meet every other month at different school districts in the county, this would equate to approximately 4 meetings in a school year. The district would have two votes, one being the superintendent and the other Board Representative. The question was asked what ROP stood for, the response was Regional Occupational Program. The program maintains the ROP money for districts.

Leslie Girard said she would be interested in being the Board Representative.

Motion made by David Gaboni and seconded by Paul Dake to nominate Leslie Girard as the Board Representative to ROP. Leslie Girard accepted the nomination.

All Board members said Aye.

Election of Board Representative to the Monterey County School Boards Association (MCSBA)

David Gaboni volunteered to continue to be the Board Representative to the MCSBA.

Motion made by Paul Dake and seconded by Leslie Girard to nominate David Gaboni as the board MCSBA's representative. David Gaboni accepted the nomination.

All Board members said Aye.

Adoption of Board Policies and Bylaws for 2017

Dr. Moirao said this is action we do annually.

Motion made by Paul Dake and seconded by David Gaboni to adopt the board policies and bylaws for 2017.

All Board members said Aye.

Determine Dates, Times and Locations of the 2017 Regular Board Meetings

Paul Dake said he would prefer not to meet two days in a row. Dr. Moirao said he would like to firm the regular board meeting dates this evening, he would go back and review dates for the study sessions. He added, he would like to keep the January 24 board study session.

David Gaboni said he has had a commitment on the last Wednesday of the month for some time, but said it can be changed.

Paulette Bumbalough said she does not have a problem adjusting the board study sessions.

Motion made by Paul Dake and seconded by David Gaboni to approve the regular board meetings for 2017 and the January 24, 2017 board study session.

All Board members said Aye.

Student Board Member Report

This is finals week; the student board representative was not in attendance.

Board Member Comment

Leslie Girard said she participated in judging the FFA Speech competition. It was an amazing experience. The students are articulate, thoughtful, personable, and very confident. This was the first time she was involved in this event. She has attended other FFA events and continues to be amazed at the student's ability to speak in public.

Paul Dake said he did not have anything to report.

David Gaboni said he attended the CSBA Annual Education Conference and Trade Show in San Francisco the first part of December. He said there was good representation from the south county districts. Mr. Gaboni distributed information to each board member of material he had gathered at the conference. Some of the information was orientation material for new trustees, benefits for school board members, gift tracking report, superintendent contract and evaluation, self-evaluation of the Board, and raising the bar for teacher quality.

Mr. Gaboni felt this conference offered a great deal of information and encouraged all board members attend in the future.

Dr. Moirao added, this conference alternates from San Francisco to Southern California each year.

Joe Santibanez said he attended the ROP meeting in November. He learned that Salinas has a mobile media unit. He requested this unit visit south county.

Paulette Bumbalough said she had been involved in the FFA Speech contest in past years, she too said it was a pleasure to be a judge.

Public Comment

There were not any comments from the public.

Report from the Superintendent

Dr. Moirao said Debbie Benson and Jessica Souza were honored by the Valley of the World Awards and received the Education Award for being outstanding educators.

Finals started today, tomorrow the students and staff will be on an adjusted schedule.

Dr. Moirao said he is sharing the district 2017- 2018 school calendar with the feeder districts. The only difference seems to be when we start, and the elementary districts usually take the entire Thanksgiving week off.

The Board will be working with Terilyn Finders on the superintendent evaluation. He is currently doing his self-evaluation.

Dr. Moirao said there is good news from Standards & Poor. We had a rating of B+++ we are now rated as A. This will benefit the district if a bond is pursued.

He also received a phone call today, we have made the College Board AP Honor Roll. To receive this recognition, we had to be consistent in 3 years, we had to increase the number of students participating in AP, as well as increasing or maintaining the percentage of students earning AP exam scores of 3 or higher. There were 433 school districts honored, 22 were received in California. We are the only district in Monterey County to have received this honor, this is a significant achievement for the district. Students, staff and parents should be acknowledged for all of their efforts to achieve this distinction.

Dr. Moirao asked for feedback from Board members on the superintendent search brochure, he asked for the information to be given to him at the end of the board meeting. The firm would like to distribute the brochure after the first of the year.

Dr. Moirao said he has been working with Mr. Adams, the City Manager for King City in regards to a Probation Officer. This would be a joint venture with the City of King, this district, and the elementary district. We are demonstrating we would have space to house the officer. Since the police department cannot provide us an SRO this would help us with campus security. He added, he has a meeting with the Greenfield City Manager on Monday to discuss the same issue for Greenfield High School.

Dr. Moirao distributed the stipends to the board members.

Approval of Agenda

Motion made by Paul Dake and seconded by David Gaboni to approve the consent agenda.

All Board members said Aye.

INFORMATION

Presentation from King City High School Student

Rosa Velasquez, the ELD Liaison, introduced Roxana Alvarenga, a sophomore, her sister Flor Alvarenga, and her brother Jose Ventura.

Ms. Velasquez said Roxana enrolled at King City High School on January 14, 2016. She explained Roxana had many challenges to face which includes working on weekends to assist her sister and brother to pay expenses. Roxana was CELDT tested when she enrolled in school. Her SRI score was 81 in January it is now close to 300 and her grades are now A's and B's. Her plans for the future is to enroll in a university and become a nurse.

Ms. Alvarenga continues to receive the support needed from the high school for her to be successful.

Employee Organizations

There were not any members of the employee organizations present.

CONSENT AGENDA

1. Approval of Minutes: November 9, 2016
2. Approval of Personnel Report Dated November 9, 2016
3. Approval of Williams Second Quarterly Report
4. CBEDS ORA Report
5. Approval of Contracts:
 1. Felice Consulting Services
 2. Language Line Solutions
 3. Monarch Behavior Solutions, Inc.
 4. Avila Construction Company
 5. Disaster Kleenup Specialists

Dr. Moirao said this is a new format, contracts will all be listed together. He added the Board can still pull any contracts for further discussion or clarification.

Motion made by Leslie Girard and seconded by Joe Santibanez to approve the consent agenda.

All Board members said Aye.

Consent Items Removed for Comment/Questions

There were not any items pulled for comments or questions.

INFORMATION ITEMS

KCHS WASC Update

Megan Munoz distributed the WASC visiting team's final report about King City High School, each question was responded to. She said KCHS felt confident after the WASC exit meeting.

Ms. Munoz pointed out, on page 53 of the report, was a listing of 5 school wide critical areas needing follow up. She said the first 4 we are now already doing, number 5 which was implementing a multi-tiered intervention program to support high achievement for all students, has just been started. This information was submitted to the WASC visiting committee.

Paulette Bumbalough inquired how Ms. Munoz felt about the visit and report. Her response was she felt the high school did well. The commission will be meeting in January. Janet Matos would be emailed where the high school stood. Ms. Munoz felt the WASC team would not visit the high school again for a minimum of 3 years.

Ms. Munoz said she came across a listing as a result of meeting with Dr. Moirao several years ago, all of the items listed had been accomplished. These accomplishments are a result of all of the hard work from teachers, staff, and administration.

Paulette Bumbalough said she attended the exit meeting and she too felt good about the visit.

GHS Boys and Girls Varsity Cross Country Team Competed in two Overnight Events

Dr. Moirao said since the cross country teams had done so well they were eligible to compete in the state finals. Since this occurred before the December board meeting Dr. Moirao approved the students to compete in the overnight event.

P-1 ADA Report

Dr. Moirao said the charter school needs to be reported separate from the P-1 report. He added it is not unusual to see a drop in attendance with the P-2 report. The P-2 Report is submitted in April, and is used for our funding.

P-1 ADA Report – Pinnacle Academy Charter

There were not any questions on the report.

Annual and Five Year Developer Fee Report

Dr. Moirao said this is an updated report.

The Essential School Board Book – Chapters 4, 5, and 6

Dr. Moirao asked the Board, after their review of the book, if there was anything we should do more of or add.

Leslie Girard said she liked the norms, and felt we fit that well. She said she would like to have it written out for each Board member. She felt it was good information for new board members to make them aware of the expectations. She liked the ability to set policy for the Board and how we can educate ourselves, staff, and public. The public needs to understand the proper channels. She liked the idea of administrators evaluating the Board, it was important for the Board to meet the standards. She was not sure what the Board needs were, she needed help to define their jobs and policies and meeting the needs. She liked the idea of goal settings. She liked the idea of a pamphlet of goals for parents and public, what we are doing to meet the goals, and what their responsibilities are. Everyone is part of the process, including parents. She liked the idea of new Board member orientation and a Board retreat to make deeper plans.

Paul Dake said micromanagement is a bad thing. He has seen this approach in some Boards, it is a death nail for a board. Setting up norms on behavior is important to make sure what their function is. Ongoing Board training and attending CSBA trainings is important. It is important to keep the Board fresh and up to date. He felt a self-assessment is a positive function. It is an evaluation of how good of job a Board is doing. There was discussion in the book regarding recruiting for Board members, sometimes the individual accepts a Board position for the wrong reason, he has seen this happen. It is important to find people who have the right attitude and are a team player. He felt it was important to have a calendar of things which need to be completed during the course of the year. Dr. Moirao said the district does have a calendar which is used in preparation of board agendas to make sure items are covered over the course of the year.

David Gaboni agreed a Board should not micro manage. He felt it would be beneficial to have a Board retreat. He felt the calendar was important for the Board so they are aware of what needs to be covered. He had many of the same comments which Leslie and Paul had already expressed. He especially liked the self-assessment and felt the norms were very important, especially for new Board members.

Joe Santibanez said he liked the idea of having a strong Board with a strong superintendent. Some of the stories he has read are a detriment to a Board and school district. He felt it was very important to have a good superintendent and a good relationship with staff.

Leslie Girard commented she did not realize the Board should not micro manage.

Paulette Bumbalough said she would like to set up the norms next year. The self-evaluation was on the top of her list. She would like to be evaluated by administration and staff soon. She also agreed with comments made by the other Board member. She felt it was important to have the norms in hand as well as having them listed in the Board room.

Dr. Moirao agreed the mission and vision statement should be posted as well as a portable version available for Board members at each board meeting. He also concurred with everything which was said. He too felt a Board retreat would be beneficial.

Paulette Bumbalough said she is on another board and the norms are read before every meeting. She felt it was important to set our own norms.

Board Policies – First Reading

- AR 4157.1, 4257.1, 4357.1 – Work Related Injuries (new)
- AR 5125 – Student Records (revised)
- AR 6142.4 – Service Learning Community Services Classes (new)
- BP 6142.94 – History Social Science Instruction (revised)
- AR 6143 – Courses of Study (revised)
- BP 6173 – Education for Homeless Children (revised)
- AR 6173 – Education for Homeless Children (revised)
- E 6173 – Education for Homeless Children Exhibit 1 (revised)
- BP 6185 – Community Day School (new)
- AR 6185 – Community Day School (new)
- E 9323.2 – Action By the Board Requiring a Super Majority (revised)

David Gaboni said he was pleased to see more current areas were included in BP 6142.94.

ACTION ITEMS

Approval of 2016-2017 First Interim Budget Revision Reporting

Sherrie Castellanos said the State Budget revenues are down. The one-time mandate funds received in 2016-17 are not expected in the 2017-18 school year. With the passage of Proposition 55 this will help ensure full funding. This is back dollars the district should have received.

Some changes and updates for the year are as follows:

- Established the Pinnacle Academy Charter School
- The enrollment has increased by 44 students
- Slight reduction in ADA in MYP for 2017-18 (40) and for 2018-19 (59)
- The Emergency Repair Program for \$1.6 million to be completed by April 2017
- Deficit spending eliminated in 2018-19
- LCFF/LCAP will be funded at 95.6% of target, which is approximately \$11,000 per student
- Emergency Repair carryover was added from 2015-16
- College Readiness Funds added
- Ending fund balance is at 26.85%, which is over the 17% board requirement

Some increase in expenditures

- Budget categorical carryover (one-time)
- Added construction costs (one-time)

- Increased costs in Special Education
- Staffing changes which included: aides for Special Education, Food Service Manager, and adjusted salaries and benefits

Paul Dake inquired what the \$8 million was. Ms. Castellanos said the \$8 million is the required reserve of 17% which the Board established. We actually have \$5 million more, which would equate to a 23% reserve.

Paulette Bumbalough said she would like to be reminded when our reserve is used and is a lesser amount than what had previously been predicted. In other words, if any of the reserve is used, the Board wants to be informed.

Dr. Moirao reminded the Board the General Fund is part of the reserve.

David Gaboni asked if the reserve is from the adopted budget or current information. Ms. Castellanos responded it was for this year.

Paul Dake asked about the unrestricted amounts listed on page 224, is the unrestricted amounts all other state revenues. Ms. Castellanos said that is actually the Emergency Repair Monies.

Paul Dake asked about the debit service listed on page 271. Ms. Castellanos said the inter fund transfer in the amount of 2.5 million is Fund 17, which has been set aside for the loan payment.

Dr. Moirao said the district was advised to keep the loan amount separate.

Motion made by Paul Dake and seconded by David Gaboni to approve the First Interim Budget Revision Report.

All Board members said Aye.

Approval to Surplus Items from the Warehouse

Dr. Moirao said this is one of the last things Diane Miller wanted to accomplish when she was leaving. Her goal was to have the items removed from the warehouse, which are no longer needed.

Motion made by Leslie Girard and seconded by Paul Dake to approve the surplus of items from the warehouse.

David Gaboni asked if these items can be sold. Dr. Moirao said they would be sold to a junk dealer, the items are not in running order, therefore they have no value.

All Board members said Aye.

Approval of Resolution #13:16/17 Rescheduling of Governing Board Member Elections from Odd-Numbered Years to Even-Numbered Years (for Monterey County)

Motion made by Paul Dake and seconded by Joe Santibanez to approve Resolution #13:16/17 rescheduling of governing Board member elections from odd-numbered years to even-numbered years (Monterey County).

Dr. Moirao said this has been discussed previously, by approving the resolution it is formalizing the change.

All Board members say Aye.

Approval of Resolution #14:16/17 Rescheduling of Governing Board Member Elections from Odd-Numbered Years to Even-Numbered Years (for San Benito County)

Motion made by Leslie Girard and seconded by Paul Dake to approve Resolution #14:16/17 Rescheduling of Governing Board Member Elections from Odd-Numbered Years to Even-Numbered Years (for San Benito County).

Dr. Moirao said because the Bitterwater-Tully School is in San Benito County, and the school is closer to King City than Hollister, this is the reason we are a joint union school district. This change will also apply to San Benito County.

All Board members said Aye.

Approval of Resolution #15:16/17 District Representative to Joint Powers Authority

Motion made by Paul Dake and seconded by David Gaboni to approve Resolution #15:16/17.

Dr. Moirao said by approving the resolution it will allow him to be an alternate representative if Sherrie Castellanos was unable to attend a meeting.

All Board members said Aye.

Approval of Resolution #16:16/17 Annual and Five Year Report for Fiscal Year 2015/2016 for Developer Fees

Dr. Moirao said this resolution will formally approve the report.

Motion made by David Gaboni and seconded by Paul Dake to approve Resolution #16:16/17 annual and five-year report for fiscal year 2015/2016 for Developer Fees.

All Board members said Aye.

Approval of Employment of Jennifer Jones on the Basis of a Provisional Internship Permit

Dr. Moirao said the district did a diligent search for a suitable credentialed teacher or a suitable qualified internship teacher. The district wishes to employ Ms. Jones as a Single Subject teacher under the basis of Provisional Internship Permit. The California Commission on Teacher Credentialing requires that the Board take action to employ a teacher under this type of teaching permit.

Motion made by Joe Santibanez and seconded by Leslie Girard to approve the employment of Jennifer Jones on the basis of a Provisional Internship Permit.

All Board members said Aye.

Approval of Revised Reclassification of English Learners Criteria

Motion made by Paul Dake and seconded by Leslie Girard to approve the revised reclassification of English Learners criteria.

Dr. Moirao said there have been changes in the state, the CAHSEE testing is no longer a requirement and the CELDT requirement has been modified. The DELAC committee is recommending revision of reclassification.

All Board members said Aye.

Board Policies – Second Reading

- BP 0410 – Nondiscrimination (revised)
- BP 0420.41 – Charter School Oversight (revised)
- BP 1312.3 – Uniform Complaint (revised)
- AR 1312.3 – Uniform Complaint (revised)
- BP 3230 – Federal Funds (new)
- AR 3230 – Federal Funds (new)
- BP 3270 – Sale and Disposal of Books, Equipment and Supplies (revised)
- BP 4151, 4251, 4351 – Employee Compensation (new)
- BP 5145.3 – Non Discrimination/Harassment (revised)
- AR 5145.3 – Non Discrimination/Harassment (revised)

BP 5145.7 – Sexual Harassment (revised)
AR 5145.7 – Sexual Harassment (revised)

Motion made by David Gaboni and seconded by Paul Dake to approve the board policies second reading.

All Board members said Aye.

Promoting District

It was recommended to promote the increase of our rating with Standard & Poor's rating to an "A".

The acknowledgement from the College Board the district is on the Honor Roll for AP results.

Commending the FFA students who competed in the speech contest.

Recognition to the GHS boys' and girls' cross country team for going to the finals and the GHS female athlete who received the scholarship from San Jose State.

Future Agenda Items/Meeting Dates

The 2017 board meetings approved tonight will be listed on future board agendas.

Signing of Papers

Dr. Moirao, Board President and Clerk of the Board signed the appropriate papers.

Adjournment

Paulette Bumbalough adjourned the meeting at 8:05 PM.

Board President

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION
SPECIAL BOARD MEETING

Wednesday, January 11, 2017

Minutes

BOARD OF EDUCATION

Paulette Bumbalough – President - Present
David Gaboni – Clerk - Present
Joe Santibanez – Member - Present
Paul Dake – Member - Present
Leslie Girard – Member – Excused Absence

SUPERINTENDENT

Daniel R. Moirao, Ed.D.

OPEN SESSION:

Call to Order

Paulette Bumbalough called the meeting to order at 5:35 PM.

Flag Salute

Paulette Bumbalough led in the flag salute.

Public Comment

There were not any comments from the public.

INFORMATION

Review of Superintendent Search Brochure and Timeline

Mike Crass reviewed the brochure with the Board of Education and made the suggested changes. The timelines for the superintendent search were modified.

Adjournment

Paulette Bumbalough adjourned the meeting at 6:44 PM.

Paulette Bumbalough, Board President

Date

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Williams Facilities Report - Greenfield High School **MEETING:** January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

- Improve Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

This is the 2st quarterly Williams Facility Report for Greenfield High School. The report summarizes the result of the Williams site visit in August 2016. This report shows action taken and the date of completion on items noted as needing attention.

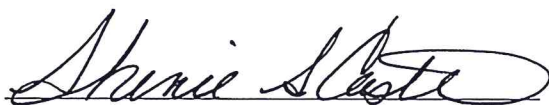
Recommendation:

Information Item only.

Fiscal Impact:

None at this time.

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



Monterey County Superintendent of Schools
WILLIAMS SETTLEMENT LEGISLATION
SECOND QUARTERLY REPORT FOR SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
JANUARY 2017

This report summarizes the results of the Williams Site Visits and documentation reviews at deciles 1, 2, and 3 schools (2012 Base API) for the months of October through December 2016.

SCHOOL FACILITIES:

Schools were reviewed for condition of facilities, whether they were in "good repair"* or pose an "emergency"*** as noted below:

* "Good repair" means the facilities are clean, safe and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

** "Emergency condition" means a facility condition that poses a threat to the health or safety of pupils or staff while at school.

| School | Overall Rating | Review Date | Room / Area | Facility Deficiencies Identified | Item # / Category | Emerg | Correction / Action Taken | Corrected On |
|-----------------|----------------|-------------|--------------------|--|----------------------------------|-------|---|--------------|
| Greenfield High | Good | 8/22/16 | Attendance Office | Screen is torn on window | 15 Windows/Doors/Gates/Fences | | Repaired | 6/16/16 |
| | | | Attendance Office | Window has hole | 15 Windows/Doors/Gates/Fences | | In Process | |
| | | | Activities Work RM | Water stain ceiling tiles | 4 Interior Surfaces | | Tiles replaced | 6/16/16 |
| | | | Men's RR | Water stains ceiling tiles in hallway | 4 Interior Surfaces | | Tiles replaced | 6/16/16 |
| | | | P RM 601 | Ceiling tile is missing and loose | 4 Interior Surfaces | | Tiles replaced | 5/11/16 |
| | | | P RM 601 | Rust / hole on exterior eaves / frame | 13 Roofs | | Repaired and repainted | 9/15/16 |
| | | | P RM 602 | Rust is present on exterior eaves | 11 Hazardous Materials | | Repaired and repainted | 9/15/16 |
| | | | P RM 602 | Paint is peeling exterior | 11 Hazardous Materials | | Repainted | 9/15/16 |
| | | | P RM 603 | Ceiling tile is missing | 4 Interior Surfaces | | Tiles replaced | 5/11/16 |
| | | | P RM 603 | Rust under exterior eaves / deteriorating | 11 Hazardous Materials | | Repaired and repainted | 9/15/16 |
| | | | P RM 605 | Wallpaper is torn | 4 Interior Surfaces | | | |
| | | | P RM 606 | Inadequate lighting 5 lights bulbs are out | 7 Electrical | | Lights replaced | 5/24/16 |
| | | | Boy's Restroom | Ceiling tiles are missing | 4 Interior Surfaces | | Tiles replaced | 6/23/16 |
| | | | Boy's Restroom | Door vent cover is broken | 15 Windows/Doors/Gates/Fences | | Anticipated Project for Spring Break 2017 | |

-12-

| School | Overall Rating | Review Date | Room / Area | Facility Deficiencies Identified | Item # / Category | Emerg | Correction / Action Taken | Corrected On |
|---------------------------------|----------------|-------------|------------------------|--|------------------------------|-------|---------------------------|--------------|
| | | | P RM 609 | No skid paint is peeling on ramp / slip hazard | 11 Hazardous Materials | | Repainted | 6/23/16 |
| | | | P RM 609 | Trip hazard @ ramp entry | 14 Playground/School Grounds | | Repaired | 6/23/16 |
| | | | P RM 610 | Carpet has stains / worn | 4 Interior Surfaces | | Carpet replaced | 6/22/16 |
| Greenfield High (Cont'd) | | | P RM 610 | Wallpaper is torn | 4 Interior Surfaces | | | |
| | | | P RM 612 | No skid paint is peeling on ramp / slip hazard | 11 Hazardous Materials | | Repainted | 6/23/16 |
| | | | P RM 613 | No skid paint is peeling on ramp / slip hazard | 11 Hazardous Materials | | Repainted | 6/23/16 |
| | | | P RM 614 | Dirty vents | 2 Mech/HVAC | | Vents cleaned | 9/2/16 |
| | | | P RM 614 | No skid paint is peeling on ramp / slip hazard | 11 Hazardous Materials | | Repainted | 6/23/16 |
| | | | P RM 615 | No skid paint is peeling on ramp / slip hazard | 11 Hazardous Materials | | Repainted | 6/23/16 |
| | | | P RM 616 | Carpet is worn and stained | 4 Interior Surfaces | | Carpet replaced | 6/22/16 |
| | | | Weight Room | Trip hazard @ asphalt cement seam | 14 Playground/School Grounds | | Ground down | 3/14/16 |
| | | | Wrestling / Dance Room | Trip hazard @ asphalt cement seam | 14 Playground/School Grounds | | Ground down | 3/14/16 |
| | | | Concession | Ceiling tiles are cracked and missing | 4 Interior Surfaces | | Tiles replaced | 5/17/16 |
| | | | Athletic Director | Water stains ceiling tiles / hallway | 4 Interior Surfaces | | Tiles replaced | 5/24/16 |
| | | | RM 403 Diagnosis | A/C unit is not working | 2 Mech/HVAC | | Replaced | 11/15/16 |
| | | | Student Union | Water stains ceiling tiles in hallway to kitchen | 4 Interior Surfaces | | Tiles replaced | 5/17/16 |
| | | | Kitchen | Paint is chipping on wall | 11 Hazardous Materials | | Repaired | 5/30/16 |
| | | | Media Center | Water stain ceiling tiles | 4 Interior Surfaces | | Tiles replaced | 6/16/16 |
| | | | RM 106 Computer Room | 5 wall outlets missing cover plates | 7 Electrical | X | Cover plates replaced | 9/1/16 |

| School | Overall Rating | Review Date | Room / Area | Facility Deficiencies Identified | Item # / Category | Emerg | Correction / Action Taken | Corrected On |
|--------|----------------|-------------|-------------------------|--------------------------------------|----------------------------------|-------|---|--------------|
| | | | RM 106 Computer Room | Screens torn | 15 Windows/Doors/Gates/Fences | | Screens repaired | 6/13/16 |
| | | | Library | Dry rot and cracks at fascia boards | 13 Roofs | | Anticipated Project for Summer Break 2017 | |
| | | | Library | Rust on gutters | 13 Roofs | | Anticipated Project for Summer Break 2017 | |
| | | | Boy's RR by Library | Light out | 8 Restroom | | Light replaced | 8/23/16 |
| | | | Main Gym | Fire extinguisher box damaged | 10 Fire Safety | | Ordered Nov 2016 PO B17-00224 | |
| | | | Quad | Weeds and gum at concrete throughout | 14 Playground/School Grounds | | Ongoing Routine Maintenance | |

| School | Overall Rating | Review Date | Room / Area | Facility Deficiencies Identified | Item # / Category | Emerg | Correction / Action Taken | Corrected On |
|--------------------------|----------------|-------------|-------------|----------------------------------|----------------------------------|-------|---------------------------|--------------|
| Greenfield High (Cont'd) | | | RM 103 | Screen torn | 15 Windows/Doors/Gates/Fences | | In Process | |
| Follow-up | | 9/20/16 | RM 106 | Exit partially blocked by desk | 10 Fire Safety | | Desk moved | 9/1/16 |
| | | | RM 106 | Fire extinguisher blocked by de | 10 Fire Safety | | Desk moved | 9/1/16 |
| | | | Campus | Fire alarm panel in trouble | 10 Fire Safety | | Reset panel | 9/1/16 |

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of Greenfield High School Senior Class
Trip to Disneyland

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

_____ Improve, Monitor and Sustain Student Achievement

_____ Improve School Climate in Support of Teaching, Learning and Student Safety

_____ Develop/Sustain Fiscal Solvency

_____ Ensure that Facilities are Safe for Staff and Students

X _____ Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The Greenfield High School Seniors are requesting approval of their senior trip to Disneyland from Saturday, May 6, 2017 and returning on Sunday, May 7. The students will be leaving at 6:00 AM on Saturday and returning by 2:30 AM on Sunday. There will be approximately 100 to 150 students who have signed up for the trip, there will be 7 chaperones.

Recommendation:

It is recommended that the Board of Education approve the Greenfield High School senior trip to Disneyland.


Fiscal Impact:

All expenses are paid by the senior class.

Submitted By:

Approved:


Frank Lynch
Principal


Daniel R. Moirao, Ed.D.
Superintendent

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of 2017 Board Study Sessions

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- _____ Improve, Monitor and Sustain Student Achievement
- _____ Improve School Climate in Support of Teaching, Learning and Student Safety
- _____ Develop/Sustain Fiscal Solvency
- _____ Ensure that Facilities are Safe for Staff and Students
- X Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Last year the study sessions were the day before the regular board meeting, the Board of Education expressed the desire the study sessions be scheduled on a different week. Several options for study sessions were given for 2017. After review of calendars the decision was made to have the study sessions on the first Tuesday of the month (except for July 5), with the meetings starting at 5:30 PM.

February 7, 2017
March 7, 2017
April 4, 2017
May 2, 2017
June 6, 2017
July 5, 2017 (if needed)
August 1, 2017
September 5, 2017
October 3, 2017
November 7, 2017
December 5, 2017


Recommendation:

It is recommended that the Board of Education approve the 2017 board study sessions.


Fiscal Impact:

None.

Submitted By:


Daniel R. Moirao, Ed.D.
Superintendent

Approved:


Daniel R. Moirao, Ed.D.
Superintendent

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of Contracts

MEETING: January 25, 2017

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

| <u>Description</u> | <u>Company or Contractor Name:</u> | <u>Contract Description</u> | <u>Original Contract Amount</u> | <u>Additional Contract Amount</u> | <u>Funding Source (s)</u> | <u>Current Approval Amount</u> |
|-----------------------------------|--|---|---|-----------------------------------|---|---------------------------------|
| KC High School Mechanical Upgrade | S Tech Consulting (Proposal) | Testing | \$1,600 | N/A | Emergency Repair, General Fund, Capital Facilities Fund | \$1,600 |
| Ventana Campus | S Tech Consulting (Proposal) | Testing | \$5,500 | N/A | Routine Restricted Maintenance | \$5,500 |
| Copier Lease | MBS Business Systems | Copier Lease (2) at GHS and Maintenance Agreement | \$5,800 \$3,795.31/year for five (5) years and \$2,000 Maintenance | N/A | Lottery | \$5,800/year for five (5) years |
| Continuing Disclosure | Dale Scott & Company | Filing Public Disclosure for Outstanding Debt | \$8,000 | \$5,000 (17/18-2021) | Capital Facilities Fund | \$8,000 |
| Professional Services | California State University Monterey Bay | Interns | None | N/A | N/A | None |
| Professional Services | Robust Physical Fitness Testing | Data Collection | None | \$400/school in 17/18 | N/A | None |
| Professional Services | Generation Ready | Professional Development | \$10,000 | N/A | Title I | \$10,000 |
| Facility Lease | King City Recreation Dept. | Use of Pool | \$7,500 | N/A | General Fund/Athletics | \$7,500 |
| Professional Services | Alpha Air Balancing Agency Inc. | Testing | \$2,200 | N/A | General Fund | \$2,200 |

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Proposal for S Tech Consulting for King City High School – Mechanical Upgrade Project **MEETING:** January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

It is required to have an asbestos survey completed when renovating existing buildings.

Recommendation:

It is recommended that the Board of Education approve the proposal for S Tech Consulting to provide an Asbestos Survey.

Fiscal Impact:

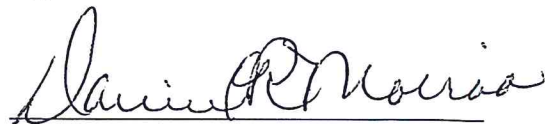
\$1,600 Emergency Repair Funds – No impact to the Reserve.

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Project Proposal

Prepared for: South Monterey County Joint Union High School district

January 12, 2017

Project Site: King City High School, King City

Proposed Services: Limited Pre-Renovation Asbestos Survey

S Tech Consulting has prepared this proposal to conduct limited asbestos sampling in two buildings at King City High School in King City, California. Specifically, furnaces will be removed in the library and cafeteria buildings. The removal and replacement work may impact materials containing asbestos. Prior to proceeding with work, which impacts existing building materials, it is first necessary to assess and identify potential asbestos hazards associated. Current EPA and OSHA regulations require the proper identification, handling, and disposal of materials containing asbestos.

Scope

S Tech Consulting proposes the following services for the subject building:

The EPA NESHAP regulations, enforced in the local area by the Monterey Bay Unified Air Pollution Control District (Rule 424), requires conducting a survey for asbestos containing materials (ACMs) prior to beginning renovation or demolition projects. The assessment must be comprehensive enough in scope to ensure proper characterization of suspect materials. There is no cut-off building construction date in the MBUAPCD Rule 424 requirements where surveys are no longer required. Depending on the findings, the survey may require submittal to the MBUAPCD for their review and approval. The survey must remain onsite during any renovation or demolition activities and made available to MBUAPCD inspectors.

S Tech proposes to provide a State of California Certified Asbestos Consultant (CAC 07-4257) to conduct a limited asbestos survey focusing on the furnaces and materials impacted by their removal in the library and cafeteria. We will identify suspect materials, sample, map, analyze, quantify, report, and offer recommendations for handling any materials found to be asbestos containing. The completed report will be suitable for MBUAPCD and Cal-OSHA submittal and to contractors for bidding purposes.

Fees

Limited Asbestos Survey: \$1,600.00*, Standard Five Business Day Lab Turnaround.

***includes all travel/field inspection time, asbestos PLM sampling and analysis (Standard Turnaround), fedex shipping, and report preparation. Advanced asbestos point count analysis, if necessary, is not included in the fees.**

Conditions & Exclusions

S Tech will need complete access to all areas that are included in the scope at the time of the survey. The client will ensure safe access to all areas. Failure to provide access may result in additional trips needing to be made to the site, at additional costs to the client.

Asbestos Sampling is destructive and no attempt at repairing sample locations will be made. The client will be responsible for patching the roof if roof sampling will occur.

The client will be responsible for providing safe access to the roofs.

The survey report is for the presence of asbestos only.

Schedule and Payment

S Tech is prepared to start this project at the discretion of the client.

Payment is due within 30 days of S Tech's submittal of the invoice.

Authorization

To authorize us to proceed with this project, please sign and return one copy of this proposal. **Please email sean@stechconsulting.com or fax to 831.384.0359**

Accepted By: _____ Date: _____

Thank you for the opportunity to submit this proposal and to work with you on this project. If you have any questions please feel free to call us at 831.883.8415

Respectfully submitted,

S Tech Consulting



Sean Tillema

Certified Asbestos Consultant #07-4257

Certified Lead Related Construction Inspector/Risk Assessor #1646

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Proposal for S Tech Consulting for
Portable A and C Mold Assessments at the Ventana
Campus

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The direction of the Board was to have the two adjacent portables of portable B at the Ventana Campus tested for mold to ensure these buildings did not have mold contamination as well.

Recommendation:

It is recommended that the Board of Education approve the proposal for S Tech Consulting to provide mold assessments for portable A and C at the Ventana Campus.

Fiscal Impact:

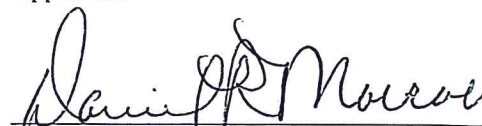
\$3,600 Routine Restricted Maintenance Funds. No impact to reserves.

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Project Proposal

Prepared for: South Monterey County Joint Union High School District

January 11, 2017

Project Site: Ventana Campus - Two ('A' & 'C') Portable Structures, Greenfield High School, Greenfield, California

Proposed Services: Mold Assessments

S Tech Consulting has prepared this proposal to conduct mold assessments in two modular classrooms at Greenfield High School in Greenfield, California. Based on the results of S Tech's assessment in the adjacent modular 'B' room, the SMCJUHSD has decided to expand the assessment to the other modulars in the complex. Past roof leaks have resulted in moisture intrusion and possible microbial contamination within the modulars. Prior to allowing student occupancy, it is necessary to assess the buildings for mold contamination and, if identified, conduct remediation to ensure a hygienic environment.

Scope

The buildings include the following:

2 - Modular classrooms, each approximately 1,000 square feet in area.

In the subject buildings, S Tech proposes to conduct a visual inspection of the subject area, collect environmental data, and collect environmental samples to determine whether mold is indeed present and, if so, the types of mold and airborne spore counts in the space. Specifically:

- * Conduct a surface by surface visual inspection in each building. This will include the classroom space, under the building, and any plenum or attic space.
- * Collect environmental data from the interior of the subject room to determine humidity and temperature conditions.
- * Collect bulk and/or surface slide samples of the suspect fungal growth from the subject room.
- * Collect non-viable spore trap air samples on the interior and exterior of the building to determine interior spore loading and type vs. ambient exterior spore loading and type. The goal of a healthy building is to maintain lower spore counts on the interior than the exterior. Spore types should be consistent between the interior and exterior which is an indication of normal air mixing.
- * Send all environmental samples to an accredited laboratory. Review analytical data and develop a report and recommendations for proceeding.

Fees

Initial Mold Investigation of Two Classroom Buildings: \$3,600.00, Standard Lab Turnaround

Add-Alt #1:

MBUAPCD compliant Asbestos surveys conducted concurrently with mold assessments (New ROOFs EXCLUDED): \$950/Each, ADD \$1,900.00

Conditions & Exclusions

S Tech will require full access to the interior of the subject spaces. **The buildings will need to be kept closed 24 hours prior and during the sample collection period to prevent outside air mixing. All windows should remain closed from the previous work day. If we arrive and find these conditions were not maintained, air sampling will not be possible.**

S Tech will not determine the cause of the moisture intrusion or provide guidance on construction defect corrections.

This initial investigation may result in further testing being required, including more destructive investigation.

Schedule and Payment

S Tech is prepared to conduct this assessment at the discretion of the client. Payment is due within 30 days of submittal of the invoice.

Authorization

To authorize us to proceed with this project, please sign and return one copy of this proposal. **Please email sean@stechconsulting.com or fax to 831.384.0359**

Accepted By: _____ Date: _____

Thank you for the opportunity to submit this proposal and to work with you on this project. If you have any questions please feel free to call us at 831.883.8415

Respectfully submitted,

S Tech Consulting



Sean Tillema

Certified Asbestos Consultant #07-4257

Certified Lead Related Construction Inspector/Risk Assessor #1646

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Lease with MBS Business Services for
Two Copiers at GHS and Maintenance Agreement

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Improve, Monitor and Sustain Student Achievement |
| <input checked="" type="checkbox"/> | Improve School Climate in Support of Teaching, Learning and Student Safety |
| <input checked="" type="checkbox"/> | Develop/Sustain Fiscal Solvency |
| <input type="checkbox"/> | Ensure that Facilities are Safe for Staff and Students |
| <input checked="" type="checkbox"/> | Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations |

Summary:

MBS Business Services has an equipment and service agreement with Pajaro Valley USD. This agreement allows other districts to piggyback for their copier and maintenance agreement. By piggybacking onto the agreement, SMCJUHSD is not required to go out to bid and we receive the benefit of their negotiated pricing.

We have two copiers at Greenfield High School that the lease agreement has expired. We will replace those two copiers with upgraded, new copiers. MBS Business Services is the business we are currently using.

Recommendation:

It is recommended that the Board of Education approve piggybacking onto the Pajara Valley USD Copier Equipment Service agreement for the replacement of the two copiers at GHS.

Fiscal Impact:

\$3,795.31 per year for five years for the lease of the copiers and \$1,998.49 (estimated) per year for the maintenance agreement. Budgeted in Lottery, no impact to the reserve.

Submitted By:

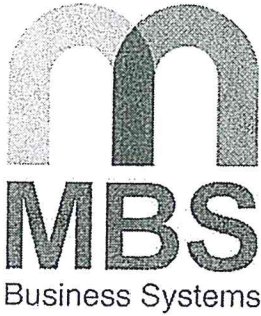
Approved:



Sherrie S. Castellanos
Chief Business Official



Daniel R. Moirao, Ed.D.
Superintendent



Corporate Office: 325 Victor St., Suite A
Salinas, CA 93907
P 831.758.1048
800.848.7575
F 831.758.5984

Santa Clara Branch: 1700 Wyatt Dr., Suite 3
Santa Clara, CA 95054
P 408.727.4627
800.848.7575
F 408.727.4628
www.mbsworks.com

January 13, 2017

Sherrie S. Castellanos
SMCJUHS - Greenfield High School
225 S. El Camino Real
Greenfield, CA 93927

Please set up your requisition as follows:
Requisition - Konica Minolta BH 808

Vendor: US Bancorp
Copier Lease
1310 Madrid Street
Marshall, MN 56258

To Replace ID 12010 & 12019

| <u>Qty.</u> | <u>Unit</u> | <u>Description</u> | <u>Annual Lease Payment</u> |
|-------------|-------------|-----------------------------|-----------------------------|
| 2 | each | Konica Minolta BH 808 | \$3,470.00 |
| 2 | each | FS-534 Finisher Plus RU-513 | |
| 2 | each | PK-520 Hole Punch Kit | |
| 2 | each | ESP Diagnostic Power Filter | |

Subtotal \$3,470.00
Sales Tax @ 9.375% \$325.31
TOTAL \$3,795.31

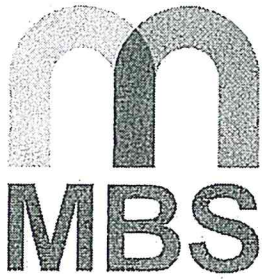
1st Annual Payment 2016-2017
2nd Annual Payment 2017-2018
3rd Annual Payment 2018-2019
4th Annual Payment 2019-2020
5th Annual Payment 2020-2021

Please call me at 206-9826 if you have any questions.

Sincerely,

Julie Ann Lozano

Julie Ann Lozano
Major Account | Community Advocate Manager
julieann@mbsworks.com
(831) 206-9826



Business Systems

January 13, 2017

Corporate Office: 325 Victor St., Suite A
Salinas, CA 93907
P 831.758.1048
800.848.7575
F 831.758.5984

Santa Clara Branch: 1700 Wyatt Dr., Suite 3
Santa Clara, CA 95054
P 408.727.4627
800.848.7575
F 408.727.4628
www.mbsworks.com

Sherrie S. Castellanos
SMCJUHS - Greenfield High School
225 S. El Camino Real
Greenfield, CA 93927

Please set up your requisition as follows:

Requisition - Konica Minolta BH 808
Maintenance Agreement

Vendor: MBS Business Systems
325 Victor Street, Suite A
Salinas, CA 93907

To Replace ID 12010 & 12019

January 2016-June 30th 2016

| <u>Qty.</u> | <u>Unit</u> | <u>Description</u> | <u>Monthly Cost</u> | <u>Annual Cost</u> |
|-------------|-------------|--------------------------------------|---------------------|--------------------|
| 2 | each | 75,000 BW Copies per month @.0043 | \$322.50 | \$1,935.00 |
| | | | Subtotal | \$1,935.00 |
| | | | Sales Tax @ 8.25% | \$63.49* |
| | | | TOTAL | \$1,998.49 |

*35% of maintenance agreement is taxable, as the balance is for labor cost

Please call me at 206-9826 if you have any questions.

Sincerely,

Julie Ann Lozano

Julie Ann Lozano
Major Account | Community Advocate Manager
julieann@mbsworks.com
(831) 206-9826

2016

Copier Equipment & Service RFP #JL102810-001

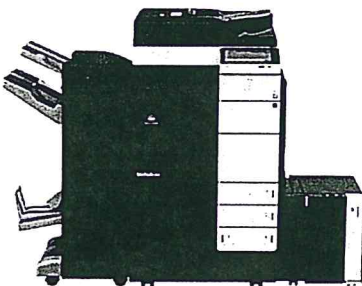


Copier Equipment and Service

RFP #JL102810-001

Pajaro Valley USD

Contract maintenance pricing includes all parts, labor & supplies



Contact: Julie Ann Lozano
Office: 831.425.8611
Cell: 831.206.9826
julieann@mbsworks.com



MFP NEEDS ANALYSIS

Department: _____ Contact: _____

Location: _____ Phone: _____

Requested Date of Delivery: _____ Email: _____

IT SupportWill MFP be connected locally to only one workstation via USB? Yes NoWill MFP be connected to the PVUSD Network? Yes No

If yes, which features are requested?

- Printing How many workstations? _____
 Is there a live network connection available? Yes No
- Faxing Is there a live fax connection available? Yes No
- Scanning Where do want to scan to? File/SMB Email FTP

Access CodesWill you require user access codes programmed on the device? Yes No

If yes, how many user codes will be required? _____

Please complete User Code request form to list 4 digit codes, user names and access options requested. User Code Request form located on page 4.

Electrical ConfirmationHas correct electrical requirement been verified? Yes No

If no, date requested for new outlet installation? _____

Contact: Julie Ann Lozano

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Access Codes Configuration Page: (list user name, code and yes/no for access rights)

| User Name | 4 Digit Code | Administrator Security Access | BW Output Access | Color Output Access |
|-----------|--------------|-------------------------------|------------------|---------------------|
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Category A

Recommended Monthly Usage: 1,000 – 6,000 Images

Bizhub 227

Base System: Cash Price 5 Year Annual Lease

Mono 227 MFP Copy/Scan/Print (Black/White) \$2,861 \$621

- 22 Copies Per Minute Console System
- Reversing Auto Document Feeder (DF628)
- 250GB Hard Disk Drive
- Stapling 50 Sheet Inner Finisher with Mount Kit (FS533/MK602)
- Two 500 Sht. Paper Drawers, 100 Sht. Bypass
- Cabinet with Storage (DK513)
- 15 Amp Surge Protector (D5131NT)

Base System + Fax: Cash Price 5 Year Annual Lease

Mono 227 MFP Copy/Scan/Print/FAX (FK513) \$3,387 \$735

Additional Options Cash Price 5 Year Annual Lease

- PC113: One Additional 500 Sht. Drawer \$324 \$72
- PC213: Two Additional 500 Sht. Drawers \$469 \$112
- PK519: 2 and/or 3 Hole Punch \$247 \$54


Enter total costs/payment choice in appropriate box:

Maintenance & Supply CPC Year 1 Year 2 Year 3 Year 4 Year 5

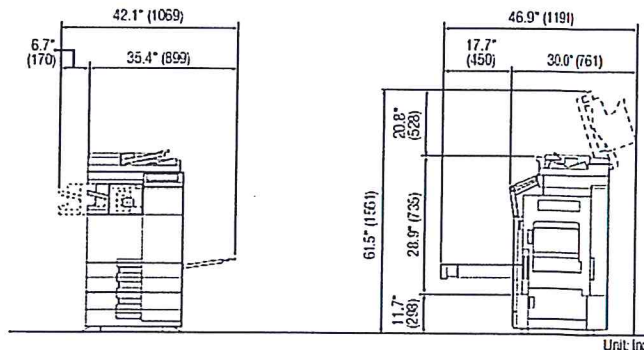
MFP - Everything except paper (required) \$.0067 \$.0068 \$.0069 \$.0070 \$.0071

Note: Applicable taxes must be added to all pricing. Annual leasing is billed in advance; maintenance is billed quarterly in arrears. Red items are optional accessories which must be added to BASE SYSTEM price above. Applicable sales tax must be applied to all.

Electrical Requirements

| | | |
|---------------|-----------|---|
| Line Options | Dedicated | NEMA Diagram for 5-15R  |
| Voltage: | 120V | |
| Amperage | 12 A | |
| Cycles | 60 Hz | |
| NEMA Part No: | 5-15R | |
| Cord Length | 6.0 ft. | |

Note: The main electrical outlet must be located within 6.0 feet from the right rear corner of the bizhub 423/363/283/223 main unit.



Contact: Julie Ann Lozano
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Category B

Recommended Monthly Usage: 5,000 – 20,000 Images

Bizhub 454e

| Base System: | Cash Price | 5 Year Annual Lease |
|---|------------|---------------------|
| Mono 454e MFP Copy/Scan/Print (Black/White) | \$4,210 | \$906 |

- 45 Copies Per Minute Console System
- Dual Scan Document Feeder
- 250GB Hard Disk Drive
- Stapling 50 Sheet Inner Finisher (FS533)
- Four 500 Sht. Paper Drawers (PC210), 150 Sht. Bypass
- 2 and/or 3 Hole Punch (PK519)
- 15 Amp Surge Protector (D5131NT)

| Base System + Fax: | Cash Price | 5 Year Annual Lease |
|---|------------|---------------------|
| Mono 454e MFP Copy/Scan/Print/FAX (FK511) | \$4,720 | \$1,025 |

- 45 Copies Per Minute Console System

| Additional Options | Cash Price | 5 Year Annual Lease |
|---|------------|---------------------|
| <input type="checkbox"/> LU301: Large Capacity 2,500 Sheet Unit | \$690 | \$150 |

Enter total costs/payment choice in appropriate box:

Maintenance & Supply CPC

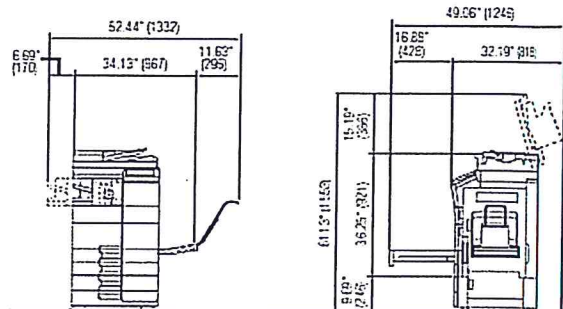
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--|---------|---------|---------|---------|---------|
| MFP - Everything except paper (required) | \$.0052 | \$.0053 | \$.0054 | \$.0055 | \$.0056 |

Note: Applicable taxes must be added to all pricing. Annual leasing is billed in advance; maintenance is billed quarterly in arrears. Red items are optional accessories which must be added to BASE SYSTEM price above. Applicable sales tax must be applied to all.

Electrical Requirements

| Line Options | Dedicated | NEMA Diagram for 5-1EP |
|---------------|-----------|------------------------|
| Voltage | 120 VAC | |
| Ampereage | 12 A | |
| Cycles | 60 Hz | |
| NEMA Part No. | 5-1EP | |
| Cord Length | 6.5 ft. | |

Note: The main electrical outlet must be located within 6.5 feet from the right-hand corner of the top-up 254x454e main unit.



Contact: Julie Ann Lozano
 Office: 831.425.8611
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 julieann@mbsworks.com



Category C

Recommended Monthly Usage: 18,000 – 100,000 Images Bizhub 654e

| <u>Base System:</u> | <u>Cash Price</u> | <u>5 Year Annual Lease</u> |
|--|-------------------|----------------------------|
| <i>Mono 654e MFP Copy/Scan/Print (Black/White)</i> | \$7,088 | \$1,538 |

- 65 Copies Per Minute Console System
- Dual Scan Document Feeder
- 250GB Hard Disk Drive
- Stapling 50 Sheet Floor Finisher (FS534/RU513)
- (2) 500 Sheet, (1) 1,500 Sheet and (1) 1,000 Sheet Paper Drawers, 150 Sht. Bypass
- 2 and/or 3 Hole Punch (PK520)
- 20 Amp Surge Protector (D5141NT)

| <u>Base System + Fax:</u> | <u>Cash Price</u> | <u>5 Year Annual Lease</u> |
|--|-------------------|----------------------------|
| <i>Mono 654e MFP Copy/Scan/Print/FAX (FK511)</i> | \$7,598 | \$1,649 |

- 45 Copies Per Minute Console System


| <u>Additional Options</u> | <u>Cash Price</u> | <u>5 Year Annual Lease</u> |
|---|-------------------|----------------------------|
| <input type="checkbox"/> LU301: Large Capacity 2,500 Sheet Unit | \$690 | \$150 |

Enter total costs/payment choice in appropriate box:

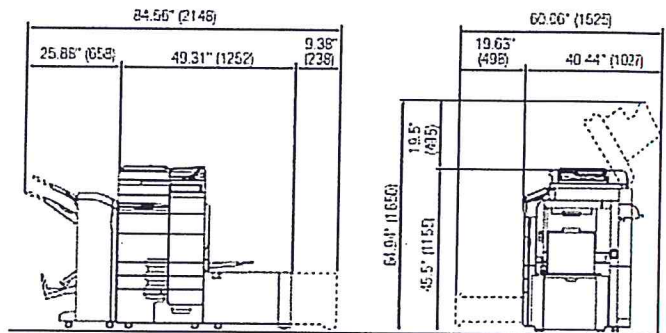
| <u>Maintenance & Supply CPC</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> |
|--|---------------|---------------|---------------|---------------|---------------|
| MFP - Everything except paper (required) | \$.0045 | \$.0046 | \$.0047 | \$.0048 | \$.0049 |

Note: Applicable taxes must be added to all pricing. Annual leasing is billed in advance; maintenance is billed quarterly in arrears. Red items are optional accessories which must be added to BASE SYSTEM price above. Applicable sales tax must be applied to all.

Electrical Requirements

| | | |
|----------------|-----------|---|
| Line options: | Dedicated | NEMA Diagram for 5-20R |
| Voltage: | 120V AC |  |
| Amperage: | 16.0 | |
| Cycles: | 60 Hz | |
| NEMA Part No.: | 5-20R | |
| Cord Length: | 7.5 ft. | |

Note: The main electrical outlet must be located within 7.5 feet from the right rear corner of the bizhub 751/601 main unit.



Contact: Julie Ann Lozano
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 julieann@mbsworks.com



2016

Copier Equipment & Service RFP #JL102810-001

Category D

Recommended Monthly Usage: 25,000 – 175,000 Images

Bizhub 754e

| | | |
|---|-------------------|----------------------------|
| Base System: BH 808 | Cash Price | 5 Year Annual Lease |
| Mono 754e MFP Copy/Scan/Print (Black/White) | \$7,994 | \$1,735 |

- 75 Copies Per Minute Console System
- Dual Scan Document Feeder
- 250GB Hard Disk Drive
- Stapling 50 Sheet Floor Finisher (FS534/RU513)
- (2) 500 Sheet, (1) 1,500 Sheet and (1) 1,000 Sheet Paper Drawers, 150 Sht. Bypass
- 2 and/or 3 Hole Punch (PK520)
- 20 Amp Surge Protector (D5141NT)

| | | |
|---|-------------------|----------------------------|
| Base System + Fax: | Cash Price | 5 Year Annual Lease |
| Mono 754e MFP Copy/Scan/Print/FAX (FK511) | \$8,504 | \$1,846 |

- 45 Copies Per Minute Console System

| | | |
|---|-------------------|----------------------------|
| Additional Options | Cash Price | 5 Year Annual Lease |
| <input type="checkbox"/> LU301: Large Capacity 2,500 Sheet Unit | \$690 | \$150 |

Enter total costs/payment choice in appropriate box:

Maintenance & Supply CPC

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------|---------|---------|---------|---------|---------|
| Everything except paper | \$.0043 | \$.0044 | \$.0045 | \$.0046 | \$.0047 |

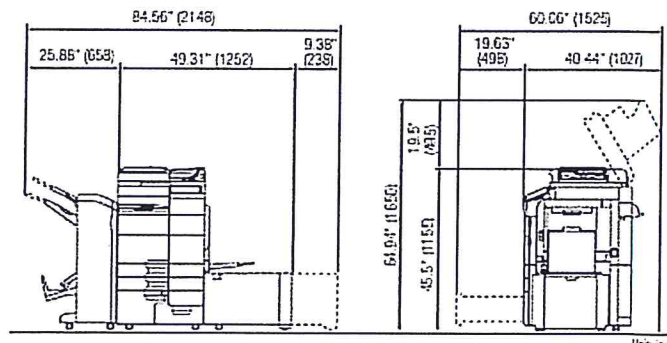
Note: Applicable taxes must be added to all pricing. Annual leasing is billed in advance; maintenance is billed quarterly in arrears. Red items are optional accessories which must be added to BASE SYSTEM price above. Applicable sales tax must be applied to all.

Electrical Requirements

| | | |
|----------------|-----------|------------------------|
| Line options: | Dedicated | NEMA Diagram for 5-20R |
| Voltage: | 120V AC | |
| Amperage: | 16.0 | |
| Cycles: | 60 Hz | |
| NEMA Part No.: | 5-20R | |
| Cord Length: | 7.5 ft. | |



Note: The main electrical outlet must be located within 7.5 feet from the right rear corner of the bizhub 751/601 main unit.



Contact: Julie Ann Lozano

Office: 831.425.8611

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julieann@mbsworks.com



Category E - Full Color Output Device

Recommended Monthly Usage: 3,000 – 20,000 Images Bizhub Color C454e

| Base System: | Cash Price | 5 Year Annual Lease |
|---|------------|---------------------|
| Color C454e MFP Copy/Scan/Print (Black/White) | \$6,317 | \$1,371 |

- 45 Copies Per Minute Console System
- Dual Scan Document Feeder
- 250GB Hard Disk Drive
- Stapling 50 Sheet Inner Finisher (FS533)
- Four 500 Sht. Paper Drawers (PC210), 150 Sht. Bypass
- 2 and/or 3 Hole Punch (PK519)
- 15 Amp Surge Protector (D5131NT)

| Additional Options | Cash Price | 5 Year Annual Lease |
|--|------------|---------------------|
| <input type="checkbox"/> LU301: Large Capacity 2,500 Sheet Unit | \$690 | \$150 |
| <input type="checkbox"/> FS534/SD511/RU513: Saddle Stitch Addition | \$788 | \$171 |


Enter total costs/payment choice in appropriate box:

| Maintenance & Supply CPC | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------|---------|---------|---------|---------|---------|
| BW | \$.0066 | \$.0067 | \$.0068 | \$.0069 | \$.0070 |
| COLOR | \$.0460 | \$.0470 | \$.0480 | \$0490 | \$.0500 |

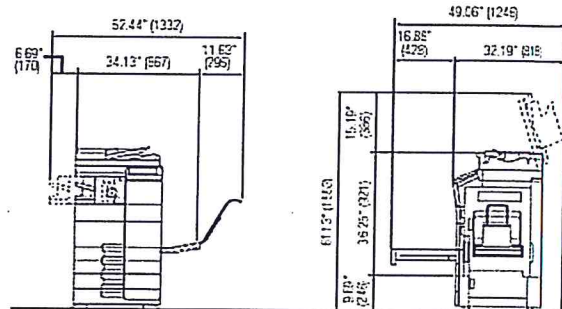
Everything except paper

Note: Applicable taxes must be added to all pricing. Annual leasing is billed in advance; maintenance is billed quarterly in arrears. Red items are optional accessories which must be added to BASE SYSTEM price above. Applicable sales tax must be applied to all.

bizhub C454e Electrical Requirements

| Line Options | Dedicated | NEMA Diagram for 5-15R |
|---------------|-----------|---|
| Voltage | 120 V AC |  |
| Ampereage | 12 A | |
| Cycles | 60 Hz | |
| NEMA Part No. | 5-15R | |
| Cord Length | 6.6 ft. | |

Note: The main electrical outlet must be located within 6.6 feet from the right rear corner of the bizhub C454e main unit.



Contact: Julie Ann Lozano
 Office: 831.425.8611
 Cell: 831.206.9826
 juliann@mbsworks.com



**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Agreement with Dale Scott & Company
for Continuing Disclosure Service

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Annually, the district is required to file a continuing disclosure for any outstanding long-term debt financing. Mr. Scott reviewed our records and found that our disclosures were not filed timely. We will need to go back and file the late disclosures from 2013 through 2015 and file our current continuing disclosure timely by March of 2016. Dale Scott & Company will assist with the preparation and annual filing of our continuing disclosure. The term of the agreement is for five years.

Recommendation:

It is recommended that the Board of Education approve the contract with Dale Scott & Company for the term of five years for Continuing Disclosure Services.

Fiscal Impact:

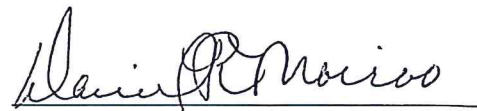
\$8,000 for 2016/17 (\$5,000 for the current disclosure and \$3,000 for the disclosures not filed); \$5,000 for each year from 2017/18 through 2020/21, Capital Facilities Fund – No impact to reserve.

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



January 13, 2017

Board of Trustees c/o
Sherrie Castellanos, Chief Business Official
South Monterey County Joint Union High School District
800 Broadway Street
King City, CA 93930

**Re: South Monterey County Joint Union High School District
Continuing Disclosure Services Agreement**

Ladies and Gentlemen:

It is our understanding that the South Monterey County Joint Union High School District (the "District") wishes to comply with obligations under the continuing disclosure certificates the District has executed and delivered in connection with its outstanding long-term debt financings. Dale Scott & Company, Inc. ("DS&C") hereby agrees to advise and assist the District as its continuing disclosure dissemination agent ("Dissemination Agent") in connection with this District goal, as set forth below in this agreement (the "Agreement").

- I. **Continuing Disclosure Services Provided.** DS&C shall perform all duties and services it deems necessary or advisable, or are reasonable and necessary, to accomplish the intent of this Agreement in a manner consistent with the standards and practices of professional Dissemination Agents. Services shall include:
 - a. **Preparation of Annual Report.** Include all relevant District information and required items from the continuing disclosure certificate ("CDC") from each of the District's outstanding financings. DS&C shall, whenever possible, attempt to consolidate information from separate CDCs into a single Annual Report.
 - b. **Annual Filing of Annual Report, Budget and Audit.** File all materials as required under each CDC with the Municipal Securities Rulemaking Board through its Electronic Municipal Market Access portal.
 - c. **Preparation and Filing of Notice of Significant Events.** Notices of significant market events are required to be filed within 10 days of their occurrence (as reported in publicly available media or as so informed by the District), including but not limited to:
 - Delinquencies, defaults, unscheduled drawdowns of debt service reserves or credit enhancements, defeasances, bankruptcies, bond calls, adverse tax opinions, etc.
 - Changes in the underlying rating of the District
 - Changes in the ratings of the insurers on the District's outstanding financings
 - Any other significant event
- II. **Compensation.** For its services as set forth in this Agreement, DS&C shall be compensated as follows:
 - a. For the preparation and filing of the Annual Report (including budgets, audits and any other required data) and for the reporting of significant events, an annual fee of \$5,000.
 - b. For the preparation and filing of remedial Annual Reports and other corrections of omissions and errors existing prior to this Agreement, a fee of \$1,000 per fiscal year that requires remediation.
- III. **Effective Date, Terms, and Conditions.** This Agreement shall be effective on the date it is signed by an authorized representative of the District and shall last for a term of five years from that date. DS&C will begin its representation as the Dissemination Agent by preparing and filing the District's annual report for fiscal year 2015-2016. The District agrees that, during the term of this Agreement, DS&C shall be the sole Dissemination Agent hired by the District for the services described herein.



IV. Additional Matters

- a. **Governing Law.** This Agreement shall be governed and interpreted in accordance with the laws of California, without giving effect to principles of conflicts of law. Any litigation or arbitration between the parties will take place in the appropriate forum located closest to San Francisco, CA.
- b. **Attorneys' Fees.** If either party brings any action or proceeding to enforce, protect or establish any right or remedy arising out of or based upon this Agreement, including but not limited to the recovery of damages for its breach, the prevailing party shall be entitled to recovery of its costs and reasonable attorneys' fees, including the reasonable value of counsel services.
- c. **DS&C's Duty to Comply with Laws.** DS&C shall, at all times, comply with all laws, statutes, ordinances, rules and regulations applicable thereto, enacted and adopted by federal, state, regional, municipal or other government bodies, departments or offices thereof.
- d. **Assignment of Agreement.** DS&C shall not assign or hypothecate this Agreement without first obtaining the written approval of the District.
- e. **Independent Contractor.** DS&C are independent contractors and not agents or employees of the District and shall have no authority to act as an agent of the District, nor to enter into any agreement for or on behalf of the District except as provided herein.
- f. **Property of District.** All work performed by DS&C pursuant to this Agreement shall become the property of the District, is for the sole use of the District, and shall not be released to any third party without prior written consent of the District.
- g. **Notices.** In all cases where written notice is to be given under this Agreement, service shall be deemed sufficient if said notice is deposited in the United States mail, postage paid. When so given, such notice shall be effective from the date of mailing of the same. For the purpose hereof, unless otherwise provided by notice in writing from the respective parties, notice to the District shall be addressed to the Superintendent of the District. Notice to DS&C shall be addressed to: Dale Scott & Company Inc., 650 California Street, 8th Floor, San Francisco, California, 94108.
- h. **Entire Agreement.** This Agreement sets forth the entire agreement and understanding of the parties relating to the subject matter herein and supersedes all prior or contemporaneous discussions, understandings and agreements between them relating to the subject matter hereof.
- i. **Amendments and Waivers.** No amendment to this Agreement, nor any waiver of any rights under this Agreement, shall be effective unless in writing signed by the parties. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance.
- j. **Indemnification.** DS&C agrees to defend, indemnify and hold harmless the District from and against all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable attorneys' fees, arising out of or resulting from the performance of this Agreement, caused in whole or in part by the negligent or intentional acts or omissions of DS&C's officers, directors, agents, or employees.
- k. **Severability.** If a provisions of this Agreement is held to be unenforceable under applicable law, the parties agree to renegotiate such provision in good faith. In the event that the parties cannot reach a mutually agreeable and enforceable replacement for such provision, then such provision shall be excluded from this Agreement, and the balance of the Agreement shall be interpreted as if such provision were so excluded and shall be enforceable in accordance with its terms.
- l. **Counterparts.** This Agreement may be executed in any number of counterparts, each of which when so executed and delivered shall be deemed an original, and all of which together shall constitute one and the same agreement. Execution of a facsimile copy will have the same force and effect as execution of an original, and a facsimile signature will be deemed original and valid.



m. **Construction.** This Agreement is the result of negotiations between the parties, and has been reviewed by each of the parties and their respective counsel, if any. Accordingly, this Agreement shall be deemed to be the product of the parties, and no ambiguity shall be construed in favor of or against any one of the parties.

The parties have executed this *Continuing Disclosure Services Agreement* as of the date written below.

Dale Scott & Company, Inc.

South Monterey County Joint Union High School
District

Dale Scott

Name:

President

Title:

Date:

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Agreement between CSUMB and
SMCJUHSD for Placement of Student-Interns

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The South Monterey County Joint Union High School District wishes to establish a partnership with California State University Monterey Bay and its school of Collaborative Health and Human Services Field Practice Program to place student interns at both of our high schools. This will provide an opportunity for student interns to acquire real-life experience in their area of study (social work) and for the district to strengthen student services being provided in order to enhance our students emotional well-being and improve academic performance.

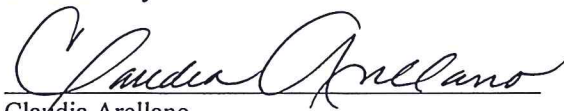
Recommendation:

It is recommended that the Board of Education approve the agreement between CSUMB and SMCJUHSD for placement of Student-Interns as presented.

Fiscal Impact:

None

Submitted By:



Claudia Arellano
Sp. Director of Human Resources

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



UNIVERSITY-AGENCY AGREEMENT FOR PLACEMENT OF STUDENTS

This agreement entered into this _____ day of _____ (month) _____ (year) between CALIFORNIA STATE UNIVERSITY, MONTEREY BAY referred to as "CSUMB," and South Monterey County Joint Union, referred to as AGENCY [Complete Address] High School District 800 Broadway St, King City, CA 93930.

I. STATEMENT OF PURPOSE

A. California State University, Monterey Bay

California State University, Monterey Bay is committed to service in the community, and applied learning experiences for students. This is accomplished through field education, service learning, internships, research, and other activities that integrate the STUDENT(S)'s academic study with practical experience. Through reflective activities, service, research, and field seminars, students enhance their knowledge of their academic discipline and deepen their sense of civic responsibility, self-awareness, and professional development.

B. Name of Agency South Monterey County Joint Union
High School District

Mission Statement (attach additional sheet / brochure if available) See brochure attached

C. AGENCY and CSUMB recognize the opportunity for meaningful learning experiences for CSUMB on AGENCY and STUDENTS. CSUMB supports the goals and objectives of the AGENCY program in which students will participate.

II. STUDENT(S) LEARNING

A. Program Activities

Activities will be accomplished in accordance with the student's Learning Agreement, reviewed and agreed upon by the STUDENT, CSUMB and AGENCY, optimally prior to the start of the experience or not later than three weeks from the start.

The STUDENT will:

1. Participate in all relevant trainings by the AGENCY as stated in Section III-A-2, Training and Orientation of this document.
2. Model professional, ethical and appropriate behavior when working with clients and when on AGENCY site.
3. Support AGENCY that is a part of the student's learning experience as specified by the Learning Agreement.
4. Meet the goals of the AGENCY and the related University program in which the STUDENT is enrolled.
5. Fulfill the specific scope of work duties, identified in the student's Learning Agreement.

B. Safe and Productive Environment

The AGENCY is committed to providing a safe and productive environment for STUDENTS in the field program.

1. **The AGENCY will:**

- a. Give STUDENT a complete tour of the site, and ensure that STUDENT is aware of all relevant safety policies and emergency procedures and is able to act responsibly in case of an emergency.
- b. California law may require the AGENCY to obtain fingerprints of STUDENT and submit them to the Department of Justice, and/or the Federal Bureau of Investigation, for a criminal background check. It is the AGENCY's

responsibility to: 1) Determine whether such fingerprinting is required; 2) obtain the STUDENT'S fingerprints; and 3) obtain criminal background clearance from the appropriate agency.

- c. California law may require the AGENCY to require STUDENT to submit results of a Tuberculosis (TB) Test. It is the AGENCY's responsibility to: 1) Determine whether such TB testing is required; (2) to notify CSUMB in writing of this requirement in advance of the student's placement at the worksite and; (3) obtain results from STUDENT.
- d. The AGENCY representative will notify the appropriate CSUMB program coordinator in writing, within 24 hours of any health & safety hazards and/or incidents of violence that occur at the AGENCY worksite during the contract period.

2. **CSUMB will ensure that STUDENT agrees to the following:**

- a. Abide by AGENCY rules and regulations while on site and working with AGENCY clients and staff.
- b. Ensure that his or her actions with the AGENCY are safe, positive, productive and ethical.
- c. Advance the program and its objectives by providing support for the AGENCY and/or its staff as necessary and agreed upon in Section II-A, Program Activities, of this document.

III. STRUCTURE AND SUPPORT OF STUDENT LEARNING AT THE AGENCY

A. AGENCY

- 1. **Site Supervision** - The AGENCY will provide a qualified supervisor, who has been identified in the student's Learning Agreement to be responsible for the safety and supervision of STUDENT while on site. The Supervisor will meet with the STUDENT regularly, as specified in the Learning Agreement, to facilitate the learning experience for the STUDENT, provide support, and to review progress on assignments and/or activities. All AGENCY program staff will support the STUDENT as they interact with him/her and provide guidance and advice as necessary and appropriate. A secondary supervisor will be responsible for the STUDENT in the absence of primary supervision.
 - a. The AGENCY supervisor will communicate at least twice per semester with the appropriate CSUMB staff or faculty member.
 - b. The AGENCY and/or his or her designee, shall meet with the appropriate CSUMB staff or coordinator, in order to facilitate the most mutually beneficial experience for all parties involved, or at the request of any of the parties involved.
- 2. **Training and Orientation** – The AGENCY supervisor will provide specific training needed by the STUDENT to perform the tasks and activities identified in the Learning Agreement.
- 3. **Work Space** - STUDENT will have an appropriate space at the AGENCY site in which to conduct his/her assigned work. AGENCY will provide access and training for any and all equipment necessary for STUDENT to fulfill his/her role.
- 4. **Evaluation/Field Assessment**
 - a. The AGENCY supervisor will complete and return the required student evaluation regarding quality of service, research and/or work that the STUDENT provided to the AGENCY at the end of each semester, or as agreed upon in the student's Learning Agreement.
 - b. The AGENCY supervisor will complete and return any required evaluations of the overall quality of service provided by CSUMB community engagement programs (e.g. research, service-learning, field study, etc.), but not more than twice annually.

B. CSUMB

- 1. **Site Placement:** CSUMB will assign STUDENT to the AGENCY through CSUMB academic departments, institutes and other University programs.
- 2. **Training and Reflection** – Staff of the appropriate CSUMB academic department, institute or program and/or CSUMB faculty will provide training for STUDENT regarding responsibilities in Section II and will provide opportunities for STUDENT to reflect upon his/her experience working at the AGENCY worksite.

3. Supervision and Accountability - The appropriate CSUMB program coordinator will work closely with the STUDENT, AGENCY and CSUMB faculty to meet the expectations and priorities of the AGENCY site.

IV. LENGTH OF AGREEMENT TERM

A. **Initial Term** – CSUMB and AGENCY have reached this agreement for a five (5) year period beginning with the date of execution of this agreement.

This agreement shall become effective upon execution. Either CSUMB or AGENCY may terminate this agreement after giving the other party 30 days advance written notice of the intention to terminate. In the case of early termination, a student may be allowed to complete their assignments as indicated in their Learning Agreement.

B. **Renewal Process** – This agreement may be renewed every five years upon written mutual agreement, and is based on STUDENT feedback, AGENCY evaluations and CSUMB faculty desire to continue this relationship under the conditions that:

1. The CSUMB and AGENCY continue to be committed to actively supporting the goals of the other.
2. The STUDENT work is meaningful and of benefit to the AGENCY.
3. The relationship is consistent with the goals of the AGENCY, CSUMB, STUDENT and FACULTY.

The attached General Provisions, consisting of one page, is incorporated by reference and made a part of this agreement. This document reflects my understanding of the relationship.

AGENCY

Daniel R. Moirao
Authorized Signatory

Daniel R. Moirao, Ed D
Print Name

Superintendent
Title

Email address: dmoirao@oma.jkhsd.org

Telephone: 385-0606

12/20/16
Date

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

Program Director/Chair

Print Name

Department/Program

Email address: _____

Telephone: _____

Date

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY
(Additional signature required if non-Service Learning UAAPS)

Rhonda Mercadal-Evans, Career Exploration
and Development Coordinator, Career Development

Date

Art Evjen, Director, Business Support Services

Date

GENERAL PROVISIONS

Indemnification

The AGENCY shall be responsible for damages caused by the negligence of its directors, agents, employees and duly authorized volunteers occurring in the performance of this agreement. CSUMB shall be responsible for damages caused by the negligence of its directors, officers, employees and duly authorized volunteers occurring in the performance of this agreement. It is the intention of the AGENCY and CSUMB that the provision of this paragraph be interpreted to impose on each party responsibility for the negligence of their respective directors, officers, employees and duly authorized volunteers.

Insurance

The AGENCY shall procure and maintain General Liability insurance, comprehensive or commercial form with \$1,000,000 minimum limit for each Occurrence and minimum limit of \$2,000,000 General Aggregate, as mutually agreed upon for this placement agreement. (If not available for STUDENT(S), please attach a note stating such).

The California State University system has elected to be insured for its General Liability exposure through the self-insured CSU Risk Management Authority.

The State of California has elected to be self-insured for its vehicle liability and property exposures. As a State agency, the California State University, Office of the Chancellor, the Trustees, and the CSU system of campuses are included in this self-insured program.

Status of Student

Students shall at no time throughout this agreement be considered officers, employees, agents or volunteers of CSUMB.

Governing Law

All contracts and purchase orders shall be construed in accordance with, and their performance governed by, the laws of the State of California. Further, the AGENCY shall comply with any state or federal law applicable to AGENCY's performance under this Contract.

Assignments

Without written consent of CSUMB, this agreement is not assignable by the AGENCY either in whole or in part.

Agreement Alternations and Integration

No alternation or variation of the terms of the agreement shall be valid unless made in writing and signed by the parties hereto, and no oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

Endorsement

Nothing contained in this Agreement shall be construed as conferring on any party hereto any right to use the other party's name as an endorsement of product/service or to advertise, promote or otherwise market any product or service without the prior written consent of the other parties. Furthermore, nothing in this Agreement shall be construed as endorsement of any commercial product or service by CSUMB its officers or employees.

Survival

Upon termination of this contract for any reason, the terms, provisions, representations and warranties contained in this agreement shall survive expiration or earlier termination of this agreement.

Severability

If any provision of this agreement is held invalid by any law, rule, order of regulation of any government, or by the final determination of any state or federal court, such invalidity shall not affect the enforceability of any other provision not held to be invalid.

Entire Agreement

This agreement constitutes the entire agreement and understanding of the parties with respect to the subject matter hereof, and supercedes all prior agreements, arrangements, and understandings with respect thereto. No representative, promise, inducement, or statement of intention has been made by any party hereto that is not embodied herein, and no party shall be bound by or liable for any alleged representation, promise, inducement, or statement not set forth herein.

South Monterey County Joint Union High School District

800 Broadway St.
King City, CA 93930

Phone: (831) 385-0606
Fax: (831) 385-0695

Vision Statement

South Monterey County Joint Union High School District is a progressive academic learning community that is committed to life-long educational success.

Mission Statement

South Monterey County Joint Union High School District inspires and empowers all students with the knowledge and skills necessary to achieve their full potential as responsible productive citizens.

Equal Opportunity Employer

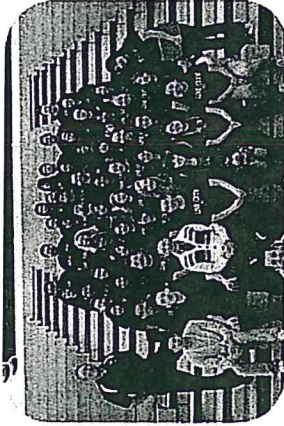
DISTRICT INFORMATION

The South Monterey County Joint Union High School District serves students living in the southern half of the Salinas Valley, also known as "Steinbeck Country." The District offers an exceptional working and learning environment for students and faculty.

SMCJUHSD prides itself for its strong economic base in agriculture and its family centered community. An hour drive from Carmel and Monterey, the District has a moderate year-round climate and is within easy driving distance to many recreational, cultural, and educational opportunities.

Both Greenfield and King City are small rural, agricultural towns with approximately 18,000 people each in southern Monterey County. The community ranges economically from the migrant farm workers to the large farmer/ranchers and agricultural packing companies.

SMCJUHSD has one singular focus, our mission, our goal: Maximize student academic achievement in a culture of caring. All of our resources, planning and preparation, instructional activities are designed to help us attain this goal. We seek to provide students with engaging and meaningful instructional activities.



ABOUT OUR SCHOOLS

The District serves approximately 2,200 students and currently operates three schools, including two comprehensive high schools and one continuation high school: King City High School, Greenfield High School, and Portola Continuation HS. The ethnicity of the student body is primarily Hispanic or Latino with 86% at KCHS and 95% at GHS, with the second largest population being White/Non-Hispanic. Approximately 25% of the students are Limited English Proficient with Spanish as the primary language.

For more information,
please visit our Web site at:

www.smcjuhsd.org

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Contract with Robust Physical Fitness Testing

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary

California high schools are required to administer the Physical Fitness Test (PFT) to all 9th graders. Educational Data Systems, our current PFT vendor, is no longer administering the PFT in California. Robust Physical Fitness Testing is a Physical Fitness Test data collection and reporting service that can provide the data collection and reporting services we need. This company is a certified vendor of CDE and has provided this service to numerous larger school districts in California.

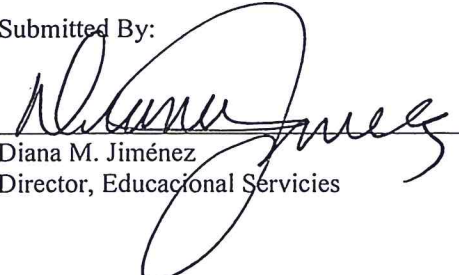
Recommendation:

It is recommended that the Board of Education approve the contract agreement with Robust Physical Fitness Testing.

Fiscal Impact:

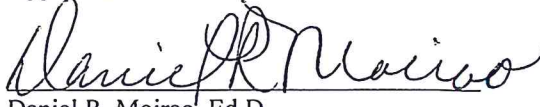
Year 1 (2016-17) no cost to the district for services (they do not charge for the first year of service). 2017-18 the cost will be \$400.00 per school.

Submitted By:

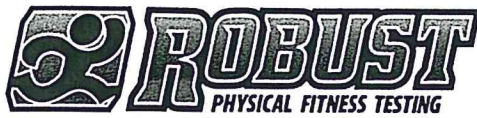


Diana M. Jiménez
Director, Educacional Servicios

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



AGREEMENT FOR PROFESSIONAL SERVICES

Program/Reason for use: Physical Education-Fitness data collection

COVER

This Contract Agreement is made between SMCJUHSD ("CLIENT") and Robust PFT ("CONTRACTOR").


| | |
|---|--|
| CLIENT | CONTRACTOR |
| SMCJUHSD ("CLIENT") Attn: Diana Jimenez, PFT Coordinator 800 Broadway St King City, CA 93930 Phone: (831) 385-0606 FAX: (831) 385-0695 Email: djimenez@smcjuhsd.org | Robust PFT ("CONTRACTOR") Attn: Jesus Garcia, Owner PO BOX 11264 Fresno CA, 93772 (559) 289-4515 Email: jgarcia@robustpft.com |
| CONTRACT TERM | CONTRACT TERMINATION |
| "Effective Date": November 21, 2016 "Termination Date": July 30, 2017 | Ground for Termination (mark one): <input type="checkbox"/> with cause only - "Notice Period": At least 30 days before the effective date of termination of this Agreement. <input checked="" type="checkbox"/> With or without causes - "Notice Period": At least 30 days before the effective date of termination of this Agreement. |
| CONTRACT AMOUNT: CLIENT Shall pay the following "Contract Amount" to CONTRACTOR. | PAYMENT SCHEDULE: CLIENT shall pay the Contract Amount to CONTRACTOR according to the Following "Payment Schedule". |
| Yearly Premium: \$0 = \$0 Per School site | Payments will be remitted on a annual basis and paid within 30 days from receipt of invoice from CONTRACTOR. |
| CLIENT OBLIGATIONS (See Art. 1 & 1A) CLIENT'S obligations under this Agreement: (leave blank if none) | |
| CONTRACTOR OBLIGATIONS (See Art 1 & 1A) Unless stated otherwise on this cover, CONTRACTOR shall provide all labor, materials, equipment, and transportation necessary to perform those obligations required of the CONTRACTOR under this Agreement including the following "Services": | |
| WHAT SERVICES WILL BE PROVIDED: 1 ROBUST PFT is web-hosted at Hivelocity Ventures Corporation. The CONTRACTOR/Owner will support and collaborate with the CLIENT'S Physical Education Coordinator or district designee in planning, implementing, and leading staff trainings. Services include, and are not limited to, providing customer care, technical support, ongoing updates, and upgrades throughout the term of this Agreement. | |
| WHEN WILL THE CONTRACTOR PROVIDE THE SERVICES: Yearly beginning August 1 | |
| WHERE WILL THE CONTRACTOR PROVIDE THE SERVICES: District wide. | |
| RECITALS/OTHER TERMS AND CONDITIONS (leave blank if none): | |
| REQUIRED DOCUMENTS. Each Party shall maintain the following insurance in effect throughout the Contract Term and, upon the other Party's request, provide written proof thereof, such proof referred to as "Required Document" (See Art 4) (leave blank if not applicable) | |

In consideration of the covenants, conditions, and stipulations in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, CLIENT and CONTRACTOR separately referred to as a "Party" and collectively as the "Parties," hereby enter into this Agreement. Unless this Agreement specifically states or the context requires otherwise, any reference to a Party shall mean the Party and its governing body, officers, employees, and agents, and, if CLIENT is a school district or charter school, includes CLIENT'S students. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the party to this Agreement.

CLIENT REPRESENTATIVE:

CONTRACTOR REPRESENTATIVE:

By: _____
Print Name: DR. Daniel Moirao
Title: Superintendent

By:  _____
Print Name: Jesus Garcia
Title: Robust PFT Owner

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

| | |
|-----------|-----------------------------------|
| Article 1 | Scope of Services and Obligations |
| Article 2 | Payment |
| Article 3 | Term and Termination of Agreement |
| Article 4 | Insurance |
| Article 5 | Indemnity |
| Article 6 | Dispute Resolution |
| Article 7 | General Provisions |

ARTICLE SCOPE OF SERVICES AND OBLIGATIONS

SECTION 1.1 SCOPE. By this Agreement. The Parties desire to set forth the terms and conditions upon which the Contractor shall provide and Client shall compensate the CONTRACTOR for performance of this Agreement and to set forth the Parties' rights and obligations relating to this Agreement. (A) CONTRACTOR warrants that it has the expertise necessary to perform the services in a manner consistent with the generally accepted standards of CONTRACTOR'S profession. CONTRACTOR further warrants that it will perform said services in a legally adequate manner in conformance with all Federal, State and local laws and guidelines. (B) CONTRACTOR agrees that it has the time, ability and professional expertise to perform the services required under this Agreement.

SECTION 1.2 WORK PRODUCTS AND RIGHTS THERETO. Unless stated otherwise on the cover, the following applies to any data, document, display, drawing, report, material, invention, work, and discovery (whether written, recorded, or electronically stored), including any copyright, right, and interest therein or thereto (collectively "work"), that a party prepares for or provides to the other party pursuant to this Agreement: (A) the work of each party shall remain its property and the party shall have all rights thereto; (B) each party grants to the other party a limited license during the Contract Term to use and reproduce the other Party's Work for the purpose of performing this Agreement; and (C) upon termination of this Agreement and a Party's request, the other Party shall return any work that belongs to the requesting Party. The provisions of this section shall survive the termination of this Agreement. (D) Either party may request changes in the scope of services. Such changes, and any increase or decrease in compensation, must be authorized in advance by CLIENT in writing, and incorporated into this Agreement as an amendment. (E) Duly authorized representatives of CLIENT shall have right of access to CONTRACTOR'S technical plans, files and records relating to the project, and may review the work at appropriate stages during performances of the work. (F) CONTRACTOR shall maintain and make available for inspection and audit by CLIENT or its agents, accurate records of all costs, disbursements and receipts with respect to work performed under this Agreement.

SECTION 1.3 CONFIDENTIAL RECORDS AND INFORMATION. If any document and/or information (e.g. employee or student records) that are subject to nondisclosure or protection under federal and/or California Laws (collectively "Confidential Materials") are provided to or created by a party for or pursuant to this Agreement, the Party shall: (A) not release, disseminate, publish, or disclose the Confidential Material except as required by law or a court order, as this Agreement may permit, or as the other Party may authorize in writing; (B) not use the Confidential Materials, including those that are saved or stored in an electronic form, to ensure that they are safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplicaiton, and use. The provisions of this Section shall survive the termination of this Agreement.

SECTION 1.4 COMPLIANCE WITH APPLICABLE LAWS. Each Party shall comply with all California Laws applicable to its performance of this Agreement. Each provision of law required to be inserted in or that applies to this Agreement shall be deemed inserted herein, and this agreement shall be read and enforced as though such provision of law is inserted herein, however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in applicable law(s), the provision in this Agreement shall govern except where the provision in the applicable law(s) shall govern. (A) CONTRACTOR shall defend, indemnify, and save and hold harmless CLIENT, its officers, agents and employees from any claims, suits or actions of every name, kind and description brought forth, or on account of, personal injury or bodily injury (including death) of any person, including (but not limited to) workers and the public, or damage to property, resulting from or arising out of CONTRACTOR'S negligence or willful misconduct in the performance of this Agreement, save and except those matters arising from CLIENT'S sole, active negligence or willful misconduct. The parties intend that this provision shall be broadly construed to effectuate its purpose. (B) CONTRACTOR shall not engage in unlawful employment discrimination, including but not limited to, employment discrimination based upon a person's race, religious creed, color, national origin, ancestry, disability or medical condition, marital status, citizenship, gender, or sexual orientation. (C) CONTRACTOR shall make all disclosures required by CLIENT'S conflict of interest code in accordance with the category designated by CLIENT.

ARTICLE 2 PAYMENT

As full consideration and compensation for the CONTRACTOR'S performance of this Agreement, CLIENT shall pay the CONTRACTOR the Contract Amount stated on the Cover in accordance with the Payment Schedule stated on the Cover.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT.

SECTION 3.1 CONTRACT TERM. This Agreement shall become effective on the Effective Date stated on the Cover and shall continue in full force and effect thereafter until and including the Termination Date stated on the Cover ("Contract Term"), unless this Agreement is terminated during the Contract Term in accordance with Section 3.2 below.

SECTION 3.2 GROUND FOR TERMINATION. This Agreement shall terminate upon expiration of the Contract Term. During the Contract Term, a Party may terminate this Agreement as marked on the Cover: (A) With or without cause: A Party, with or without cause, may terminate this Agreement by giving the other Party written notice for the Notice Period stated on the Cover; or (B) With cause only: A Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has given the breaching Party written notice for the Notice Period stated on the Cover and an opportunity, within 30 days of the date on which the non-breaching Party received the breaching Party's notice, to cure the material breach and to notify the other Party in writing when such cure has been completed; if the material breach has not been cured upon expiration of the 30 days or any extension thereof agreed upon by the Parties, this Agreement shall terminate effective 12:00 midnight on the 30th day or the last day of the extension (if any) without any further notice or action by any Party.

SECTION 3.3 RIGHTS AND OBLIGATIONS UPON TERMINATION. Upon termination of this Agreement, CLIENT shall pay for all Services that the CONTRACTOR performed before the effective date of termination, such payment to be made within 30 days of the effective date of termination and CLIENT'S receipt of the CONTRACTOR invoice. The provisions of this Section shall survive the termination of this Agreement.

SECTION 3.4 FORCE MAJEURE. A Party is not liable for failing or delaying performance of this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "Force Majeure") provided that the Party has notified the other Party in writing of the occurrence of the Force Majeure except that a Force Majeure shall not excuse Client's payment of any portion of the Contract Amount that is due to the CONTRACTOR where the CONTRACTOR has performed the Services for which payment is sought and submitted an invoice to CLIENT.

ARTICLE 4 INSURANCE

CONTRACTOR, at its cost and throughout the contract term, shall maintain in effect insurance or self-insurance that complies, at a minimum, with the following requirements and shall provide written proof of such insurance to the CLIENT upon the CLIENT'S request: (A) Professional Liability with limits of not less than \$1,000,000 per occurrence and \$1,000,000 aggregate.

ARTICLE 5 INDEMNITY.

Each Party's indemnity, defense, and hold harmless obligations to the other Party under this Agreement shall be as follows: (A) a Party ("**Indemnitor**") shall indemnify and hold harmless the other Party ("**Indemnitee**") to the full extent permitted by California laws for any Loss (excluding attorney's fees and litigation costs that the Indemnitee or a Third Party incurred or paid related to the Loss or the Claim that resulted in the Loss) sustained by the Indemnitee or a Third Party only in proportion to the Indemnitor's liability based on a Final Determination; and (B) each Party shall defend and pay for all of its attorney's fees and litigation costs related to any Claim or Loss without any right against or from the other Party for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party: (1) shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed; and (2) shall not settle or otherwise resolve the Claim until it has notified the other Party of the Claim in accordance with the preceding provision (1) and given the other Party written notice and an opportunity to participate in and to consent to the settlement or resolution of the Claim, which consent the other Party shall not unreasonably withhold. A Party's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. "**Claim**" means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. "**Loss**" means any bodily injury, property damage, personal injury, advertising injury, liability, loss, judgment, expense, and/or cost arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. "**Third Party**" means a person who or an entity that is not a Party to this Agreement and is not employed by, contracted with, whether directly or through a subcontract of any level, or otherwise retained by a Party to act for or on the Party's behalf. "**Final Determination**" means any judgment, order, or decision by a court of competent jurisdiction or a governmental entity with jurisdiction to render such judgment, order, or decision where the judgment, order, or decision is not subject to appeal or the period for an appeal has expired.

ARTICLE 6 DISPUTE RESOLUTION

The Parties shall meet and confer in good faith to resolve any disputes between them arising out of, resulting from, or relating to this Agreement. During any dispute, CONTRACTOR decision, for the time being, shall prevail and each Party shall perform this Agreement as The CONTRACTOR directs without prejudice to a Final Determination, as this term is defined in Article 5 above. During a dispute regarding payment under this Agreement, CLIENT shall pay the CONTRACTOR the portion of the Contract Amount that is undisputed and due to the CONTRACTOR, of a disputed portion of the Contract Amount is detennined in a Final Determination to be due to CONTRACTOR. CLIENT shall pay such amount to CONTRACTOR within 30 days of a Final Determination. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after complying with the provisions of this Article. The provisions of this Article shall survive the termination of this Agreement. (A) In any action brought by either party to enforce the terms of this Agreement, the prevailing party shall be entitled to recover its reasonable attorney's fees.

ARTICLE 7 GENERAL PROVISIONS

SECTION 7.1 ENTIRE AGREEMENT, CONFLICTS, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' Agreement under Code of Procedure 1856. **If any deletion, interlineation, or change, whether typewritten or handwritten, appears on this Ageement, the deletion or change Shall be effective only if the initial of each Party's authorized designee appears beside the deletion or change.** This Agreement consists of and, unless specifically stated elsewhere in this Agreement or an amendment, any conflicts or inconsistencies in this Agreement shall be resolved by giving precedence as follows: the cover, these General Terms and Conditions, any exhibit or attachment that is specifically stated as being a part of this Agreement, Required Documents marked as required on the Cover, and any amendment entered into by the Parties in accordance with this Section. The Parties may excute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a seperate page. A copy or an original of this Agreement with the Parties' Signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any covenant, term, or condition of this Agreement only by a writing executed by them. (A) CONTRACTOR is employed to perform unique personal services. There shall be no assignment of this Agreement by CONTRACTOR without prior written consent of CLIENT.

SECTION 7.2 INTERPRETATION; APPLICABLE LAWS, TIME ZONE; VEN; SEVERABILITY, AND SURVIVAL OF TERMINATION. This Agreement is to be interpreted according to its fair meaning and not strictly for or against any Party, and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. Each Party shall comply with all federal and California laws applicable to its performance of this Agreement. Each provision of law required to be inserted in or that applies to this Agreement shall be deemed inserted herein, and this Agreement shall be read and enforced as though such provision of law is inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in applicable law(s), The provision on this Agreement shall govern except where the provision in this Agreement is specifically prohibited or deemed void by the applicable law(s) in which case the provision in the applicable law(s) shall govern. If this Agreement is funded with any federal funds, each Party shall comply with federal suspension and debarment regulations, including Executive Order 12549 (29 C. F. R. Part 98). Each Party shall comply with the terms and conditions of each grant (if any) that provides funding for this Agreement. All dates and times stated in this Agreement shall be according to Agreement shall be adjudicated in the state of federal court in Fresno, California provided that Contractor does not hereby waive any immunity to suit, if a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties's intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 7.3 INDEPENDENT CONTRACTOR, ASSIGNMENT, TRANSFER, AND SUBCONTRACT. Each Party is an independent contractor, and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an agency relationship, partnership, or joint venture between the Parties. A Party and its officers, employees, agents and any other person performing services on its behalf shall not have any right or claim against the other Party for wages or employee compensation, social security benefits, workers compensation benefits, health benefits, vacation, sick leave, or any other employee benefits of any kind. A Party shall not assign, transfer, or subcontract any or all of its obligations and/or rights under the Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent; however, this shall not prohibit CONTRACTOR from contracting or subcontracting with a third party to provide any or all of the Services required of CONTRACTOR under this Agreement.

SECTION 7.4 NOTICES. Except as may be specifically stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at the address, FAX number, and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery (B) sent by a reputable overnight courier services that tracks the delivery; (C) sent by certified mail, return receipt requested, first class postage prepaid; or (D) sent by regular mail and transmitted by facsimile or e-mail; and if to CONTRACTOR a copy thereof, not to include and communications regarding normal implementation of this Agreement by facsimile to CONTRACTOR, CLIENT shall submit all payments to the attention of Robust PFT, 5434 N. Lucy Ruiz Ave Fresno CA, 93723. Either Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Consultant Contract with Generation Ready (Extension)

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor, and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

On May 18, 2016, the Board of Education approved the services of Generation Ready to provide training to key members in the district as well as district staff because it was recognized there was an equity gap of expectations among our students.

The sessions are conducted during the school day therefore; staff need to be divided into 2 sections to insure there is adequate coverage at each site for safety issues. Because of the split of staff, additional days are needed to cover the required training.

Recommendation:

It is recommended that the Board of Education approve the extension of the consultant contract with Generation Ready to continue the Equity Institute training in the district.


Fiscal Impact:

The additional days will not exceed \$15,000. This cost will be covered by Title I Funds.

Submitted By:


Diana Jimenez
Director of Educational Services

Approved:


Daniel R. Moirao, Ed.D.
Superintendent

PROFESSIONAL SERVICES AGREEMENT

THIS PROFESSIONAL SERVICES AGREEMENT (the "Agreement") is made as of **January 19, 2017** ("Effective Date") by and between Generation Ready Inc., a New York corporation located at 352 7th Avenue, Suite 12A, New York, NY 10001 ("Generation Ready"), and South Monterey Co Joint Union High School District, an institution located at 800 Broadway Street, King City, CA 93930 ("District"). Generation Ready and the District may be collectively referred to herein as the "Parties" or individually as a "Party."

1. **Term.** The District shall retain Generation Ready as educational consultants, trainers, and service providers for the period beginning **January 2017** through **June 30, 2017** (the "Term"). The Term may be modified or extended only by mutual, written agreement of the Parties.
2. **Fee.** The fee for Services is **\$15,000.**
3. **Notice.** Any notice required or permitted to be given hereunder shall be in writing and shall be (i) delivered personally by hand, (ii) sent by registered or certified mail, or (iii) sent by a recognized qualified overnight delivery service (e.g., Federal Express). All such notices shall be sent postage prepaid to the addresses of each Party set forth below or to such other address or addresses as shall be designated in writing in the same manner:

If to Generation Ready:

Generation Ready Inc.
Attn: President
352 7th Avenue, Suite 12A, New York, NY 10001
Fax: 601-362-4217
Email: Accountsreceivable@generationready.com

If to the District:

South Monterey Co Joint Union High School District
800 Broadway Street
King City, CA 93930

4. **Terms.** This Agreement and the Services are subject to the Generation Ready Inc. Standard Terms and Conditions ("Standard Terms") which are incorporated here by reference. The Standard Terms are located at: <http://www.generationready.com/standard-terms-and-conditions/>. District and Generation Ready agree that any additional terms contained in a Purchase Order are disclaimed and do shall not become part of the Agreement between the Parties. The Standard Terms and all other terms and conditions of the Agreement shall supersede any conflicting, contrary, or additional terms and conditions contained in a Purchase Order.



Scope of Services

Continued Cultural Proficiency Support for South Monterey Co Joint Union HS District

Generation Ready consultant(s) will provide **six (6) additional days** as outlined below. This is a continuation of the work started on a previous contract (PO#17-00038; Sales Order# 27585).

Module Outline:

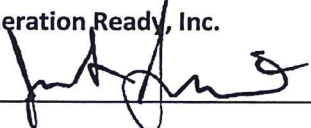
- Recognize how an individual's culture affects the culture of others
- Describe an individual's culture and the cultural norms of the organization
- Understand how the cultural norms of the organization affects those with different cultures
- Explore Personal Beliefs
- Culturally Proficient Perspective: Value Diversity
- Assess Culture
- Cross-cultural Communication

Pricing Breakdown

6 days @ \$2,500/day = \$15,000

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed by the District and Generation Ready as of the date first set forth above.

Generation Ready, Inc.

BY:  _____

Name: Justin Serrano

Title: CEO

Date: _____

South Monterey Co Joint Union High School District

BY: _____

Name: _____

Title: _____

Date: _____

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of MOU Between the King City
Recreation Department and the KCHS Swim Team

MEETING: January 25, 2017

AGENDA SECTION: Information

ACTION

INFORMATION

ACTION/CONSENT

Board Goals:

____ Improve, Monitor and Sustain Student Achievement

____ Improve School Climate in Support of Teaching, Learning and Student Safety

____ Develop/Sustain Fiscal Solvency

____ Ensure that Facilities are Safe for Staff and Students

X ____ Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District is renewing its annual MOU with the City of King Recreation Department for use of the City Pool for the KCHS Swim Team.

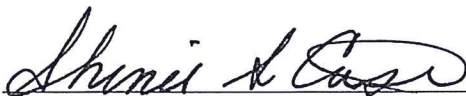
Recommendation:

It is recommended that the Board of Education approve the MOU with the City of King Recreation Department.

Fiscal Impact:

Not to exceed \$7,500 from the Athletic Fund.

Submitted By:



Sherrie Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

MEMORANDUM OF AGREEMENT BETWEEN KING CITY RECREATION DEPARTMENT

AND THE KING CITY HIGH SCHOOL SWIM TEAM

Agreement from 1 January 2017 through 1 June 2017

The King City High School (KCHS) Swim Team is part of the High School Athletic program. The King City Recreation Department is interested in supporting the KCHS Swim Team by providing pool facilities for the purpose of holding practices and swim meets. The purpose of this agreement is to delineate use and responsibility to each party.

The KCHS Swim Team, hereafter TEAM, and the King City Recreation Department, hereafter CITY, agree to the following:

The TEAM agrees to:

1. Delegate a KCHS staff member or representative to represent TEAM concerning use, scheduling, maintenance, improvements, or matters of concern to TEAM or CITY.
2. Provide CITY with a list of coaching staff and program administrators.
3. Provide certified and trained staff in sufficient numbers to provide suitable adult supervision of participants and be responsible for the conduct of swimmers and spectators associated with the TEAM.
4. Provide a schedule of practice sessions
5. Notify City Recreation Coordinator of any schedule changes, when possible, at least 24 hours in advance.
6. Pay labor cost of all CITY pool staff scheduled to work to support TEAM program.
7. Reimburse CITY for additional pool chemicals, electricity and gas used to maintain appropriate water temperatures and chemical balance when TEAM is the only user not to exceed \$7,500.00 unless mutually agreed upon prior to the end of the swim team season.
8. Enforce all CITY pool rules.
9. Name the CITY as an additional insured and indemnify and save harmless the CITY for any uses, activities, or events associated with the TEAM.

RECREATION
DEPARTMENT



The CITY agrees to:

1. Provide all utilities necessary for facility.
2. Maintain facility, to include appropriate water temperature and chemical levels, deck area and restrooms.
3. Coordinate with TEAM representative to develop a schedule that best meets the needs of the CITY and the TEAM. The TEAM is authorized to use the Lap Pool from 3:00-5:00 p.m. Monday - Friday.
4. Meet with TEAM as necessary during the off-season to discuss use of facilities, scheduling and other concerns associated with use of facilities.
5. Bill the TEAM for expenses.

This agreement between KCHS Swim Team and King City Recreation Department regarding the Use Agreement shall terminate 1 June, 2017

[Signature] 1-11-17
KCHS Principal Date

Andrea Wam 1/11/17
CITY Recreation Coordinator Date

Ornyel Hill 1/10/17
KCHS Swim Team Coach Date

[Signature] 1/11/17
KCHS Athletic Director Date

KCHS District Personnel Date

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Proposal for Alpha Air Balancing Agency, Inc.

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District office HVAC system and airflow is not working efficiently. We had HVAC companies come out and to evaluate what is the issue in the airflow. None of these companies were able fixed the problem. Mr. Felice, Felice Construction Management Company, recommended Alpha Air Balancing Agency Inc. to provide testing of the system.

The proposal and testing includes adjusting of the individual air outlets and making sure airflow is evenly distributed throughout the office. This is done by adjusting the volume damper that controls the airflow at each outlet. If there are no volume dampers installed, Alpha Air Balancing will write a report citing all deficiencies that they find for the District to provide to an HVAC contractor to correct.

Recommendation:

It is recommended that the Board of Education approve the proposal for Alpha Air Balancing Agency, Inc.

Fiscal Impact:

\$2,200 General Fund – Budgeted, no impact to the reserve

Submitted By:



Sherrie S. Castellanos
Chief Business Official

Approved:



Daniel R. Moirao, Ed.D.
Superintendent



ALPHA AIR BALANCING AGENCY, INC
 P.O. BOX 3948, CARMEL, CALIFORNIA 93921-3948
 PHONE # (831) 625-8195 CONTRACTOR'S LICENSE # 708453
 E-mail address: info@alphairbalancing.com

PROPOSAL

TO: KING CITY UNION HIGH SCHOOL DISTRICT

ATTN: SHERRIE S. CASTELLANOS, Chief Business Officer

FAX NO. _____

PHONE NO. 831.385.0606

PROJECT: 40'X96' KING CITY UNION HIGH SCHOOL ADMINISTRATION BUILDING
800 BROADWAY STREET

ADDRESS: KING CITY, CALIFORNIA

Alpha Air Balancing Agency, Inc. to furnish all labor & instrumentation to test and balance the HVAC system of the above reference project as per specification.

- Plans sheets:
- Addenda noted:

| BASE BID: | <u>AMOUNT</u> |
|---|-------------------|
| <input checked="" type="checkbox"/> TEST AND BALANCE HVAC SYSTEM | <u>\$2,200.00</u> |
| <input checked="" type="checkbox"/> AIR BALANCE | |
| <input checked="" type="checkbox"/> CERTIFIED TEST AND BALANCE REPORT | |
| TOTAL BASE BID AMOUNT | <u>\$2,200.00</u> |

EXCLUSIONS: SHEAVE AND BELT CHANGE, SOUND & VIBRATION TEST
DUCT LEAK TEST, PIPE PRESSURE TEST, TITLE 24 ACCEPTANCE TESTING

REMARKS: ALL WORK TO BE DONE ON A STRAIGHT TIME BASIS

BY: ROMY GONZALES DATE: 12/27/2016
 PRICE GOOD FOR 30 DAYS Member of National Environmental Balancing Bureau
NEBB CERT. No. 3137
 FAX # (831) 625-8196 Visit Us web address: www.alphairbalancing.com

SB REF # 0044257 Issued by the State of California DGS Office SB & DVBE Services
 DIR REGISTERED: REG. NO. 100008381

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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Board Policies -First Reading

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

____ Improve, Monitor and Sustain Student Achievement

____ Improve School Climate in Support of Teaching, Learning and Student Safety

____ Develop/Sustain Fiscal Solvency

____ Ensure that Facilities are Safe for Staff and Students

Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:

- AR 1340 – Access to District Records (revised)
- AR 3311 – Bids (revised)
- BP 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
- AR 3311.1 – Uniform Public Construction Cost Accounting Procedures (new)
- AR 3311.2 – Lease-Leaseback Contracts (new)
- AR 3311.3 – Design-Build Contracts (new)
- AR 3311.4 – Procurement of Technological Equipment (new)
- AR 3543 – Transportation Safety and Emergencies (revised)
- BP 4030 – Nondiscrimination in Employment (revised)
- AR 4030 – Nondiscrimination in Employment (revised)
- BP 4119.1, 4219.1, 4319.1 – Sexual Harassment (revised)
- AR 4119.1, 4219.1, 4319.1 – Sexual Harassment (revised)
- BB 9320 – Meetings and Notices (revised)

Recommendation:

No action is necessary at this time as this is a first reading. All suggested changes should be presented at this time before the second reading.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Community Relations

Access To District Records

~~***Note: Article I, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.***~~

~~***Note: The following optional administrative regulation lists those records defined as public and, in contrast, those defined as confidential to which there is no public access. It is not intended to provide an all inclusive list of records that may be defined as either public or confidential.***~~

Definitions

Public records include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

Writing means any handwriting, typewriting, printing, photostating, photographing, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

Member of the public means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment.

Public Records

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations
3. Reports and memoranda
4. Notices and bulletins
5. Minutes of public meetings (Education Code 35145)

(cf. 9324 - Minutes and Recordings)

6. Meeting agendas (Government Code 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

-
7. Official communications between the district and other government agencies

8. School-based program plans (Education Code 52850)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

9. Information and data relevant to the evaluation and modification of district plans

(cf. 0440 - District Technology Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

11. Claims filed against the district and records pertaining to pending litigation (Government Code 6254.25; *Fairley v. Superior Court*; 71 Ops.Cal.Atty.Gen. 235 (1988))

(cf. 3320 - Claims and Actions Against the District)

~~***Note: Although Government Code 6254 exempts from disclosure those records pertaining to pending litigation, the Attorney General opined in 71 Ops.Cal.Atty.Gen. 235 (1988) that records predating the filing of the lawsuit are subject to disclosure. In *Fairley v. Superior Court*, a California Court of Appeal concurred and held that documents were exempted only if they were prepared for use in litigation. (See item #2 in the section "Confidential Records" below.) The following item reflects the opinion of the court and the Attorney General. The Board should consult legal counsel if it believes that any document related to litigation should not be disclosed.***~~

11. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

~~***Note: Generally, the names and salaries of public employees are subject to disclosure under the Public Records Act. However, in *International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County*, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. Additionally, in *Sacramento County Employees Retirement System v. Superior Court*, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532.***~~

13. Documents containing names, salaries, and pension benefits of district employees

14. Employment contracts and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)
(cf. 4117.5/4217.5/4317.5 - Termination Agreements)
(cf. 4141/4241 - Collective Bargaining Agreement)

15. Instructional materials including, but not limited to, textbooks (64 Ops.Cal.Atty.Gen. 186 (1981))

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

~~Governing Board members shall have the ability to access public records permitted by law in the administration of their duties or open to inspection by members of the public. (Government Code 6252.5)~~

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized to access public records in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which record, or portion of the record, will be made available, or when it will be made available. (Government Code 6252.5, 6252.7)

~~The Superintendent or designee shall ensure that any public record containing personal information is redacted to ensure that such information, including, but not limited to, an employee's home address or social security number, is not disclosed to the public.~~

~~***Note: Government Code 6254.29 specifies that the Public Records Act does not require a district to disclose an employee's social security number and states the Legislature's intent that districts redact social security numbers from any records being disclosed to the public. In addition, Government Code 6254.3, as amended by AB 2843 (Ch. 830, Statutes of 2016), prohibits disclosure of an employee's personal cell phone number and birth date.***~~

When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such personal information is redacted from that record. (Government Code 6254.29, 6254.3)

Confidential Records

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interagency or intradistrict memoranda which are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 9011 - Disclosure of Confidential/Privileged Information)

2. Records specifically prepared for litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act are confidential, until the pending litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))
3. Personnel records, medical records, student records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)
(cf. 5125 - Student Records)
(cf. 5125.1 - Release of Directory Information)

~~The home addresses and home telephone numbers of employees may only be disclosed as follows: (Government Code 6254.3)~~

The home addresses, home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows: (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, unless the employee performs law enforcement-related functions or requests in writing that the information not be disclosed

(cf. 4140/4240/4340 - Bargaining Units)

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

6. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts,

until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

7. Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)
8. Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

9. Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

10. Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

(cf. 0450 - Comprehensive Safety Plan)

11. Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

12. Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

13. Computer software developed by the district (Government Code 6254.9)
14. Information security records, the disclosure of which would reveal vulnerabilities to, or increase potential for an attack on, the district's information technology system (Government Code 6254.19)
15. Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

16. Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes
17. Records for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision. (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request
2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

~~Note: The following optional paragraph is for use by districts that charge for copies. See the accompanying Board policy.~~

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. Written requests to waive the fee shall be submitted to the Superintendent or designee.

~~***Note: Pursuant to Government Code 6253, as amended by AB 2853 (Ch. 275, Statutes of 2016), in addition to having public records available for inspection during office hours, the district may, in response to a public records request, post public records on its web site and refer the requesting member of the public to the location on the web site where the public record is posted, as provided below.***~~

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.

2. The request would require data compilation, extraction, or programming to produce the record.

Assistance in Identifying Requested Records

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified

If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.

2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay access for purposes of inspecting records open to the public. Any notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

(3/05 11/08) 11/11

Regulation **SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT**
First Reading: January 25, 2017
Adopted: King City, California

Business and Noninstructional Operations

Bids

Advertised/Competitive Bids

The district shall advertise for competitive bids to let any public project contract involving an expenditure of \$15,000 or more.

1. Public project means construction, reconstruction, erection, alteration, renovation, improvement, painting, repainting, demolition, and repair work involving a district owned, leased, or operated facility. (Public Contract Code 20111, 22002)

(cf. 3311.1 - Uniform Public Construction Cost Accounting Procedures)

(cf. 3311.2 - Lease-Leaseback Contracts)

(cf. 3311.3 - Design-Build Contracts)

2. ~~The district shall also seek competitive bids through advertisement for~~ A contract exceeding the amount specified in law, and as annually adjusted by the Superintendent of Public Instruction, for any of the following: (Government Code 53060; Public Contract Code 20111)
3. The purchase of equipment, materials, or supplies to be furnished, sold, or leased to the district
 - a. Services, not including construction services or special services and advice in accounting, financial, legal, or administrative matters
 - b. Repairs, including maintenance that is not a public project

Maintenance means routine, recurring, and usual work for preserving, protecting, and keeping a district facility operating in a safe, efficient, and continually usable condition for the intended purpose for which it was designed, improved, constructed, altered, or repaired. Maintenance includes, but is not limited to, carpentry, electrical, plumbing, glazing, and other craft work designed to preserve the facility, as well as repairs, cleaning, and other operations on machinery and other permanently attached equipment. This definition does not include, among other types of work, janitorial or custodial services and protection provided by security forces, nor does it include painting, repainting, or decorating other than touchup. (Public Contract Code 20115)

Unless otherwise authorized by law, contracts shall be let to the lowest responsible and responsive bidder who shall give such security as the Governing Board requires, or else all bids shall be rejected. (Public Contract Code 20111)

When letting a contract for the procurement and/or maintenance of electronic data processing systems and supporting software, the Board may contract with any one of the three lowest responsible bidders. (Public Contract Code 20118.1)

The Board shall secure bids pursuant to Public Contract Code 20111 and 20112 for any transportation service expenditure of more than \$10,000 when contemplating that such a contract may be made with a person or corporation other than a common carrier, municipally owned

transit system, or a parent/guardian of students who are to be transported. The Board may let this contract to other than the lowest bidder. (Education Code 39802)

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading the legal requirements of Public Contract Code 20111-20118.4 for contracting after competitive bidding. (Public Contract Code 20116)

Instructions and Procedures for Advertised Bids

The ~~State Administrator~~/Superintendent or designee shall call for bids by placing a notice at least once a week for two weeks in a local newspaper of general circulation published in the district, or if no such newspaper exists, then in some newspaper of general circulation circulated in the county. The ~~State Administrator~~/Superintendent or designee also may post the notice on the district's web site or through an electronic portal. The notice shall state the work to be done or materials or supplies to be furnished and the time and place and web site where bids will be opened. The district may accept a bid that has been submitted electronically or on paper. (Public Contract Code 20112)

The notice shall contain the time, date, and location of any mandatory pre-bid conference, site visit, or meeting. The notice shall also detail when and where project documents, including final plan and specifications, are available. Any such mandatory visit or meeting shall not occur within a minimum of five calendar days of the publication of the initial notice. (Public Contract Code 6610)

Bid instructions and specifications shall include the following requirements and information:

1. All bidders shall certify the minimum, if not exact, percentage of post-consumer materials in products, materials, goods, or supplies offered or sold. (Public Contract Code 22152)
2. All bids for construction work shall be presented under sealed cover and shall be accompanied by one of the following forms of bidder's security: (Public Contract Code 20107, 20111)
 - a. Cash
 - b. A cashier's check made payable to the district
 - c. A certified check made payable to the district
 - d. A bidder's bond executed by an admitted surety insurer and made payable to the district

The security of unsuccessful bidders shall be returned in a reasonable period of time, but in no event later than 60 days after the bid is awarded. (Public Contract Code 20111)

3. When a standardized proposal form is provided by the district, bids not presented on the standard form shall be disregarded. (Public Contract Code 20111.5)
4. Bids shall not be accepted after the advertised bid opening time, regardless of whether the bids are actually opened at that time. (Public Contract Code 20112)
5. When two or more identical lowest or highest bids are received, the Board may determine by lot which bid shall be accepted. (Public Contract Code 20117)
6. If the district requires that the bid include prices for items that may be added to or deducted from the scope of work in the contract, the bid solicitation shall specify which one of the following methods will be used to determine the lowest bid. In the absence of such a specification, only the method provided in item #a below shall be used. (Public Contract Code 20103.8)
 - a. The lowest bid shall be the lowest total of the bid prices on the base contract without consideration of the prices on the additive or deductive items.
 - b. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that were specifically identified in the bid solicitation as being used for the purpose of determining the lowest bid price.
 - c. The lowest bid shall be the lowest total of the bid prices on the base contract and those additive or deductive items that, when taken in order from a specifically identified list of those items in the solicitation, and added to or subtracted from the base contract, are less than or equal to a funding amount publicly disclosed by the district before the first bid is opened.

The lowest bid shall be determined in a manner that prevents any information that would identify any of the bidders or proposed subcontractors or suppliers from being revealed to the district before the ranking of all bidders from lowest to highest has been determined. (Public Contract Code 20103.8)

~~***Note: For a bid to be successful, it must conform to bid specifications (i.e., it must be "responsive") and the bidder must be determined to be able to perform the work (i.e., he/she must be "responsible" as defined in Public Contract Code 1103). There is no right to a due process hearing when the district has merely found the bid to be nonresponsive. However, the district must be careful in making a determination on the "nonresponsiveness" of a bid based on anything other than the documents submitted. To avoid any confusion, the district should provide clear and comprehensive bid specifications to bidders.***~~

~~***Note: When rejecting the lowest responsive bid on the basis that the bidder is nonresponsible, the district must inform the bidder of the evidence used when making the determination and afford him/her a hearing with the right to present evidence that he/she is responsible. (City of~~

~~Inglewood Los Angeles County Civic Center Authority v. Superior Court and Great West Contractors Inc. v. Irvine Unified School District).~~***

7. In determining the lowest bid, the district shall consider only responsive bids that conform to bid specifications and are submitted by responsible bidders who have demonstrated trustworthiness, quality, fitness, capacity, and experience to satisfactorily perform the public works contract.

a. When a bid is determined to be nonresponsive, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the determination.

b. When the lowest bidder is determined to be nonresponsive, the Superintendent or designee shall notify the bidder of his/her right to present evidence of his/her responsibility at a hearing before the Board.

8. Any subsequent change or alteration of a contract shall be governed by the provisions of Public Contract Code 20118.4.

9. After being opened, all submitted bids become public records pursuant to Government Code 6252 and shall be made available for review pursuant to law, Board policy, and administrative regulation.

(cf. 1340 - Access to District Records)

8. When a bid is disqualified as nonresponsive based on district investigation or other information not obtained from the submitted bid, the Superintendent or designee shall notify the bidder and give him/her an opportunity to respond to the information.

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that district procurement is for computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus. Competitive negotiation shall not be used to contracts for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation process shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The ~~State Administrator~~/Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.

2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The ~~State Administrator~~/Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The ~~State Administrator~~/Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received the identification of qualified sources, and the selection for the award of the contract.
6. The Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award.
8. The Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

Bids Not Required

~~Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize by contract, lease, requisition, or purchase order, 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"). (Public Contract Code 20118)~~

(cf. 3300—Expenditures and Purchases)

~~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 from the vendor by contract, lease, requisition, or purchase order and make payment to the vendor under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)~~

~~Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)~~

~~(cf. 6161.1—Selection and Evaluation of Instructional Materials)~~

~~(cf. 6161.11—Supplementary Instructional Materials)~~

~~(cf. 6163.1—Library Media Centers)~~

~~Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)~~

~~(cf. 3551—Food Service Operations/Cafeteria Fund)~~

~~In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the State Administrator/Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 20113)~~

~~(cf. 3517—Facilities Inspection)~~

~~Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)~~

~~Bids shall also not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)~~

Sole Sourcing

In any contract for the construction, alteration, or repair of school facilities, the State Administrator/Superintendent or designee shall not draft the bid specification in a manner that: (Public Contract Code 3400)

1. Directly or indirectly limits bidding to any one specific concern
2. Calls for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

When the bid is for a roof project, a material, product, thing, or service is considered "equal" to that designated if it is equal in quality, durability, design, and appearance; will perform the intended function equally well; and conforms substantially to the detailed requirements in the bid specification. (Public Contract Code 3002)

However, the State Administrator/Superintendent or designee may designate a specific material, product, thing, or service by brand or trade name (sole sourcing), if the Board has made a finding, described in the invitation for bids or RFP, that a particular material, product, thing, or service is designated for any of the following purposes: (Public Contract Code 3400)

1. To conduct a field test or experiment to determine its suitability for future use
2. To match others in use on a particular public improvement that has been completed or is in the course of completion
3. To obtain a necessary item that is only available from one source
4. To respond to the Board's declaration of an emergency, as long as the declaration has been approved by four-fifths of the Board when issuing the invitation for bid or RFP

(cf. 9323.2 - Actions by the Board)

Prequalification Procedure

~~When required by law or the Board, each prospective bidder shall complete and submit a standardized questionnaire and financial statement. For this purpose, the Superintendent or designee shall provide a standardized proposal form which requires a complete statement of the bidder's financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Public Contract Code 20111.5, 20111.6)~~

~~Prospective bidders shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids. (Public Contract Code 20111.5)~~

~~The State Administrator/Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. Bidders must be deemed prequalified by the district at least one day before the fixed bid opening date. (Public Contract Code 20111.5)~~

~~The district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. (Public Contract Code 20111.5)~~

Prequalification Procedure

~~***Note: The following section is optional. Pursuant to Public Contract Code 20111.6, a district with average daily attendance (ADA) of 2,500 or greater is required to prequalify all general contractors and electrical, mechanical, and plumbing subcontractors for any public project of \$1 million or more, when the project uses or is reimbursed from School Facilities Program funds (Education Code 17070.10-17079.30) or other future state school bonds.***~~

~~***Note: Additionally, pursuant to Public Contract Code 20111.5, districts are permitted, but not required, to establish prequalification procedures for other contracts which, by law, require competitive bidding.***~~

When required by law or the Board, the Superintendent or designee shall establish a uniform system for rating bidders on the basis of completed questionnaires and financial statements in order to determine the size of contracts on which each bidder is qualified to bid. For this purpose, the Superintendent or designee shall furnish prospective bidders a standardized prequalification questionnaire and financial record which, when completed, shall indicate a bidder's statement of financial ability and experience in performing public works. The bidder's information shall be verified under oath in the manner in which civil law pleadings are verified. The questionnaires and financial statements shall not be public records and shall not be open to public inspection. (Code of Civil Procedure 446; Public Contract Code 20111.5, 20111.6)

When any public project involves an expenditure of \$1,000,000 or more and is funded or reimbursed wholly or partly by the School Facilities Program funds or other future state school bond, the district shall prequalify prospective bidders either quarterly or annually. The prequalification shall be valid for one year and the following requirements shall apply: (Public Contract Code 20111.6)

- 1. Prospective bidders, including, but not limited to, prime, general engineering, and general building contractors and electrical, mechanical, and plumbing subcontractors, as defined in Public Contract Code 4113 or Business and Professions Code 7056 or 7057, as applicable, shall submit a standardized questionnaire and financial statement 10 or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.**
- 2. Prospective bidders shall be prequalified by the district five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.**

If the project includes electrical, mechanical, or plumbing components that will be performed by electrical, mechanical, or plumbing contractors, the Superintendent or designee shall make available to all bidders a list of prequalified general contractors and electrical, mechanical, and plumbing subcontractors five or more business days, as determined by the district, before the date fixed for the public opening of sealed bids.

For all other contracts requiring competitive bidding, the district may establish a procedure for prequalifying bidders on a quarterly basis and may authorize that prequalification be considered valid for up to one calendar year following the date of the initial prequalification. Prospective bidders for such contracts shall submit the questionnaire and financial statement at least five days before the date fixed for public opening of sealed bids and shall be prequalified by the district at least one day before the fixed bid-opening date. (Public Contract Code 20111.5)

Award of Contract

The district shall award each contract to the lowest responsible and responsive bidder except in the following circumstances:

1. When the contract is for the procurement and/or maintenance of electronic data processing systems and supporting software, in which case the Board may contract with any one of the three lowest responsible bidders (Public Contract Code 20118.1)
2. For any transportation service contract involving an expenditure of more than \$10,000, which the Board contemplates may be made with a person or corporation other than a common carrier, municipally owned transit system, or a parent/guardian of students who are to be transported, in which case the Board may contract with other than the lowest bidder (Education Code 39802)
3. When the contract is one for which the Board has established goals and requirements relating to participation of minority, women, disabled veteran, or small business enterprises in accordance with Public Contract Code 2000-2002, in which case the Board may contract with the lowest responsible bidder who complies or makes a good faith effort to comply with the goals and requirements (Public Contract Code 2000-2002)
4. **When procuring a lease-leaseback contract, in which case the Board shall award the contract based on objective criteria for determining the best combination of price and qualifications in accordance with Education Code 17400 and 17406**

(cf. 3311.2 - Lease-Leaseback Contracts)

5. **When procuring a design-build contract for a public works project in excess of \$1,000,000 in accordance with Education Code 17250.20, in which case the Board may award the contract to either the low bid or the best value to the district, taking into consideration, at a minimum, price, technical design and construction expertise, and life-cycle costs (Education Code 17250.20, 17250.25)**

(cf. 3311.3 - Design-Build Contracts)

Protests by Bidders

A bidder may protest a bid award if he/she believes that the award is inconsistent with Board policy, the bid's specifications, or is not in compliance with law. A protest must be filed in writing with the ~~State Administrator~~/Superintendent or designee within five working days after receipt of notification of the contract award. The bidder shall submit all documents supporting or justifying the protest. A bidder's failure to file the protest documents in a timely manner shall constitute a waiver of his/her right to protest the award of the contract.

The ~~State Administrator~~/Superintendent or designee shall review the documents submitted with the bidder's claims and render a decision in writing within 30 working days. The ~~State Administrator~~/Superintendent or designee may also convene a meeting with the bidder in order to attempt to resolve the problem.

The bidder may appeal the ~~State Administrator~~/Superintendent or designee's decision to the Board. The ~~State Administrator~~/Superintendent or designee shall provide reasonable notice to the bidder of the time for Board consideration of the protest. The Board's decision shall be final.

Alternative Bid Procedures for Technological Supplies and Equipment

Rather than seek competitive bids, the Board may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for construction or for the procurement of any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

The competitive negotiation process shall include, but not be limited to, the following requirements: (Public Contract Code 20118.2)

1. The ~~State Administrator~~/Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The ~~State Administrator~~/Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.

5. The ~~State Administrator~~/Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The ~~State Administrator~~/Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district with price and all other factors considered.
7. If the ~~State Administrator~~/Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award.
8. The ~~State Administrator~~/Board, at its discretion, may reject all proposals and request new RFPs.
9. Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer.

Limitation on Use of Sole Sourcing

~~***Note: "Sole sourcing" is the practice by which one brand name product is specified, although comparable, competitive products are available. Public Contract Code 3400 allows sole sourcing in limited circumstances and requires that the specification of the designated product be followed by the words "or equal," so that bidders for such a contract are able to base their bids on the use of other products of equal functionality that may result in cost savings for the district. The following section is optional.***~~

In any contract for the construction, alteration, or repair of school facilities, the Superintendent or designee shall ensure that the bid specification: (Public Contract Code 3002, 3400)

1. **Does not directly or indirectly limit bidding to any one specific concern**
2. **Does not call for a designated material, product, thing, or service by a specific brand or trade name, unless the specification is followed by the words "or equal," so that bidders may furnish any equal material, product, thing, or service**

In any such case, the bid specification shall provide a time period, before and/or after the award of the contract, for the contractor to submit data substantiating the request for substituting the designated material, product, thing, or service. If no such time period is specified, the contractor may submit the data within 35 days after the award of the contract.

~~***Note: The following optional paragraph is for use by districts with ADA of more than 2,500. For the repair or replacement of the roof of a public facility, a material must meet the requirements specified below to be considered "equal" pursuant to Public Contract Code 3000-3010.***~~

Bids Not Required

~~Without advertising for bids and upon a determination that it is in the best interest of the district, the State Administrator/Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, 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 the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)~~

~~(cf. 3300—Expenditures and Purchases)~~

~~In addition, upon a determination that it is in the best interest of the district and without advertising for bids, the Board may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease leaseback"). (Education Code 17406)~~

~~(cf. 3280—Sale or Lease of District Owned Real Property)~~

~~Without advertising for bids, the State Administrator/Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district. The State Administrator/Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost comparison findings specified in Government Code 4217.12. (Government Code 4217.12)~~

~~(cf. 3510—Green School Operations)~~

~~(cf. 3511—Energy and Water Management)~~

~~(cf. 9320—Meetings and Notices)~~

~~Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any~~

~~amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)~~

~~(cf. 6161.1—Selection and Evaluation of Instructional Materials)~~

~~(cf. 6161.11—Supplementary Instructional Materials)~~

~~(cf. 6163.1—Library Media Centers)~~

~~The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)~~

Bids Not Required

~~***Note: The following paragraph lists those items that may be purchased through a "piggybacked" bid; see the accompanying Board policy. Many districts have used the piggyback procedure to purchase portable and relocatable buildings. The Attorney General has opined (89 Ops. Cal. Atty. Gen. 1, 2006) that a district may not rely on the piggyback exception to contract for the acquisition and installation of factory built modular building components (i.e., roofs and walls) for installation on a permanent foundation. However, this opinion does not apply to typical portable or relocatable single classroom buildings, because they lack a permanent foundation and building mobility. Districts considering using the piggyback process for relocatables, portables, modulares, and the like should consult district legal counsel. While Attorney General opinions are not binding, they are often given deference by the court and may also be considered by the State Allocation Board when making funding decisions.***~~

Without advertising for bids and upon a determination that it is in the best interest of the district, the Board may authorize another public corporation or agency, by contract, lease, requisition, or purchase order, 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 the public corporation or agency has an existing contract with a vendor for the lease or purchase of personal property, the district may authorize the lease or purchase of personal property directly from the vendor and make payments under the same terms that are available to the public corporation or agency under the contract. (Public Contract Code 20118)

(cf. 3300 - Expenditures and Purchases)

(cf. 3512 - Equipment)

~~***Note: The following optional paragraph reflects the authority granted to public agencies pursuant to Government Code 4217.10-4217.18 to enter into energy service contracts without competitive bidding when the agency's governing body determines that the contract is in the best interest of the agency based on the "costs benefits" analysis specified in Government Code 4217.12.***~~

Without advertising for bids, the Board may enter into an energy service contract and any related facility ground lease, when it determines that the terms of the contract and lease are in the best interest of the district and meet the cost effectiveness requirements specified in Government Code 4217.12. The Board's determination shall be made at a regularly scheduled public hearing of which notice is given to the public at least two weeks in advance and shall be based on cost and savings comparison findings specified in Government Code 4217.12. (Government Code 4217.12)

(cf. 3511 - Energy and Water Management)
(cf. 9320 - Meetings and Notices)

Supplementary textbooks, library books, educational films, audiovisual materials, test materials, workbooks, instructional computer software packages, or periodicals may be purchased in any amount without taking estimates or advertising for bids. (Public Contract Code 20118.3)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6163.1 - Library Media Centers)

Perishable foodstuffs and seasonal commodities needed in the operations of cafeterias may be purchased through bid or on the open market. (Education Code 38083)

(cf. 3551 - Food Service Operations/Cafeteria Fund)

Bids shall not be required for day labor under circumstances specified in Public Contract Code 20114. Day labor shall include the use of maintenance personnel employed on a permanent or temporary basis. (Public Contract Code 20114)

~~***Note: Pursuant to Public Contract Code 20113, a district may award contracts without competitive bidding in emergency situations, as specified below. In Marshall v. Pasadena Unified School District, a court held that the definition of "emergency" in Public Contract Code 1102 is applicable. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."***~~

In an emergency when any repairs, alterations, work, or improvement to any school facility is necessary to permit the continuance of existing school classes or to avoid danger to life or property, the Board may, by unanimous vote and with the approval of the County Superintendent of Schools, contract for labor and materials or supplies without advertising for or inviting bids or may authorize the use of day labor or force account for the emergency purpose. (Public Contract Code 1102, 20113)

(cf. 3517 - Facilities Inspection)

The district may purchase any surplus property from the federal government or any of its agencies in any quantity needed for the operation of its schools without taking estimates or advertising for bids. (Education Code 17602)

(10/15 5/16) 12/16

(7/08 11/10) 8/13

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: January 25, 2017
Adopted: King City, California

Uniform Public Construction Cost Accounting Procedures

Business and Noninstructional Operations

~~***Note: The following optional policy is for use by districts that elect to use an alternative procedure for awarding contracts for public works projects pursuant to the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045), which establishes a higher bid limit and a more informal bidding process for certain projects. See BP/AR 3311 - Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.***~~

~~***Note: Pursuant to Public Contract Code 22032, projects of \$45,000 or less may be performed by the district's own work force, projects of \$175,000 or less may use a more informal bidding procedure as specified, and projects over \$175,000 require formal bidding procedures. See the accompanying administrative regulation for related requirements.***~~

~~***Note: In order to participate in the UPCCAA, Public Contract Code 22030 requires the Governing Board to adopt a resolution electing to use the UPCCAA for district contracting and to notify the State Controller of that action. In the event of a conflict with any other provision of law relative to bidding procedures, the UPCCAA shall apply for any district that has adopted a resolution and so notified the Controller. According to the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, once the Board has adopted such a resolution, it can only withdraw from the UPCCAA by adopting a resolution of the election to withdraw and filing that resolution with the State Controller.***~~

In awarding contracts for public works projects involving district facilities, the Governing Board desires to obtain the best value to the district and ensure the qualifications of contractors to complete the project in a satisfactory manner. The Board has, by resolution, adopted the procedures set forth in the Uniform Public Construction Cost Accounting Act pursuant to Public Contract Code 22030-22045, including the informal bidding procedures when allowed by law.

(cf. 3311 - Bids)

(cf. 7110 - Facilities Master Plan)

~~***Note: The following paragraph may be revised to reflect district practice. In circumstances where the informal bidding procedure is authorized, Public Contract Code 22034 allows the Board to delegate the authority to award contracts to an appropriate district administrator. Public Contract Code 22039 allows the Board to delegate the authority to adopt plans, specifications, and working details for projects subject to formal bidding procedures.***~~

The Board delegates to the Superintendent or designee the responsibilities to award any contract eligible for informal bidding procedures and to develop plans, specifications, and working details for all public projects requiring formal bidding procedures.

No work, project, service, or purchase shall be split or separated into smaller work orders or projects for the purpose of evading legal requirements for competitive bidding. (Public Contract Code 22033)

~~***Note: In electing to be subject to the UPCCAA, the district thereby agrees to follow the cost accounting procedures set forth in the Cost Accounting Policies and Procedures Manual of the California Uniform Construction Cost Accounting Commission, pursuant to Public Contract Code 22017 and 22019. According to the "Frequently Asked Questions" on the Commission's web site, districts may use the statewide Standardized Account Code Structure to comply with tracking requirements.***~~

Projects awarded through the UPCCAA shall be subject to the cost accounting procedures established by the California Uniform Construction Cost Accounting Commission. (Public Contract Code 22030)

Emergency Actions

~~***Note: Public Contract Code 22035 allows the district to replace or repair a school facility without going through the UPCCAA process in cases of emergency in accordance with Public Contract Code 22050. Public Contract Code 1102 defines "emergency" as a "sudden, unexpected occurrence that poses a clear and imminent danger, requiring immediate action to prevent or mitigate the loss or impairment of life, health, property, or essential public services."***~~

When formal bids are required by law but an emergency necessitates immediate repair or replacements, the Board may, upon a four-fifths vote of the Board, proceed to replace or repair a facility without adopting plans, specifications, strain sheets, or working details or giving notice for bids to let contracts. The work may be done by day labor under the direction of the Board and/or contractor. The emergency action shall subsequently be reviewed by the Board in accordance with Public Contract Code 22050 and shall be terminated at the earliest possible date that conditions warrant, so that the remainder of the emergency action may be completed by giving notice for bids to let contracts. (Public Contract Code 1102, 22035, 22050)

(cf. 9323.2 - Actions by the Board)

Legal Reference:

PUBLIC CONTRACT CODE

1102 Definition of emergency

20110-20118.4 Local Agency Public Construction Act; school districts

22000-22020 California Uniform Construction Cost Accounting Commission

22030-22045 Alternative procedures for public projects (UPCCAA), especially:

22032 Applicability of procedures based on amount of project

22034 Informal bidding procedure

22035 Emergency need for repairs or replacement
22037-22038 Formal bidding procedures for projects exceeding \$175,000
22050 Alternative emergency procedures

Management Resources:

CALIFORNIA UNIFORM CONSTRUCTION COST ACCOUNTING COMMISSION
PUBLICATIONS

Cost Accounting Policies and Procedures Manual

Frequently Asked Questions

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Uniform Construction Cost Accounting Commission:

http://www.sco.ca.gov/ard_cuccac.html

12/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

Business and Noninstructional Operations

Uniform Public Construction Cost Accounting Procedures

~~***Note: The following administrative regulation is for use when the Governing Board has adopted a resolution to use the alternative procedures of the Uniform Public Construction Cost Accounting Act (UPCCAA) (Public Contract Code 22000-22045) for awarding public works projects; see the accompanying Board policy.***~~

~~***Note: According to the California Uniform Construction Cost Accounting Commission's "Frequently Asked Questions," available on its web site, a district participating in the UPCCAA is subject to other requirements of the Public Contract Code in areas where the UPCCAA is silent. See BP/AR 3311 – Bids for traditional bidding procedures pursuant to Public Contract Code 20110-20118.4.***~~

~~***Note: Public Contract Code 22032 establishes the following requirements based on the amount of the public project. Pursuant to Public Contract Code 22020, the Commission reviews these monetary limits every five years and recommends to the State Controller whether they need to be adjusted. The State Controller is required to notify all public agencies of any adjustment to these limits.***~~

Procedures for awarding contracts for public works projects shall be determined on the basis of the amount of the project, as follows:

1. Public projects of \$45,000 or less may be performed by district employees by force account, negotiated contract, or purchase order. (Public Contract Code 22032)

~~***Note: Public Contract Code 22034 requires any public agency participating in UPCCAA to adopt an informal bidding ordinance, with specified components, to govern the selection of contractors to perform public projects of \$175,000 or less, as described in item #2 below. The Commission's "Frequently Asked Questions" clarify that, for school districts and other agencies that cannot legally adopt ordinances, a board policy, administrative regulation, or other legally applicable action of the board may be substituted.***~~

2. Contracts for public projects of \$175,000 or less may be awarded through the following informal procedures: (Public Contract Code 22032, 22034, 22038)

a. The Superintendent or designee shall maintain a list of qualified contractors, identified according to categories of work.

b. The Superintendent or designee shall prepare a notice inviting informal bids which describes the project in general terms, explains how to obtain more information about the project, and states the time and place for submission of bids. The notice shall be disseminated by mail, fax, or email to all contractors on the district's list for the category of work being bid, unless the

product or service is proprietary, at least 10 calendar days before bids are due. In addition, the Superintendent or designee may mail, fax, or email a notice inviting informal bids to all construction trade journals identified pursuant to Public Contract Code 22036.

c. The district shall review the informal bids and award the contract, except that:

(1) If all bids received through the informal process are in excess of \$175,000, the contract may be awarded to the lowest responsible bidder, provided that the Governing Board adopts a resolution with a four-fifths vote to award the contract at \$187,500 or less and the Board determines the district's cost estimate is reasonable.

(2) If no bids are received through the informal bid procedure, the project may be performed by district employees by force account or negotiated contract.

3. Public projects of more than \$175,000 shall, except as otherwise provided by law, be subject to formal bidding procedures, as follows: (Public Contract Code 22032, 22037, 22038)

~~***Note: Pursuant to Public Contract Code 22037, if there is no newspaper of general circulation published in the jurisdiction of the district, the district must post the bid notice in three locations as described below. Public Contract Code 22037 requires that these locations be identified in the agency's ordinance or regulation. Item #3a(1) may be revised to include such locations.***~~

a. Notice inviting formal bids shall state the time and place for receiving and opening sealed bids and distinctly describe the project. The notice shall be disseminated in both of the following ways:

(1) Through publication in a newspaper of general circulation in the district's jurisdiction or, if there is no such newspaper, then by posting the notice in at least three places designated by the district as places for posting its notices. Such notice shall be published at least 14 calendar days before the date that bids will be opened.

(2) By mail and electronically, if available, by either fax or email, to all construction trade journals identified pursuant to Public Contract Code 22036. Such notice shall be sent at least 15 calendar days before the date that bids will be opened.

In addition to the notice required above, the district may give such other notice as it deems proper.

b. The district shall award the contract as follows:

(1) The contract shall be awarded to the lowest responsible bidder. If two or more bids are the same and the lowest, the district may accept the one it chooses.

(2) At its discretion, the district may reject all bids presented and declare that the project can

be more economically performed by district employees, provided that the district notifies an apparent low bidder, in writing, of the district's intention to reject the bid. Such notice shall be mailed at least two business days prior to the hearing at which the district intends to reject the bid.

(3) If no bids are received through the formal bid procedure, the project may be performed by district employees by force account or negotiated contract.

(cf. 3311 - Bids)

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

Business and Noninstructional Operations

Lease-Leaseback Contracts

~~***Note: The following administrative regulation addresses construction financing contracts that are commonly described as "lease-leaseback" contracts. Education Code 17406, as amended by AB 2316 (Ch. 521, Statutes of 2016), no longer permits the selection of a lease-leaseback contractor without advertising, and instead requires districts to use a comprehensive "best value" selection process. Education Code 17406, as amended, mandates that any district choosing to award a lease-leaseback contract adopt and publish procedures and guidelines for evaluating the qualifications of proposers that ensure the fair and impartial selection of the "best value" for the district. In addition, for any project that will involve the use of preconstruction services, the request for sealed proposals must require proposers to include the fee to perform the preconstruction services as part of their sealed proposal to the district. Such procedures and guidelines must include, at a minimum, the provisions specified in Education Code 17406 as reflected in the following regulation.***~~

~~***Note: The lease-leaseback financing method should only be used in coordination with competent technical consultants and legal counsel to ensure all legal requirements are met.***~~

The district may lease currently owned district property to any person, firm, or corporation for a minimum of \$1 per year, as long as the lease requires the person, firm, or corporation to construct a building or buildings on the property for the district's use during the lease and the property and building(s) will vest in the district at the expiration of the lease ("lease-leaseback"). (Education Code 17406)

(cf. 3280 - Sale or Lease of District-Owned Real Property)
(cf. 3312 - Contracts)

Any lease-leaseback contract shall be awarded through a competitive "best value" procurement process whereby a person, firm, or corporation is selected on the basis of objective criteria for evaluating the qualifications of proposers, with the resulting selection representing the best combination of price and qualifications. To make this determination, the district shall use the following procedures: (Education Code 17400, 17406)

1. Request for Sealed Proposals: The Superintendent or designee shall prepare a request for sealed proposals which shall include:
 - a. An estimate of the project's price
 - b. A clear, precise description of any preconstruction services that may be required and the facilities to be constructed
 - c. The key elements of the contract to be awarded

- d. A description of the format that proposals shall follow and the elements they shall contain
- e. The standards the district will use in evaluating proposals
- f. The date on which proposals are due
- g. The timetable the district will follow in reviewing and evaluating proposals

2. Notice: At least 10 days before the date for receipt of the proposals, the Superintendent or designee shall give notice of the request for sealed proposals using both of the following methods:

a. Providing notice at least once a week for two weeks in a local newspaper of general circulation pursuant to Public Contract Code 20112

b. Providing notice in a trade paper of general circulation published in the county where the project is located

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

The Superintendent or designee also may post the notice on the district's web site or through an electronic portal.

~~***Note: Pursuant to Education Code 17406, the prequalification requirements for contracts that meet the criteria specified in Public Contract Code 20111.6 are also applicable to lease-leaseback contracts. Education Code 17406 requires prequalification for such projects irrespective of whether or not they are funded locally or through state sources.***~~

3. Prequalification: A proposer shall be prequalified in accordance with Public Contract Code 20111.6(b)-(m) in order to submit a proposal. Any electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements.

(cf. 3311 - Bids)

4. Evaluation Criteria: The request for sealed proposals shall identify all criteria that the district will consider in evaluating the proposals and qualifications of the proposers, including relevant experience, safety record, price proposal, and other factors specified by the district. The price proposal shall include, at the district's discretion, either a lump-sum price for the contract to be awarded or the proposer's proposed fee to perform the services requested, including the proposer's proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the district.

The request for sealed proposals shall specify whether each criterion will be evaluated on a pass-fail basis or will be scored as part of the "best value" score, and whether proposers must

achieve any minimum qualification score for award of the contract. For each scored criterion, the district shall identify the methodology and rating or weighting system that will be used by the district in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score.

5. Evaluation of Proposals: All proposals received shall be reviewed to determine whether they meet the format requirements and the standards specified in the request for sealed proposals. The district shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the district.

6. Award of Contract: The award of the contract shall be made by the Governing Board to the responsive proposer whose proposal is determined, in writing by the Board, to be the best value to the district.

If the selected proposer refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the second highest best value score, if deemed in the best interest of the district. If that proposer then refuses or fails to execute the tendered contract, the Board may award the contract to the proposer with the third highest best value score.

Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the contract award and the contract file shall provide sufficient information to satisfy an external audit.

7. Rejection of Proposals: At its discretion, the Board may reject all proposals and request new proposals.

Prior to entering into a lease-leaseback agreement, the Superintendent or designee shall have on file the contractor's enforceable commitment that the contractor and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. (Education Code 17407.5)

Any lease-leaseback agreement shall be reviewed by the district's legal counsel to ensure that all required terms, including a lease term that provides for the district's occupancy of the building or improved property during the lease and an appropriate financing component, are included in the agreement.

(cf. 9124 - Attorney)

Legal Reference:

EDUCATION CODE

17400 Definitions

17406 Lease-leaseback contract

17407.5 Use of a skilled and trained workforce

PUBLIC CONTRACT CODE

20111.6 Prequalification procedures

20112 Notices

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District, (2015) 237 Cal.App.4th 261

Management Resources:

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

Business and Noninstructional Operations

Design-Build Contracts

~~***Note: As an alternative to the more traditional design-bid-build process (see BP/AR 3311—Bids) or a lease-leaseback process (see AR 3311.2—Lease-Leaseback Contracts), the district may enter into a design-build contract for a public works project in excess of \$1 million pursuant to Education Code 17250.10-17250.55. As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Education Code 17250.15 and 17250.25 provide that such contracts may be awarded to either the low bid or best value, as defined. Pursuant to Education Code 17250.50 and 17250.55, this authority applies to bid requests issued on or after July 1, 2016 and will be repealed January 1, 2025 unless legislation is enacted to delete or extend that date.***~~

The Governing Board may approve a contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

(cf. 7110 - Facilities Master Plan)

(cf. 7140 - Architectural and Engineering Services)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35)

1. The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:
 - a. The size, type, and desired design character of the project
 - b. Performance specifications that cover the quality of materials, equipment, and workmanship
 - c. Preliminary plans or building layouts
 - d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:

a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors

c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce, as defined in Education Code 17250.25, to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract.

3. The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.

5. For those projects utilizing best value as a selection method, the following procedures

shall be used:

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years.
- b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.
- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

Legal Reference:

EDUCATION CODE

17250.10-17250.55 Design-build contracts

Management Resources:

WEB SITES

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

California Association of School Business Officials: <http://www.casbo.org>

California Department of Education, Facilities: <http://www.cde.ca.gov/lis/fa>

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

Business and Noninstructional Operations

Procurement Of Technological Equipment

~~***Note: The following administrative regulation is optional. As an alternative to competitive bidding procedures (see BP/AR 3311 - Bids), Public Contract Code 20118.2 authorizes the issuance of a request for proposals for district procurement of electronic equipment and apparatus, with the contract being awarded to the proposal that is most beneficial to the district considering price and all other factors.***~~

Rather than seek competitive bids, the district may use competitive negotiation when it makes a finding that a district procurement is for computers, software, telecommunications equipment, microwave equipment, or other related electronic equipment and apparatus. Competitive negotiation shall not be used to contract for any product that is available in substantial quantities to the general public. (Public Contract Code 20118.2)

(cf. 0440 - District Technology Plan)

(cf. 3230 - Federal Grant Funds)

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

Whenever the competitive negotiation process is determined to be appropriate for such procurements, the district shall use the following procedures: (Public Contract Code 20118.2)

1. The Superintendent or designee shall prepare a request for proposals (RFP) that shall be submitted to an adequate number of qualified sources, as determined by the district, to permit reasonable competition consistent with the nature and requirement of the procurement.
2. Notice of the RFP shall be published at least twice in a newspaper of general circulation, at least 10 days before the date for receipt of the proposals.
3. The Superintendent or designee shall make every effort to generate the maximum feasible number of proposals from qualified sources, and shall make a finding to that effect before proceeding to negotiate if only a single response to the RFP is received.
4. The RFP shall identify all significant evaluation factors, including price, and their relative importance.
5. The Superintendent or designee shall provide reasonable procedures for the technical evaluation of the RFPs received, the identification of qualified sources, and the selection for the award of the contract.
6. The Governing Board shall award the contract to the qualified bidder whose proposal meets the evaluation standards and will be most advantageous to the district, considering price and all other factors.

7. If the Board does not award the contract to the bidder whose proposal contains the lowest price, then the Board shall make a finding setting forth the basis for the award to another bidder.

8. The Board, at its discretion, may reject all proposals and request new RFPs.

Provisions in any contract concerning utilization of small business enterprises that are in accordance with the RFP shall not be subject to negotiation with the successful proposer. (Public Contract Code 20118.2)

Legal Reference:

PUBLIC CONTRACT CODE

20118.2 Contracting by school districts; technological equipment

12/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Second Reading:

King City, California

Business and Noninstructional Operations

Transportation Safety and Emergencies

~~Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.~~

~~Transportation Safety And Emergencies—~~

~~Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)~~

~~The Superintendent or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)~~

- ~~1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005~~
- ~~2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004~~

~~The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.~~

~~When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)~~

~~Bus drivers shall be informed of procedures to be followed to reasonably enforce proper use of the passenger restraint system.~~

~~Safe Bus Operations~~

~~School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety.~~

~~(cf. 3516—Emergencies and Disaster Preparedness Plan)~~

~~School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers for school activity trips shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)~~

~~(cf. 3516.5—Emergency Schedules)~~

~~(cf. 3540—Transportation)~~

~~(cf. 3541.1—Transportation for School-Related Trips)~~

~~(cf. 3542—School Bus Drivers)~~

~~A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)~~

- ~~1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands free listening and talking, provided it is used in that manner while driving~~
- ~~2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity~~
- ~~3. In the case of a school bus driver, for work-related purposes~~

~~(cf. 3513.1—Cellular Phone Reimbursement)~~

~~(cf. 4040—Employee Use of Technology)~~

~~A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)~~

Cautionary Notice: Government Code 17581.5 relieves districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2016 (SB 826, Ch. 23, Statutes of 2016) extends the suspension of these requirements through the 2016-17 fiscal year. As a result, certain provisions of the following administrative regulation related to transportation safety plans and safety instruction for students may be suspended.

~~***Note: The following regulation is for use by districts that provide school bus transportation services and employ their own school bus drivers. Districts that contract out for all transportation services may revise this regulation as appropriate to ensure that the contracting firm meets all legal requirements regarding transportation safety.***~~

Each day, prior to driving a school bus, each school bus driver shall inspect the bus to ensure that it is in safe operating condition and equipped as required by law and that all equipment is in good working order. At the completion of each day's work, the driver shall prepare and sign a written report of the condition of the equipment specified in 13 CCR 1215. The report shall indicate any defect or deficiency discovered by or reported to the driver which would affect safe operation or result in mechanical breakdown of the bus or, if no defect or deficiency was discovered or reported, shall so indicate. Any defect or deficiency that would affect safe operation shall be repaired prior to operating the bus. (13 CCR 1215)

(cf. 3540 - Transportation)
 (cf. 3541.1 - Transportation for School-Related Trips)
 (cf. 3542 - School Bus Drivers)

Passenger Restraint Systems

~~***Note: Pursuant to Vehicle Code 27316 and 27316.5, any school bus or student activity bus purchased or leased for use in California must be equipped with a passenger restraint system if the bus was manufactured on or after the dates specified in law, as described below. Although it is the manufacturer's responsibility to ensure installation of appropriate passenger restraint systems, the district should be aware that buses manufactured or purchased from outside California may need to be modified to comply with the state's requirements. In addition, according to the California Department of Education's (CDE) Passenger Restraints Frequently Asked Questions, districts may, but are not required to, retrofit older school buses with passenger restraint systems. In determining whether to retrofit buses, the CDE recommends that districts consider the age of the bus, the total cost of the retrofit, and the required reinspection of the bus by the California Highway Patrol.***~~

The Superintendent or designee shall ensure that any school bus or student activity bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus manufactured on or after July 1, 2005 which is designed for carrying more than 16 passengers and the driver
2. Is a Type 2 school bus or student activity bus manufactured on or after July 1, 2004 which meets one of the following criteria:
 - a. Is designed for carrying 16 or fewer passengers and the driver
 - b. Has a manufacturer's vehicle weight rating of 10,000 pounds or less and is designed for carrying not more than 20 passengers and the driver

~~***Note: The following optional paragraph reflects legislative intent of Vehicle Code 27316.***~~

The Superintendent or designee shall prioritize the allocation of school buses purchased, leased, or contracted to ensure that elementary students receive first priority for new school buses equipped with passenger restraint systems whenever feasible.

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

~~***Note: Pursuant to Vehicle Code 27316, no person, district, or organization may be held criminally liable if a passenger improperly uses or fails to use the passenger restraint system. However, the CDE's Passenger Restraints Frequently Asked Questions encourages districts to develop procedures to enforce disciplinary actions for nonuse or improper use of the passenger restraint system.***~~

~~***Note: The following optional paragraph may be expanded to specify the steps that should be taken by the driver to reasonably ensure that all passengers are properly restrained (e.g., verbal instructions to students, visual inspection), which may vary depending on the age/grade levels of the students. Such steps also may be incorporated in district regulations adopted pursuant to 5 CCR 14103 related to student conduct on buses, bus driver authority, and the suspension of riding privileges; see BP/AR 5131.1 - Bus Conduct.***~~

Bus drivers shall be instructed regarding procedures to enforce the proper use of the passenger restraint system. Students who fail to follow instructions of the bus driver may be subject to discipline, including suspension of riding privileges, in accordance with Board policy and administrative regulations.

(cf. 5131.1 - Bus Conduct)

(cf. 5144 - Discipline)

Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. In addition, a wheelchair school bus shall have another fire extinguisher placed at the wheelchair loading door or emergency exit. All fire extinguishers shall be regularly inspected and serviced in accordance with regulations adopted by the State Fire Marshal. (Education Code 39838; 13 CCR 1242; 19 CCR 574-575.3)

Electronic Communications Devices

~~***Note: Vehicle Code 23125 prohibits a person from driving a school bus while using a wireless telephone except for work-related or emergency purposes. Vehicle Code 23123.5, as amended by AB 1785 (Ch. 660, Statutes of 2016), prohibits the driver of a motor vehicle~~

~~(including a school bus or school activity bus pursuant to Vehicle Code 415 and 545) from using an electronic wireless communications device for any purpose, including, but not limited to, text-based communication, but provides an exception for voice-operated and hands-free operation or for a function that requires only a single swipe or tap of the driver's finger as long as the device is mounted on the windshield, dashboard, or center console of the vehicle. The following paragraph limits the use of any electronic communications device to work-related or emergency purposes. The district should consult legal counsel if it is considering allowing broader use of such devices.***~~

A bus driver is prohibited from driving a school bus or student activity bus while using a wireless telephone or other electronic wireless communications device except for work-related or emergency purposes, including, but not limited to, contacting a law enforcement agency, health care provider, fire department, or other emergency service agency or entity. In any such permitted situation, the driver shall only use a wireless telephone or device that is specifically designed and configured to allow voice-operated and hands-free operation or a function that requires only a single swipe or tap of the driver's finger provided the device is mounted on the windshield, dashboard, or center console of the bus. (Vehicle Code 23123.5, 23125)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code 39842; 13 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include procedures for boarding and exiting a school bus at a school or other trip destination.

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education Code 39831.3)

Student Instruction

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)

The Superintendent or designee shall ensure that instruction is provided to students as follows:

1. The Superintendent or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
2. Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
 - a. Location of emergency exits
 - b. Location and use of emergency equipment

This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Bus Accidents

In the event of a school bus accident, the driver shall immediately notify the CHP and the Superintendent or designee. The driver shall not leave the immediate vicinity of the bus to seek aid unless necessary. (13 CCR 1219)

The Superintendent or designee shall maintain a report of each accident that occurred on public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five work days of the date of the accident. (13 CCR 1234)

The Superintendent or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

Legal Reference:

EDUCATION CODE

39830-39843 Transportation, school buses

39860 Contract for transportation; requirement that student not be left unattended

51202 Instruction in personal and public health and safety

PENAL CODE

241.3 Assault against school bus driver

243.3 Battery against school bus driver

VEHICLE CODE

415 Definition of motor vehicle

545-546 Definition of school bus and student activity bus
22112 Loading and unloading passengers
23123.5 Use of wireless telephone or communications device while driving; exceptions
23125 Use of wireless telephone prohibited while driving school bus
27316-27316.5 Passenger restraint systems
28160 Child safety alert system
34500 California Highway Patrol responsibility to regulate safe operation of school buses
34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses
34501.6 School buses; reduced visibility
34508 California Highway Patrol responsibility to adopt rules re: equipment and bus operations

CODE OF REGULATIONS, TITLE 5

14100-14105 School buses and student activity buses

CODE OF REGULATIONS, TITLE 13

1200-1293 Motor carrier safety

2480 Airborne toxic control measure; limitation on bus idling

CODE OF REGULATIONS, TITLE 19

574-575.3 Inspection and maintenance of fire extinguishers

CODE OF FEDERAL REGULATIONS, TITLE 49

571.1-571.500 Motor vehicle standards, including school buses

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Passenger Restraints Frequently Asked Questions

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

American School Bus Council: <http://www.americanschoolbuscouncil.org>

California Association of School Transportation Officials: <http://www.castoways.org>

California Department of Education, Office of School Transportation:

<http://www.cde.ca.gov/ls/tn>

California Highway Patrol: <http://www.chp.ca.gov>

National Transportation Safety Board: <http://www.nts.gov>

U.S. Department of Transportation, National Highway Traffic Safety Administration:

<http://www.nhtsa.dot.gov>

(11/08 11/12) 12/16

Legal Reference:

~~EDUCATION CODE~~

~~39830-39842 Transportation, school buses~~

~~51202 Instruction in personal and public health and safety~~

~~PENAL CODE~~

~~241.3 Assault against school bus driver~~

~~243.3 Battery against school bus driver~~

~~VEHICLE CODE~~

~~415 Definition of motor vehicle~~

~~545-546 Definition of school bus and school pupil activity bus~~

~~22112 Loading and unloading passengers~~

~~23123 Use of wireless telephone prohibited while driving motor vehicle~~

~~23123.5 Text communications prohibited while driving motor vehicle~~

~~23125 Use of wireless telephone prohibited while driving school bus~~

~~27316 Passenger restraint systems~~

~~34500 California Highway Patrol responsibility to regulate safe operation of school buses~~

~~34501.5 California Highway Patrol responsibility to adopt rules re: safe operation of school buses~~

~~34501.6 School buses; reduced visibility~~

~~34508 California Highway Patrol responsibility to adopt rules re: equipment and operations of school buses~~

~~CODE OF REGULATIONS, TITLE 5~~

~~14100-14105 School buses and student activity buses~~

~~CODE OF REGULATIONS, TITLE 13~~

~~1200-1293 Motor carrier safety~~

~~CODE OF FEDERAL REGULATIONS, TITLE 49~~

~~571.1-571.500 Motor vehicle standards, including school buses~~

Management Resources:

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

California Association of School Transportation Officials: <http://www.eastoways.org>

California Department of Education, Office of School Transportation:
<http://www.cde.ca.gov/ls/tn>

California Highway Patrol: <http://www.chp.ca.gov>

National Coalition for School Bus Safety: <http://www.ncsbs.org>

National Transportation Safety Board: <http://www.nts.gov>

U.S. Department of Transportation, National Highway Traffic Safety Administration:
<http://www.nhtsa.dot.gov>

(7/04-3/08)-11/08

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

Personnel

Nondiscrimination In Employment

The Governing Board is determined to provide district employees and job applicants a safe, positive environment where they are assured of full and equal employment access and opportunities, protection from harassment or intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. The Board prohibits district employees from discriminating against or harassing any other district employee or job applicant on the basis of the person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation, 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. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

The Board also prohibits discrimination against any employee or job applicant in compensation, terms, conditions, and other privileges of employment and the taking of any adverse employment action, including, but not limited to, termination or the denial of employment, promotion, job assignment, or training, against an employee or job applicant based on any of the categories listed above.

(cf. 4032 - Reasonable Accommodation)
(cf. 4154/4254/4354 - Health and Welfare Benefits)

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, gender, gender identity, gender expression, sex, or sexual orientation or his/her association with a person or group with one or more of these actual or perceived characteristics.

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

Prohibited discrimination on the basis of religious creed includes discrimination based on an employee's or job applicant's religious belief or observance, including his/her religious dress or grooming practices. In accordance with Government Code 12940, prohibited discrimination on the basis of religious creed also includes the district's failure or refusal to use reasonable means to accommodate an employee's or job applicant's religious belief, observance, or practice which conflicts with an employment requirement. However, the district shall not accommodate an employee's religious dress practice or religious grooming practice if it requires segregation of the individual from other employees or the public or if it would result in a violation of this policy or any law prohibiting discrimination.

Prohibited sex discrimination includes discrimination based on an employee's or job applicant's pregnancy, childbirth, breastfeeding, or any related medical condition.

(cf. 4033 - Lactation Accommodation)

Harassment consists of unwelcome verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance, or creates an intimidating, hostile, or offensive work environment.

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

~~***Note: The following paragraph illustrates unlawful discriminatory practices as specified in Government Code 12940. Pursuant to Labor Code 1197.5, an employer is prohibited from paying an employee at wage rates less than the rates paid to employees of the opposite sex for work requiring equal skill, effort, and responsibility and performed under similar conditions, except when the payment is based on some other bona fide factor such as education, training, or experience. In addition, Labor Code 1197.5, as amended by SB 1063 (Ch. 866, Statutes of 2016), prohibits the payment of different wage rates to employees for similar work based on race or ethnicity and prohibits the use of prior salary history by itself to justify any disparity in compensation under the bona fide factor exception.***~~

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:

- 1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment**
- 2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training**

(cf. 4151/4251/4351 - Employee Compensation)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

- 3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment**

~~***Note: Item #4 below addresses the numerous specific practices prohibited under Government Code 12940 or 2 CCR 11006-11086 in relation to certain protected categories. For example, because "sex" as defined in Government Code 12926 includes pregnancy, childbirth, breastfeeding, or related medical conditions, any of these conditions may be the basis for an employee's sex discrimination claim. As the specific prohibitions are too numerous to list in policy, it is recommended that district legal counsel be consulted when questions arise as to any specific claim.***~~

4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:

a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

(cf. 4033 - Lactation Accommodation)

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

b. Religious creed discrimination based on an employee's religious belief or observance, including his/her religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement.

c. Disability discrimination based on a district requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity

(cf. 4119.41/4219.41/4319.41 - Employees with Infectious Disease)

d. Disability discrimination based on the district's failure to make reasonable accommodation for the known physical or mental disability of an employee or to engage in a timely, good faith, interactive process with an employee, to determine effective reasonable accommodations for the employee, when he/she has requested reasonable accommodation for a known physical or mental disability or medical condition

(cf. 4032 - Reasonable Accommodation)

The Board also prohibits retaliation against any district employee or job applicant who opposes any discriminatory employment practice by the district or its employee, agent, or representative or who complains, testifies, assists, or in any way participates in the district's complaint procedures pursuant to this policy. No employee or job applicant who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940)

Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who does report such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment and discrimination, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The ~~State Administrator~~/Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.

In addition, the Superintendent or designee shall post, in a conspicuous place on district premises, the California Department of Fair Employment and Housing publication on workplace discrimination and harassment issued pursuant to 2 CCR 11013.

Any district employee who engages in prohibited discrimination, harassment, or retaliation or who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

~~EDUCATION CODE~~

~~200-262.4 Prohibition of discrimination~~

~~CIVIL CODE~~

~~51.7 Freedom from violence or intimidation~~

~~GOVERNMENT CODE~~

~~11135 Unlawful discrimination~~

~~11138 Rules and regulations~~

~~12900-12996 Fair Employment and Housing Act~~

~~PENAL CODE~~

~~422.56 Definitions, hate crimes~~

~~CODE OF REGULATIONS, TITLE 2~~

~~11019 Terms, conditions and privileges of employment~~

~~CODE OF REGULATIONS, TITLE 5~~

~~4900-4965 Nondiscrimination in elementary and secondary education programs~~

~~UNITED STATES CODE, TITLE 20~~

~~1681-1688 Title IX of the Education Amendments of 1972~~

~~UNITED STATES CODE, TITLE 29~~

~~621-634 Age Discrimination in Employment Act~~

~~794 Section 504 of the Rehabilitation Act of 1973~~

~~UNITED STATES CODE, TITLE 42~~

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

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

~~2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008~~

~~2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964~~

~~6101-6107 Age discrimination in federally assisted programs~~

~~12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age~~

~~COURT DECISIONS~~

~~Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863~~

~~Shepherd v. Loyola Marymount, (2002) 102 Cal.App.4th 837~~

~~Management Resources:~~

~~CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS~~

~~California Law Prohibits Workplace Discrimination and Harassment, December 2014~~

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

~~Notice of Non-Discrimination, August 2010~~

~~U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS~~

~~Questions and Answers: Religious Discrimination in the Workplace, 2008~~

~~New Compliance Manual Section 15: Race and Color Discrimination, April 2006~~

~~Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors,
June 1999~~

~~WEB SITES~~

~~California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>~~

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

~~U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>~~

~~————(3/12-11/12)-12/15~~

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

CIVIL CODE

51.7 Freedom from violence or intimidation

GOVERNMENT CODE

11135 Unlawful discrimination

11138 Rules and regulations

12900-12996 Fair Employment and Housing Act

PENAL CODE

422.56 Definitions, hate crimes

CODE OF REGULATIONS, TITLE 2

11006-11086 Discrimination in employment

11013 Recordkeeping

11019 Terms, conditions and privileges of employment

11023 Harassment and discrimination prevention and correction

11024 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

621-634 Age Discrimination in Employment Act

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

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

2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008

2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age discrimination in federally assisted programs

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.6 Compliance information

104.7 Designation of responsible employee for Section 504

104.8 Notice

106.8 Designation of responsible employee and adoption of grievance procedures

106.9 Dissemination of policy

110.1-110.39 Nondiscrimination on the basis of age

COURT DECISIONS

Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863

Shepard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Management Resources:

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING

PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment, December 2014

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

Notice of Non-Discrimination, August 2010

U.S. EQUAL EMPLOYMENT OPPORTUNITY COMMISSION PUBLICATIONS

Questions and Answers: Religious Discrimination in the Workplace, 2008

New Compliance Manual Section 15: Race and Color Discrimination, April 2006

Enforcement Guidance: Vicarious Employer Liability for Unlawful Harassment by Supervisors, June 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

BP 4030 (g)

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: January 25, 2017
Adopted: King City, California

All Personnel

NONDISCRIMINATION IN EMPLOYMENT

~~***Note: Pursuant to Government Code 11138 and 2 CCR 11023, as added by Register 2015, No. 50, districts are mandated to adopt rules and regulations to ensure that district programs and activities are free from unlawful discriminatory practices. Pursuant to 2 CCR 11009, as amended by Register 2015, No. 50, it is unlawful to discriminate against any person who serves in an unpaid internship or other limited duration program to gain unpaid work experience, on any basis protected by Government Code 12940.***~~

All allegations of discrimination in employment, including those involving an intern, volunteer, or job applicant, shall be investigated and resolved in accordance with procedures specified in this administrative regulation.

Discriminatory Harassment

Unlawful harassment based on a person's race, sex, or other attribute listed in the district's nondiscrimination policy includes, but is not limited to, the following:

1. Slurs, epithets, threats or verbal abuse
2. Derogatory or degrading comments, descriptions, drawings, pictures or gestures
3. Unwelcome jokes, stories or teasing
4. Any other verbal, visual or physical conduct which adversely affects the individual's employment opportunities or has the purpose or effect of unreasonably interfering with his/her work performance or creating an intimidating, hostile or offensive working environment

Harassment may arise not only as a result of the offender's intention, but also as a result of the offended person's perception of the offensive conduct and the way in which it affects him/her.

Any employee or applicant for employment who feels that he/she is being unlawfully harassed should immediately contact his/her supervisor or the ~~State Administrator/Superintendent~~ or designee in order to obtain procedures for reporting a complaint. Such complaints can be filed in accordance with *AR 4031 – Complaints Concerning Discrimination in Employment*.

Any supervisor who receives a harassment complaint shall notify the ~~State Administrator/Superintendent~~ or designee, who shall ensure that the complaint is appropriately investigated. Discrimination complaint procedures prohibit retaliatory behavior against any complainant or any participant in the complaint process.

The district designates the position identified below as its coordinator for nondiscrimination in employment (coordinator) to coordinate the district's efforts to comply with state and federal nondiscrimination laws and to answer inquiries regarding the district's nondiscrimination

policies. The coordinator may be contacted at:

Senior Director of Human Resources
800 Broadway
King City, CA 93930
831 385-0606

Measures to Prevent Discrimination

To prevent unlawful discrimination, harassment, and retaliation against district employees, volunteers, interns, and job applicants, the ~~State Administrator~~ Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and regulation, including the complaint procedures and the coordinator's contact information, to employees, volunteers, interns, job applicants, and the general public by: (5 CCR 4960; 34 CFR 100.6, 106.9)

a. Including them in each announcement, bulletin, or application form that is used in employee recruitment

b. Posting them in all district schools and offices, including staff lounges and other prominent locations

c. Posting them on the district's web site and providing easy access to them through district-supported social media, when available

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

2. Provide to employees a handbook that contains information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to anyone who feels that he/she has been the victim of any discriminatory or harassing behavior

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

3. Provide training to employees, volunteers, and interns regarding the district's nondiscrimination policy, including what constitutes unlawful discrimination, harassment, and retaliation and how and to whom a report of an incident should be made

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

4. Periodically review the district's recruitment, hiring, and promotion processes and regularly monitor the terms, conditions, and privileges of employment to ensure district compliance with law

Complaint Procedure

Any complaint by an employee or job applicant alleging discrimination or harassment shall be addressed in accordance with the following procedures:

1. Notice and Receipt of Complaint: A complainant who is an employee shall inform his/her supervisor. However, if the supervisor is the person against whom the employee is complaining, the employee shall inform the coordinator or the ~~State Administrator/Superintendent~~. A job applicant shall inform the coordinator or the ~~State Administrator/Superintendent~~ or designee.

The complainant may file a written complaint in accordance with this procedure, or if he/she is an employee, may first attempt to resolve the situation informally with his/her supervisor.

A supervisor or manager who has received information about an incident of discrimination or harassment, or has observed such an incident, shall report it to the coordinator, whether or not the complainant files a written complaint.

The written complaint should contain the complainant's name, the name of the individual who allegedly committed the act, a description of the incident, the date and location where the incident occurred, any witnesses who may have relevant information, other evidence of the discrimination or harassment, and any other pertinent information which may assist in investigating and resolving the complaint.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 4032 - Reasonable Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

2. Investigation Process: The coordinator shall initiate an impartial investigation of an allegation of discrimination or harassment within five business days of receiving notice of the behavior, regardless of whether a written complaint has been filed or whether the written complaint is complete.

The coordinator shall meet with the complainant to describe the district's complaint procedure and discuss the actions being sought by the complainant in response to the allegation. The coordinator shall inform the complainant that the allegations will be kept confidential to the extent possible, but that some information may be revealed as necessary to conduct an effective investigation.

(cf. 3580 - District Records)

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

If the coordinator determines that a detailed fact-finding investigation is necessary, he/she shall begin the investigation immediately. As part of this investigation, the coordinator should interview the complainant, the person accused, and other persons who could be expected to have relevant information.

When necessary to carry out his/her investigation or to protect employee safety, the coordinator may discuss the complaint with the ~~State Administrator~~/Superintendent or designee, district legal counsel, or the district's risk manager.

The coordinator also shall determine whether interim measures, such as scheduling changes, transfers, or leaves, need to be taken before the investigation is completed to ensure that further incidents do not occur. The coordinator shall ensure that such interim measures do not constitute retaliation.

3. **Written Report on Findings and Corrective Action:** No more than 20 business days after receiving the complaint, the coordinator shall conclude the investigation and prepare a written report of his/her findings. This timeline may be extended for good cause. If an extension is needed, the coordinator shall notify the complainant and explain the reasons for the extension.

The report shall include the decision and the reasons for the decision and shall summarize the steps taken during the investigation. If a determination has been made that discrimination or harassment occurred, the report also shall include any corrective action(s) that have been or will be taken to address the behavior, correct the effect on the complainant, and ensure that retaliation or further discrimination or harassment does not occur.

The report shall be presented to the complainant, the person accused, and the ~~State Administrator~~/Superintendent or designee.

4. **Appeal to the Governing Board:** The complainant or the person accused may appeal any findings to the Board within 10 business days of receiving the written report of the coordinator's findings. The ~~State Administrator~~/Superintendent or designee shall provide the Board with all information presented during the investigation. Upon receiving an appeal, the Board shall schedule a hearing as soon as practicable. Any complaint against a district employee shall be addressed in closed session in accordance with law. The Board shall render its decision within 10 business days.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 9321 - Closed Session Purposes and Agendas)

Other Remedies

In addition to filing a discrimination or harassment complaint with the district, a person may file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, within one year of the alleged discriminatory act(s), unless an exception exists pursuant to Government Code 12960
2. To file a valid complaint directly with EEOC, within 180 days of the alleged discriminatory act(s) (42 USC 2000e-5)
3. To file a valid complaint with EEOC after first filing a complaint with DFEH, within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier (42 USC 2000e-5)

12/15

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First Reading: January 25, 2017
Adopted: King City, California

Personnel

SEXUAL HARASSMENT

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

(cf. 4030 - Nondiscrimination in Employment)

This policy shall apply to all district employees and, when applicable, to interns, volunteers, and job applicants.

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

(cf. 4030 - Nondiscrimination in Employment)

The ~~State Administrator~~/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

(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 (5 CCR 4964).

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or ~~State Administrator~~/Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the ~~State Administrator~~/Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance AR 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 sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(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~~

~~12950.1 Sexual harassment training~~

LABOR CODE

~~1101 Political activities of employees~~

~~1102.1 Discrimination: sexual orientation~~

CODE OF REGULATIONS, TITLE 2

~~7287.8 Retaliation~~

~~7288.0 Sexual harassment training and education~~

CODE OF REGULATIONS, TITLE 5

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

UNITED STATES CODE, TITLE 42

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

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

~~2000h-2-2000h-6 Title IX, 1972 Education Act Amendments~~

CODE OF FEDERAL REGULATIONS, TITLE 34

~~106.9 Dissemination of policy~~

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:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

~~Protecting Students from Harassment and Hate Crime, January, 1999~~

WEB SITES

~~California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>~~

~~Equal Employment Opportunity Commission: <http://www.eeoc.gov>~~

~~U.S. Department of Education, Office of Civil Rights: <http://www.ed.gov/offices/OCR>~~

~~(11/01-3/04)-7/05~~

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

12950.1 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

UNITED STATES CODE, TITLE 42

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

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

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

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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:

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS

GENERAL

Protecting Students from Harassment and Hate Crime, January 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Equal Employment Opportunity Commission: <http://www.eeoc.gov>

U.S. Department of Education, Office for Civil Rights:

<http://www.ed.gov/about/offices/list/ocr/index.html>

(7/05 12/15) 12/16

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

Personnel

SEXUAL HARASSMENT

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; 5 CCR 4916)

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.
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. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so 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. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

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:

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

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

By January 1, 2006, and 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 newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the 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. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Note: The following paragraph is consistent with a district's affirmative duty to protect its employees from sex discrimination, including sexual harassment, pursuant to 2 CCR 11023, as added by Register 2015, No. 50. In addition, since BP/AR 5145.7 - Sexual Harassment requires employees to report sexual harassment against students, training such employees to recognize and address sexual harassment incidents furthers the district's interest in protecting both employees and students against prohibited conduct. Thus, it is strongly recommended that districts periodically provide sexual harassment training or information to all their employees, especially those who work at school sites.

Note: Provision of periodic training to all district employees could also help foster a positive work environment and mitigate damages against a district in the event of sexual harassment litigation. In Department of Health Services v. Superior Court (McGinnis), the California Supreme Court held that employers that have taken reasonable steps to prevent and correct workplace sexual harassment may be able to reduce damages in the event of a lawsuit. Such steps may include establishing anti-harassment policies and communicating those policies to employees.

The Superintendent or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include 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.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

~~***Note: The remainder of this section is for use by districts with 50 or more employees. Although the law does not require districts with fewer than 50 employees to provide sexual harassment training to supervisors, court decisions have held that providing training may help mitigate damages in sexual harassment suits. Additionally, provision of supervisor training may be a factor in determining whether a district has taken reasonable steps to prevent discrimination and harassment pursuant to Government Code 12940.***~~

~~***Note: Government Code 12950.1 requires such districts to provide two hours of sexual harassment training and education once every two years to every supervisory employee, defined as any employee with the authority to take employment action, including hiring, transferring, suspending, and disciplining other employees, or recommend such action if the exercise of that authority is not merely routine or clerical in nature. All newly hired supervisors or employees promoted to a supervisory position must receive the training within six months of their hire or assumption of the supervisory position. Compliance with this law does not insulate the district from any liability for harassment.***~~

~~***Note: Governing Board members, as elected officials, are not usually considered "supervisors"; however, since Board members have the authority to hire, reward, or discipline the Superintendent and other employees, Board members may also be required to receive sexual harassment training. Districts should consult with legal counsel to ensure that the appropriate individuals receive training.***~~

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 having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or 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)

(cf. 4300 - Administrative and Supervisory Personnel)

~~***Note: Government Code 12950.1 and 2 CCR 11024, as amended and renumbered by Register 2015, No. 50, require that the training for supervisory employees contain specified components and be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.***~~

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, 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, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in 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 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
6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received
7. 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

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 each faculty member, all members of the administrative staff, and all members of the support staff 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)

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
(cf. 4031 - Complaints Concerning Discrimination in Employment)
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 7287.8 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. (Government Code 12950)

(3/04 7/05) 3/08

Regulation SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT
First reading: January 25, 2017
Adopted: King City, California

Board Bylaws

Meetings And Notices

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

(cf. 9322 - Agenda/Meeting Materials)

(cf. 9323 - Meeting Conduct)

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

(cf. 9012 - Board Member Electronic Communications)

In order to help ensure the participation of individuals with disabilities at Board meetings, the Staff Administrator/Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Regular Meetings

The Board shall hold one regular meeting each month. Regular meetings shall be held at 6:30 p.m. on the ~~third~~ **fourth** Tuesday of the month (subject to change), alternating between the South Monterey County Joint Union High School District Board Room, and the Greenfield High School library.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public and on the district's Internet web site. (Government Code 54954.2)

(cf. 1113 - District and School Web Sites)

Whenever agenda materials relating to an open session of a regular meeting are distributed to the Board less than 72 hours before the meeting, the ~~Staff Administrator~~/Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. (Government Code 54957.5)

(cf. 1340 - Access to District Records)

Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. However, a special meeting shall not be called regarding the salary, salary schedule, or other compensation of the ~~Staff Administrator~~/Superintendent, assistant superintendent, or other management employee as described in Government Code 3511.1. (Government Code 54956)

(cf. 2121 - Superintendent's Contract)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice also shall be posted on the district's Internet web site. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board

(cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)

2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning, the notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

(cf. 2000 - Concepts and Roles)

(cf. 2111 - Superintendent Governance Standards)

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9400 - Board Self-Evaluation)

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

(cf. 9130 - Board Committees)

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

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

Meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if it's principal office is located outside the district

5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Staff Administrator/Superintendent of the district

10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The ~~Staff Administrator~~/Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

Legal Reference:

EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

GOVERNMENT CODE

- 3511.1 Local agency executives
- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
 - 54953 Meetings to be open and public; attendance
 - 54954 Time and place of regular meetings
 - 54954.2 Agenda posting requirements, board actions
 - 54956 Special meetings; call; notice
 - 54956.5 Emergency meetings

UNITED STATES CODE, TITLE 42

- 12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

- 35.160 Effective communications
- 36.303 Auxiliary aids and services

COURT DECISIONS

- Wolfe v. City of Fremont, (2006) 144 Cal.App. 544

ATTORNEY GENERAL OPINIONS

- 88 Ops.Cal.Atty.Gen. 218 (2005)
- 84 Ops.Cal.Atty.Gen. 181 (2001)
- 84 Ops.Cal.Atty.Gen. 30 (2001)
- 79 Ops.Cal.Atty.Gen. 69 (1996)
- 78 Ops.Cal.Atty.Gen. 327 (1995)

Management Resources:

CSBA PUBLICATIONS

The Brown Act: School Boards and Open Meeting Laws, rev. 2009

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

The ABCs of Open Government Laws

LEAGUE OF CALIFORNIA CITIES PUBLICATIONS

Open and Public IV: A Guide to the Ralph M. Brown Act, 2nd Ed., 2010

WEB SITES

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

CSBA, Agenda Online:

<http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx>">[-136-](http://w</p>
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ww.csba.org">[http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.a
spx](http://www.csba.org/Services/Services/GovernanceTechnology/AgendaOnline.aspx)

California Attorney General's Office: <http://www.ag.ca.gov>

Institute for Local Government: <http://www.ca-ilg.org>

League of California Cities: <http://www.cacities.org>

(3/08 11/08) 11/11

Bylaw

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

First Reading: January 25, 2017

Adopted:

King City, California

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of AP Psychology Course

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

AP Psychology is a course similar to an introductory psychology college-level course. Major concepts taught include: human behavior and mental processes, psychological theories, biological bases for behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Recommendation:

It is recommended that the Board of Education approve the AP Psychology course.

Fiscal Impact:


AP Psychology professional development in preparation for teaching the course. Cost is approximately \$3,000. paid through LCAP funds. Cost of AP Psychology textbooks is \$6,800. Paid through site Unrestricted funds.

Submitted By:

Approved:



Diana M. Jiménez
Director, Educational Services



Daniel R. Moirao, Ed.D.
Superintendent

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* **must be fully completed** by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or December 1** (for the December District Curriculum Council meeting)

PROPOSER Andrew Persin SCHOOL King City high school
 NAME OF PROPOSED COURSE AP Psychology SEMESTER OR FULL YEAR (circle)
 DEPARTMENT select. MEETS A-G: Yes or No (circle)
 OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.
2. Why is this proposed course needed?
3. How does this proposed course impact course sequencing or pathways within the department?
4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?
5. How will this proposed course support Board and school goals?
6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.
7. What are the staffing implications? Address teacher certification/credential issues.
8. What are financial implications? Complete table below:

| | Description | Financial Implications |
|-------------------------------|--|--|
| Technology/software/textbooks | Textbooks - Myers, David G. Psychology for AP | \$151 per book |
| Equipment | N/A | |
| Facilities | N/A | |
| Teacher Training | AP psych. Institute training | \$275 training plus travel and lodging fees. |

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER Andrew Persin SCHOOL King City High School

NAME OF PROPOSED COURSE AP Psychology

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/18/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

AP Psychology
King City HS
New Course Approval Responses

Andrew Persin

1. AP Psychology is similar to an entry level, introduction to psychology college course (Psych 101). The course, as described in the course outline follows the AP curriculum and introduces students to the many elements of psychology as a discipline and science, including but not limited to: Research Methods, Biology and Behavior, Learning, Cognition, Abnormal Behavior, and Motivation/Emotion. Students use psychological research methods throughout the course in order to gain a deeper understanding of new material presented. They are required to effectively communicate their ideas as they consider ethics, analyze bias, and evaluate claims and evidence.
2. AP Psychology will help add an alternative AP course to the master KCHS course offerings list, a course which is appealing and engaging to many students here at KCHS. Students will find true value in the material, because they all can relate, in some way or another, to the various aspects of study within the discipline. Also, with 10th grade being the primary targeted year (11th and 12th will still have the option to join), it helps the students who are already enrolled, as 9th graders, in AP Human Geography. These students are looking for a great option for their 10th grade year, a rigorous and engaging course which will ease their transition from 9th to 10th grade.
3. The proposed course, as stated previously, has a positive impact on course sequencing, in that it allows for a smooth transition for many students who are looking to fill their schedule with a rigorous and unique AP course. This course adds variety to the schedule and offerings here at KCHS and gives students a great option to prepare them for college. It has no negative impact within the department.
4. There is NO prerequisite for this course. Students must be able to read a college level course textbook and write effectively and efficiently.
5. The course meets Board and school goals because, as a school, we are offering more pathways for student success, more AP class, and more student-driven academic choices.
6. Expected student enrollment for year one would be a class of 25-30 students, at the very least. This would require one section.
7. Mr. Persin will be teaching this course, which would leave one section of English 1 (College Prep 9) open for another teacher to teach this coming 2017-2018 school year.
8. For this course, a textbook is not required, but would be helpful. If permitted, the school would need to purchase 30 textbooks. If not, the instructor will order a copy of the textbook and use different methods to help students gain all the information from the textbook. Also, if possible and plausible, the instructor would request to attend an AP Psychology training.

| | | | | | | | |
|-----------------------------|------------|---------|------------------|---------------|--------------------|--------------------------|--------------------------|
| Education Policy & Advocacy | Membership | Testing | College Guidance | K-12 Services | Higher Ed Services | Professional Development | Data, Reports & Research |
|-----------------------------|------------|---------|------------------|---------------|--------------------|--------------------------|--------------------------|

AP Central

| <p>AP Courses</p> <hr/> <p>Exam Information</p> <hr/> <p>AP Score Reports & Data</p> <hr/> <p>Professional Development</p> <hr/> <p>Start & Grow AP</p> <hr/> <p>AP Coordinators</p> <hr/> <p>Advances in AP</p> <hr/> <p>AP for Higher Ed</p> <hr/> <p>AP for Students</p> | <p>Psychology Workshops Search Results</p> <p>< Back to Workshops and Summer Institutes</p> <table border="1"> <thead> <tr> <th>Title</th> <th>Registration Link</th> <th>Start</th> <th>Cost</th> <th>Location</th> <th>Last Date to Register</th> </tr> </thead> <tbody> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>11/22/2016</td> <td>\$275</td> <td>Butler University (Indianapolis,IN,"US)</td> <td>11/08/2016</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>12/02/2016</td> <td>\$490</td> <td>The Westin Stonebriar Hotel and Golf Club (Frisco,TX,"US)</td> <td>11/18/2016</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>12/02/2016</td> <td>\$275</td> <td>Holiday Inn Mansfield-Foxboro (Mansfield,MA,"US)</td> <td>11/18/2016</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>12/05/2016</td> <td>\$275</td> <td>University of Wisconsin - Pyle Center (Madison,WI,"US)</td> <td>11/21/2016</td> </tr> <tr> <td>2016 Chengdu Workshop for AP teachers in China - Psychology</td> <td>Register</td> <td>12/10/2016</td> <td>\$475</td> <td>Chengdu NO.7 High School Jia Xiang Foreign Language School (Chengdu,,"CN)</td> <td></td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>12/12/2016</td> <td>\$275</td> <td>Eastern Michigan University (Livonia,MI,"US)</td> <td>11/28/2016</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>01/11/2017</td> <td>\$275</td> <td>University of Missouri - Kansas City (Kansas City,MO,"US)</td> <td>12/28/2016</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>01/28/2017</td> <td>\$275</td> <td>Aragon High School (San Mateo,CA,"US)</td> <td>01/13/2017</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>03/04/2017</td> <td>\$275</td> <td>Segerstrom High School (Santa Ana,CA,"US)</td> <td>02/17/2017</td> </tr> <tr> <td>AP Workshop - Psychology</td> <td>Register</td> <td>03/16/2017</td> <td>\$275</td> <td>Oakton Community College (Des Plaines,IL,"US)</td> <td>03/02/2017</td> </tr> </tbody> </table> <p style="text-align: center;"><input type="button" value="New Search"/></p> | Title | Registration Link | Start | Cost | Location | Last Date to Register | AP Workshop - Psychology | Register | 11/22/2016 | \$275 | Butler University (Indianapolis,IN,"US) | 11/08/2016 | AP Workshop - Psychology | Register | 12/02/2016 | \$490 | The Westin Stonebriar Hotel and Golf Club (Frisco,TX,"US) | 11/18/2016 | AP Workshop - Psychology | Register | 12/02/2016 | \$275 | Holiday Inn Mansfield-Foxboro (Mansfield,MA,"US) | 11/18/2016 | AP Workshop - Psychology | Register | 12/05/2016 | \$275 | University of Wisconsin - Pyle Center (Madison,WI,"US) | 11/21/2016 | 2016 Chengdu Workshop for AP teachers in China - Psychology | Register | 12/10/2016 | \$475 | Chengdu NO.7 High School Jia Xiang Foreign Language School (Chengdu,,"CN) | | AP Workshop - Psychology | Register | 12/12/2016 | \$275 | Eastern Michigan University (Livonia,MI,"US) | 11/28/2016 | AP Workshop - Psychology | Register | 01/11/2017 | \$275 | University of Missouri - Kansas City (Kansas City,MO,"US) | 12/28/2016 | AP Workshop - Psychology | Register | 01/28/2017 | \$275 | Aragon High School (San Mateo,CA,"US) | 01/13/2017 | AP Workshop - Psychology | Register | 03/04/2017 | \$275 | Segerstrom High School (Santa Ana,CA,"US) | 02/17/2017 | AP Workshop - Psychology | Register | 03/16/2017 | \$275 | Oakton Community College (Des Plaines,IL,"US) | 03/02/2017 |
|---|---|------------|-------------------|---|-----------------------|----------|-----------------------|--|----------|------------|-------|---|------------|--|----------|------------|-------|---|------------|--|----------|------------|-------|--|------------|--|----------|------------|-------|--|------------|---|----------|------------|-------|---|--|--|----------|------------|-------|--|------------|--|----------|------------|-------|---|------------|--|----------|------------|-------|---------------------------------------|------------|--|----------|------------|-------|---|------------|--|----------|------------|-------|---|------------|
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| AP Workshop - Psychology | Register | 03/16/2017 | \$275 | Oakton Community College (Des Plaines,IL,"US) | 03/02/2017 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

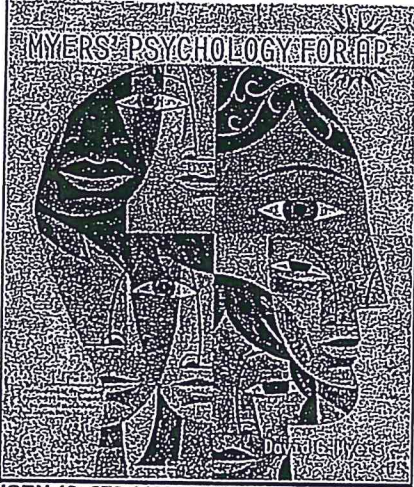


Myers' Psychology for AP* Reprint Edition

by David G. Myers (Author)

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South Monterey County Joint Union High School District

NEW COURSE APPROVAL PROCESS

In order for a new course to be added to the course offerings for SMCJUHSD, the New Course Approval Process must be followed. New courses are defined as follows:

- a wholly new course that has never been taught in SMCJUHSD or
- a course that was taught in SMCJUHSD at a prior time that is resurrected and proposed to be added to the current course offerings or
- a course currently listed in the SMCJUHSD course offerings but whose title is changed or
- a course currently listed in the SMCJUHSD course offerings but is opened to additional grade levels or
- a course that is currently listed in the course offerings but substantially revised with respect to content and skills.

Any teacher or administrator can propose a new course. The timeline must be followed with the appropriate required paperwork submitted by each deadline indicated on the timeline. Each course is to be reviewed and endorsed by teachers at the department level, by the site leadership team, and by various groups representing the district prior to being considered by the District Curriculum Council. The goal is that there is broad-based review of new courses at various levels within our system and there are opportunities for input. **If there is disapproval at any level, the new course does not move forward.** The only exception to this would be when unique circumstances are involved with the particular new course. The new course may be resubmitted the following year. Endorsement/approval is achieved through consensus or majority voting.

The proposer is charged with:

- the responsibility of moving the new course through the various levels of review
- obtaining the necessary information to complete the *New Course Approval Required Information Form*- including the financial implications section
- obtaining needed signatures
- meeting with the appropriate department chair to discuss the new course
- attending site leadership team meetings at which the new course will be considered
- meeting the appropriate deadlines and submitting necessary forms to the office of Educational Services by the required deadlines
- presenting the new course at any district level committee meeting including the District Curriculum Council meeting in October or December.

To begin the process, the proposer must complete the *New Course Approval Required Information Form*, obtain the needed signatures on the *Course Review Signature Form*, and send both documents to the Director of Educational Services by the required deadlines.

TIMELINE FOR NEW COURSE APPROVAL PROCESS

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by:

- **October 1** (for the October District Curriculum Council meeting) or
- **December 1** (for the December District Curriculum Council meeting)

About the Advanced Placement Program[®] (AP[®])

The Advanced Placement Program[®] enables willing and academically prepared students to pursue college-level studies — with the opportunity to earn college credit, advanced placement, or both — while still in high school. AP[®] Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and college faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

AP Psychology Course Overview

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

PREREQUISITE

There are no prerequisites for AP Psychology. Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

AP Psychology Course Content

The AP Psychology course includes the systematic and scientific study of behavior and mental processes represented by the following topics, concepts, and key contributors to each field:

- History and Approaches
- Research Methods
- Biological Bases of Behavior
- Sensation and Perception
- States of Consciousness
- Learning
- Cognition
- Motivation and Emotion
- Developmental Psychology
- Personality
- Testing and Individual Differences
- Abnormal Behavior
- Treatment of Abnormal Behavior
- Social Psychology

AP Psychology Exam Structure

AP PSYCHOLOGY EXAM: 2 HOURS

Assessment Overview

The AP Psychology Exam measures students' knowledge of the 14 key topics and fields of study in psychology and tests their ability to define, compare, and apply concepts and research findings. Questions are based on key terminology, scientific methodology, and theories associated with each subfield.

Free-response questions may require students to interrelate different content areas and to analyze and evaluate psychological constructs and, more generally, theoretical perspectives.

Format of Assessment

Section I: Multiple Choice | 100 Questions | 70 Minutes | 66.6% of Exam Score

- Define and explain content from a range of course topics
- Apply skills of comparison and interpretation to course concepts, theories, and scientific methods

Section II: Free Response | 2 Questions | 50 Minutes | 33.3% of Exam Score

Topics/themes addressed by these questions may include (but are not limited to) the following:

- Analyze a unique scenario using concepts from different theoretical frameworks or sub domains in the field
- Design, analyze, or critique a study

AP PSYCHOLOGY SAMPLE QUESTIONS

Sample Multiple-Choice Question

Which of the following scenarios is the best example of the mere-exposure effect?

- (A) After tasting a soft drink for the first time, Frank immediately decides it is his favorite drink.
- (B) A year after beginning her exercise program, Georgina wants to expand her regimen.
- (C) Hal begins to like a certain sports car after seeing it frequently on the road, even though he did not like the car at first.
- (D) Kristy initially thinks her new neighbor is attractive, but once she becomes better acquainted with him, she finds him less appealing.
- (E) After going away to college, Joy finds she is less and less interested in spending time with her old friends from high school.

Answer: C

Sample Free-Response Question

To demonstrate an understanding of psychological concepts, perspectives, and research methodology, students must answer the questions clearly, in complete sentences, and within the context of the prompt. Outlines and lists alone are not acceptable responses. Providing definitions of the psychological terms alone may not score points but may help students better apply the concepts. Responses that contradict themselves, involve circular definitions, or simply restate the question are unacceptable.

ABSTRACT

1. We conducted a variation of Asch's (1951) conformity study in which participants made judgments about the length of lines. We randomly assigned participants to one of two conditions and told them that the study involved perceptual abilities. In the first condition, participants estimated the length of lines after hearing five people pretending to be participants (confederates) give inaccurate estimates. In the second condition, participants estimated the length of lines without hearing estimates of confederates. As we expected, participants in the first condition were less accurate in their estimates of line length, demonstrating the tendency to conform to majority influence.
 - A) How would each element below be related to the specific content of the experiment reported in the abstract?
 - Control group
 - Deception
 - Operational definition of the dependent variable
 - Hypothesis
 - Debriefing
 - B) How might participants' estimates of line length in the study be related to the following?
 - Cognitive dissonance
 - Maslow's hierarchy of needs

AP Psychology: Example Textbook List

The list below represents examples of textbooks that meet the curricular requirements of AP Psychology. The list below is not exhaustive and the texts listed should not be regarded as endorsed, authorized, recommended, or approved by the College Board. Not using a book from this list does not mean that a course will not receive authorization. Syllabi submitted as part of the AP Course Audit process will be evaluated holistically, with textbooks considered along with supplementary, supporting resources to confirm that the course as a whole provides students with the content delineated in the curricular requirements of the AP Course Audit.

The specified editions of the following textbooks meet the AP Psychology AP Course Audit curricular requirements. Earlier editions of these texts or other textbooks not listed here may meet the AP Course Audit curricular requirements if supplemented with appropriate college-level instructional resources. For discussions regarding the usefulness of these texts and other teaching materials in the AP Psychology classroom, please consult the AP Psychology Teacher Community.

Please note that the texts on this list have not been reviewed by Learning List for the 2016-2017 academic year.

Bernstein, Douglas A., Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy. *Psychology*. Boston: Cengage Learning.

Bernstein, Douglas A. *Essentials of Psychology*. Boston: Cengage Learning.

Einstein, Douglas A., Louis A. Penner, Alison Clarke-Stewart, and Edward J. Roy. *Psychology, AP Edition*. Belmont, CA: Wadsworth Cengage Learning.

Cripps, John T. and Laura A. Freberg. *Discovering Psychology: The Science of Mind*. Boston: Cengage Learning.

Carlson, Neil R., Harold Miller, C. Donald Heth, John W. Donahoe, and G. Neil Martin. *Psychology: The Science of*. Upper Saddle River, NJ: Pearson.

Carpenter, Siri and Karen Huffman. *Visualizing Psychology*. Hoboken, NJ: Wiley.

Ciccarelli, Sandra K., and J. Noland White. *Psychology, AP Edition*. Upper Saddle River, NJ: Pearson.

Coon, Dennis, and John O. Mitterer. *Psychology: A Journey*. Belmont, CA: Wadsworth, Cengage Learning

Davis, Stephen. F., Joseph J. Palladino, and Kimberly M. Christopherson. *Psychology*. Upper Saddle River, NJ: Pearson.

Feldman, Robert S. *Understanding Psychology*. New York: McGraw-Hill.

Feldman, Robert S. *Essentials of Understanding Psychology*. New York: McGraw-Hill.

Franzoi, Stephen L. *Psychology: A Journey of Discovery*. Cincinnati, OH: Atomic Dog Publishing.

Gazzaniga, Michael S., Todd F. Heatherton, and Diane Halpern. *Psychological Science*. New York: W. W. Norton.

Gerrig, Richard J. *Psychology and Life*. Upper Saddle River, NJ: Pearson.

Gray, Peter, and David F. Bjorklund. *Psychology*. New York: Worth.

Griggs, Richard A. *Psychology: A Concise Introduction*. New York: Worth.

Hockenbury, Don H., and Sandra E. Hockenbury. *Discovering Psychology*. New York: Worth.

http://www.collegeboard.com/html/apcourseaudit/courses/psychology_textbook_list.html

Luffman, Karen. *Psychology in Action*. Hoboken, NJ: John Wiley & Sons.

Malat, James W. *Introduction to Psychology*. Belmont, CA: Wadsworth.

Oring, Laura. *The Science of Psychology: An Appreciative View*. New York: McGraw-Hill.

Rowalski, Robin M., and Drew Westen. *Psychology*. Hoboken, NJ: John Wiley & Sons.

Trause, Mark, and Daniel Cortis. *Psychological Science: Modeling Scientific Literacy*. Upper Saddle River, NJ: Pearson.

Shahey, Benjamin B. *Psychology: An Introduction*. New York: McGraw-Hill.

Stilienfeld, Scott O., Steven Jay Lynn, Laura L. Namy, and Nancy J. Woolf. *Psychology: From Inquiry to Understanding*. Upper Saddle River, NJ: Pearson.

Morris, Charles G., and Albert A. Maisto. *Understanding Psychology*. Upper Saddle River, NJ: Pearson.

Myers, David G. *Exploring Psychology*. New York: Worth.

Myers, David G. *Psychology*. New York: Worth.

Myers, David G. *Myers' Psychology for AP**. New York: Worth.

Mairne, James S. *Psychology*. Belmont, CA: Wadsworth, Cengage Learning.

Nevid, Jeffrey S. *Psychology: Concepts and Applications*. Belmont, CA: Wadsworth, Cengage Learning.

Holen-Hoeksema, Susan, et al. *Atkinson & Hilgard's Introduction to Psychology*. Belmont, CA: Wadsworth, Cengage Learning.

Prinzie, Rod, and Haig Kouyoumdjian. *Introduction to Psychology*. Belmont, CA: Wadsworth, Cengage Learning.

Rosenfeld, Spencer A. *Psychology: Concepts and Connections*. Belmont, CA: Wadsworth, Cengage Learning.

Schacter, Daniel, Daniel Gilbert, Daniel Wegner, and Matthew K. Nock. *Psychology*. New York: Worth.

Made, Carole, and Carol Tavis. *Invitation to Psychology*. Upper Saddle River, NJ: Pearson.

Neiten, Wayne. *Psychology: Themes and Variations*. Belmont, CA: Wadsworth, Cengage Learning.

Wood, Samuel E., Ellen G. Wood, and Denise G. Boyd. *The World of Psychology*. Upper Saddle River, NJ: Pearson.

Zimbardo, Philip G., Robert L. Johnson, and Vivian McCann Hamilton. *Psychology: Core Concepts*. Upper Saddle River, NJ: Pearson.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Ornamental Horticulture 2 Course

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Ornamental Horticulture 2 is the second course of the Ornamental Horticulture sequence. In this course students learn the basic skills and knowledge needed in the greenhouse management industry. Major concepts taught include: plant environments, classification, plant processes, growing media, plant nutrients, propagation, growth, pests and management procedures, nursery and landscape structures.

Recommendation:

It is recommended the Board of Education approve the Ornamental Horticulture 2 course.

Fiscal Impact:


None.

Submitted By:



Diana M. Jiménez
Director, Educational Services

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

South Monterey County Joint Union High School District

NEW COURSE APPROVAL PROCESS

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- a course currently listed in the SMCJUHSD course offerings but is opened to additional grade levels or
- a course that is currently listed in the course offerings but substantially revised with respect to content and skills.

Any teacher or administrator can propose a new course. The timeline must be followed with the appropriate required paperwork submitted by each deadline indicated on the timeline. Each course is to be reviewed and endorsed by teachers at the department level, by the site leadership team, and by various groups representing the district prior to being considered by the District Curriculum Council. The goal is that there is broad-based review of new courses at various levels within our system and there are opportunities for input. **If there is disapproval at any level, the new course does not move forward.** The only exception to this would be when unique circumstances are involved with the particular new course. The new course may be resubmitted the following year. Endorsement/approval is achieved through consensus or majority voting.

The proposer is charged with:

- the responsibility of moving the new course through the various levels of review
- obtaining the necessary information to complete the *New Course Approval Required Information Form*-including the financial implications section
- obtaining needed signatures
- meeting with the appropriate department chair to discuss the new course
- attending site leadership team meetings at which the new course will be considered
- meeting the appropriate deadlines and submitting necessary forms to the office of Educational Services by the required deadlines
- presenting the new course at any district level committee meeting including the District Curriculum Council meeting in October or December.

To begin the process, the proposer must complete the *New Course Approval Required Information Form*, obtain the needed signatures on the *Course Review Signature Form*, and send both documents to the Director of Educational Services by the required deadlines.

TIMELINE FOR NEW COURSE APPROVAL PROCESS

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by:

- **October 1** (for the October District Curriculum Council meeting) or
- **December 1** (for the December District Curriculum Council meeting)

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or** **December 1** (for the December District Curriculum Council meeting)

PROPOSER Patrick Smith SCHOOL King City High School

NAME OF PROPOSED COURSE OH2 (Ornamental Horticulture 2 Greenhouse Production)

SEMESTER OR FULL YEAR (circle)

DEPARTMENT Agriculture

MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more)

ELECTIVE Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.
2. Why is this proposed course needed?
3. How does this proposed course impact course sequencing or pathways within the department?
4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?
5. How will this proposed course support Board and school goals?
6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.
7. What are the staffing implications? Address teacher certification/credential issues.
8. What are financial implications? Complete table below:

| | Description | Financial Implications |
|-------------------------------|---|------------------------|
| Technology/software/textbooks | We will use the current Ornamental Horticulture textbook | |
| Equipment | We will use current horticulture equipment located at our school farm | |
| Facilities | Existing greenhouse/ shade house at the school farm | |
| Teacher Training | Current professional development attended by all agriculture teachers | |

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER PATRICK SMITH SCHOOL KING CITY
NAME OF PROPOSED COURSE OH2

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE 11/17/16 DEPT. CHAIR SIGNATURE [Signature]

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR Date 1-16-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)
REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY
Date _____

Separate sheet of paper

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.

This class is designed to provide both college bound students and work bound students with the basic skills and knowledge needed in the greenhouse management industry. Major instructional concepts provide students with individual goals and objectives including: plant environments, classification, plant processes, growing media, plant nutrients, propagation, growth, pests and management procedures, nursery and some landscape techniques, structures and their operation and maintenance and other greenhouse technologies. Individual projects (SAE) and record keeping are also included.

2. Why is this proposed course needed?

This course is needed to fulfill the growing sequence of Ornamental Horticulture in the King City Agriculture department. Our goal is to develop a Horticulture pathway and this class is the second course in this new implementation of horticulture.

3. How does this proposed course impact course sequencing or pathways within the department?

OH2 directly impacts course sequencing as it is the second course in the development of the horticulture pathway.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

Yes, the pre-requisite is OH1 (Ornamental Horticulture 1)

5. How will this proposed course support Board and school goals?

This course would support the board and school goals by empowering and inspiring students to be lifelong horticulture learners. This course will give students the necessary skills to be successful in education and in a horticulture career.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.

This class will be offered to second year horticulture students. We expect all sections to be at least a 25 student classroom, however we prefer a larger class. We also expect 2 sections per year, and we expect to maintain that average.

7. What are the staffing implications? Address teacher certification/credential issues.

Currently we have 2 teachers capable of teaching this course. One of them is an expert in this course and holds a degree specifically in this field of education.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Graphic Design Course

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

Graphic Design is the process of combining text and graphics to create art that communicates a message. Major concepts taught include: the history of graphic design and its contributions to modern society, art criticism, peer/self-assessment, use of graphic design software (Photoshop, InDesign and Adobe Illustrator), elements of art and principles of design. Projects are designed to simulate the real world of commercial art.

Recommendation:

It is recommended that the Board of Education approve the Graphic Design Course.


Fiscal Impact:

Duplication costs for lessons approximately \$1,000 (site Unrestricted funds). The district has already purchased the software for this course.

Submitted By:


Diana M. Jimenez
Director, Educational Services

Approved:


Daniel R. Moirao, Ed.D.
Superintendent

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* **must be fully completed** by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or December 1** (for the December District Curriculum Council meeting)

PROPOSER Chris Hanson SCHOOL KCHS
 NAME OF PROPOSED COURSE Graphic Design SEMESTER OR FULL YEAR (circle)
 DEPARTMENT Fire Arts MEETS A-G: Yes or No (circle)
 OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.
2. Why is this proposed course needed?
3. How does this proposed course impact course sequencing or pathways within the department?
4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?
5. How will this proposed course support Board and school goals?
6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.
7. What are the staffing implications? Address teacher certification/credential issues.
8. What are financial implications? Complete table below:

| | Description | Financial Implications |
|-------------------------------|-------------|------------------------|
| Technology/software/textbooks | | |
| Equipment | | |
| Facilities | | |
| Teacher Training | | |

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. When I first arrived here at KCHS back in 2004, Mr. Bullard was teaching an Advanced Graphics course with a range of different media. I chose to write a new curriculum and call the class Graphic Design. The curriculum is currently on the books and is UC approved.

Graphic Design is the process of combining text and graphics to create art that communicates a message. This course serves as an introduction to the industry tools and concepts. Students research the history of graphic design as well as its contribution to modern society. In addition to studying successful works of art, the four step method of Art Criticism is used during peer and self-assessment. Artistic perception is addressed through projects which emphasize visual art problem solving. Projects are designed to simulate the real world of commercial art. Students work as though they are under a deadline for a client. Students use Adobe Photoshop and InDesign to learn different aspects of page layout. Other projects focus on various aspects of advertising such as letterhead, logos, business cards and package design. Adobe Illustrator is used to render three dimensional forms and space. All experiences reinforce the student's ability to use the language of the Visual Arts. The Elements of Art and Principles of Design are emphasized.

2. Why is this proposed course needed? Students have expressed a desire for more electives. I have a few students who would like a 4th year of Visual Arts, but to continue to repeat similar drawing and painting projects would not be as beneficial as adding new and varying curriculum. Art projects can be very expensive when you are talking about 6 sections of 35 students each. With a limited budget, we get bored limiting ourselves to just drawing and painting. We have begun to add more three dimensional projects such as mask making and sculpture, but should continue to develop the Art Department. I think that offering a Graphic Design class might bring in other students that might not have otherwise taken Art. Graphic Design is one of the major career choices for individuals who make a living in the field of Visual Arts. In the past students have enjoyed working with the Adobe software 9 Photo shop, InDesign and Illustrator).

3. How does this proposed course impact course sequencing or pathways within the department? As of now there is no Visual Art pathway. Students have the option of progressing through Art 1, Art 2 and Art3. Graphic Design does have Art 1 as a prerequisite. There are many concepts and techniques I would want students to be familiar with prior taking the Graphic Design class. Adding a new elective does not impact course sequencing, rather it allows people to have choices.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite? The prerequisite will be Art 1. Students should acquire a basic knowledge of the Visual Arts prior to taking a Graphic Design class. The Graphic Design class will reinforce and build upon skills and knowledge acquired in Art 1. Art 1 students are just beginning to learn the Visual Arts language, identify concepts, learn artistic techniques and acquire technical skill.

5. How will this proposed course support Board and school goals? All student projects are derived from and fulfill the California Standards for the Visual Arts. Class projects attempt to simulate the real world of Graphic Design. Many of the activities support our SLO's. The course content helps students develop skills and acquire knowledge. Other assignments provide students with opportunities to learn how to collaborate and use technology to become effective communicators.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation. When we used to offer this class back between 2006 – 2009, we limited the class to 30 students because the computer lab had 32 working computers. I would expect to have one section of GD this go round. We don't really have enough enrollment to justify two Art 3 classes every year. The 30 students in Graphic Design will be comprised of the Art 3 overflow and a few others who choose to take Graphic Design rather than Art 2.

7. What are the staffing implications? Address teacher certification/credential issues. None

8. What are financial implications? Students work through lessons that teach them how to use the programs. Then, complete a real life Graphic Design project using what they have learned. We have updated all of our software, so the photocopies of lessons for the older versions will no longer work. What I did the first time around, was obtain one copy of the lesson workbook for Photo shop, InDesign and Illustrator. Then, having 30 students in the class, I made 32 copies of 5 selected lessons for each program. The students will read through the lessons while completing the project in the program.

On the positive side, once we get the class up and running, it is another elective with relatively low operating expenses, compared to say an Art 1 or Art 2.

Technology/software/textbooks: We already have the licenses for the programs that I would be using. Adobe Photo Shop, Adobe InDesign and Adobe Illustrator. We also use programs like Microsoft Word and PowerPoint for a history presentation. As stated above, in order to prepare the copies of the lessons in Photo shop, InDesign and Illustrator, it may cost up to \$1,000 to make photocopies of the lessons for the students to use.

Equipment: We would need to find a computer lab that would be available during one period, every day of the year. It would be too difficult to conduct the class while being scheduled for only 3 or 4 days a week. It was really nice to have the teacher computer hooked up to the overhead projector. I would just go through the Adobe lessons while the students follow along.

Facilities: None

Teacher Training: None

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER Chris Hanson SCHOOL KCHS

NAME OF PROPOSED COURSE Graphic Design

1 DISCUSSION WITH PRINCIPAL DATE Sept 2016 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE Sept 2016 DEPT. CHAIR SIGNATURE Chris Hanson

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/17 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

New Course Packet / Graphic Design

Graphic Design Course Description

11/28/2016
Hanson

Graphic Design is the process of combining text and graphics to create art that communicates a message. This course serves as an introduction to the industry tools and concepts. Students research the history of graphic design as well as its contribution to modern society. In addition to studying successful works of art, the four step method of Art Criticism is used during peer and self-assessment. Artistic perception is addressed through projects which emphasize visual art problem solving. Projects are designed to simulate the real world of commercial art. Students work as though they are under a deadline for a client. Students use Adobe Photoshop and InDesign to learn different aspects of page layout. Other projects focus on various aspects of advertising such as letterhead, logos, business cards and package design. Adobe Illustrator is used to render three dimensional forms and space. All experiences reinforce the student's ability to use the language of the Visual Arts. The Elements of Art and Principles of Design are emphasized.

Course Goals and /or Major Student Outcomes

- To have students compare and contrast the role of the visual arts throughout culture and time.
- To foster greater student appreciation for the field of Graphic Design and its contribution to society.
- To have students become familiar with the Elements of Art and the Principles of Design in order to accurately judge design.
- To have students be able to recognize successful design and accurately articulate ideas using the visual arts language.
- To teach students to use the artistic processes to generate design ideas and successfully carry out their design purpose.
- To have students combine the use of Adobe Photoshop, InDesign and Illustrator to create successful design projects.
- To have students relate what they are learning in class to their own life experiences.

Course Objectives

Historical and Cultural Context Strand

Students will acquire an understanding of the historical and cultural development of graphic design in America and other major countries and how it influences the design of today. They will examine similarities and differences in design from various time periods and analyze what factors influenced their findings. They will examine factors of politics, technology, and economics.

Aesthetic Valuing Strand

Students will employ the conventions of art criticism to formulate and support a position regarding the aesthetic value of a specific design. They will examine their own personal beliefs, cultural traditions, and current social, economic, and political contexts and articulate how they may influence their interpretation of the work.

Creative Expression Strand

Students will use the computer as their primary tool to create expressive designs that apply the elements of art and principles of design. They will solve design problems that are based on real world design applications and create designs that demonstrate their ability to effectively communicate their design purpose.

Artistic Perception Strand

Students will develop perception and analysis skills as they examine works of art and design using the elements of art and the principles of design as their core vocabulary. They will demonstrate these skills through written critiques and oral presentations of their own work and the work of others.

Connections, Relationships and Applications Strand

Students will apply what they have learned in the visual art and the design process to other aspects of their lives. They will discover how their creative skills in problem solving, communication, and management of time can be applied to all education subjects and careers. They will examine different career opportunities in graphic design and the characteristics needed to be successful as a designer.

Instructional Methods and/or Strategies

Teacher Demonstrations

Project-based learning

Lecture with computer presentation

Cooperative learning

Art history slide presentations

Class discussions

Assessment Methods and/or Tools

Portfolio review

Studio projects

Short Essay

Rubrics / Presentations

Academic prompts

Critiques / Discussions

Peer assessment

Research projects

Graphic Design Curriculum Calendar – Pending UC Approval

| 1 st Quarter | Aug. / Sept. / Oct. | Assessment Criteria | Standards Addressed | Points |
|-------------------------|---|--|--|--------|
| Unit 1 | Computer Basics Students read along with a prepared handout during a teacher led demonstration. We open up a computer tower is and talk about what the main components are and how they work together. | Following the demonstration, students Cornell Notes on ideas such as: Operating System Hardware vs. Software RAM / ROM Peripherals Input / Output Devices Etc. | 5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts. | / 10 |
| | Applications of Graphic Design Students research both historical and modern applications. On a prepared worksheet, students identify the purpose and intent of various examples of graphic design. Students learn how Graphic Design used in our society? | Correct identification of the purpose and intent of the design, where it could be used in society, and will thought out response to whether they feel the design was effective. Advertising / Marketing – Logos Information Exchange - Brochures Company Recognition – Product Packaging Entertainment – Magazine Layout Education – Textbook Page Layout Etc. | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. 1.6 Describe the use of the elements of art to express mood in one or more of their works of art. | / 10 |
| | The History of Graphic Design Research Students use the Internet to research ideas related to the History of Graphic Design. | Cornell Notes - 5 Ideas related to each: Technological Advancements Major Figures in Design Cultural Influences Historical as well as Modern Applications | 5.1 Speculate on how advances in technology might change the definition and function of the visual arts. | / 20 |
| | The History of Graphic Design PowerPoint Presentation | Presentation will be assessed using a teacher prepared grading rubric. Presentations will earn points by providing evidence of learning in the following areas: How cultural factors influenced the subject matter of the design Accurate descriptions of the technological advancements. Knowledge of the contributions of major figures in the graphic design history. | 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 20 |
| | Exploring Typography Cornell Notes on a Video Historical Development of Lettering Printing Press to Computers Letter Styles | 10 complete sentences on the content of the video | 5.1 Speculate on how advances in technology might change the definition and function of the visual arts. | / 10 |
| Unit 2 | Exploring Typography Students will gather font examples from a variety of publications (Magazines, Brochures, Posters and Newspapers). Students sort the font examples into categories and diagram the anatomy of each letter family they find. | Correct sorting of font styles and descriptions of the purpose of each font type. Correct labeling of letter parts and observations into how letter appearances have changed through time. | 3.3 Investigate and discuss universal concepts expressed in works of art from diverse cultures. | / 10 |
| | Exploring Typography Anatomy of a Letter Cornell Notes | Correct Identification Ascender / Descender Baseline, Serifs Body Fonts Headlines Formal / Informal | 1.6 Describe the use of the elements of art to express mood in one or more of their works of art. | / 10 |
| | Calligraphy - Alphabet Students practice using different sized nibs as they work on technical skill produce beautiful writing | Lined Calligraphy practice paper One row of each letter Lower Case or Miniscale Upper Case or Majuscule and numbers | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | / 10 |
| | Calligraphy – Certificate of Achievement Students produce their own Certificate | Students will be graded on neatness, consistency in letter size and their ability to center the words on the page. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | / 20 |

| | | | | |
|-------------------------------|---|---|--|---------------|
| Unit 3 | Adobe Photoshop Lesson 1: Getting to Know the... Students work independently while reading along with Adobe Photoshop, Classroom in a Book. Tools, Palettes, Menus, etc. | Location and correct use of Tools and Utilities such as the Tools, Palettes, Menus, etc. in order to complete the lesson. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Photoshop Lesson 2: Working with Selections Students work independently while reading along with Adobe Photoshop, Classroom in a Book. Marquee Tool, Magic Wand, Lasso Tool, etc. | Location and correct use of Tools and Utilities such as the Marquee Tool, the Magic Wand, the Lasso Tool, etc. in order to complete the lesson. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe PhotoShop Lesson 3: Layer Basics Students work independently while reading along with Adobe Photoshop, Classroom in a Book. Adobe Photoshop Creating, Viewing, Rearranging Layers, etc. | Correct use of the Layers window to create, view and rearrange layers in order to create complex and interesting compositions. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Photoshop Lesson 5: Masks and Channels Students work independently while reading along with Adobe Photoshop, Classroom in a Book. Quick Masks, Editing & Selecting a Mask, etc. | Correct use of Quick Masks. Student ability to select a portion of an image and use the mask to edit the image. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Photoshop Lesson 6: Photo Retouching Students work independently while reading along with Adobe Photoshop, Classroom in a Book. Resolution, Image Size, Crop, Saturation, etc. | Student ability to correctly alter and improve image quality. Students understanding of the difference between image size and resolution. Student ability to crop an image and change image saturation. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| 2nd Quarter | Nov. / Dec. / Jan. | | | |
| Topic | Key Assignments | Assessment Criteria | Standards Addressed | Points |
| Unit 4 | Surrealistic Digital Collage Cornell Notes | Written definitions for Emphasis, Contrast, Distortion, Exaggeration, Perspective, Symbolism, Juxtaposition, etc. | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. | / 10 |
| | Surrealistic Digital Collage Introduction to Surrealism. Students read a short description of Surrealism and seek out surrealist images on the Internet. Mark Harden's Artchive Salvador Dali, Frida Kahlo, Rene | Students fill out a worksheet where they write down the name of an Artist, the Title of the art, and give specific examples of techniques the artist employed to give their art that dreamlike quality. | 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style. | / 10 |

| | | | | |
|--------|--|---|--|------|
| | Magritte, Joan Miro, etc. | | | |
| | Surrealistic Digital Collage Students seek out interesting images on the internet to collage using Adobe Photoshop. | A successful project will include the following: "dreamlike" quality to image subject(s) placed in an interesting environment possibly an event happening symbolism, distortion, exaggeration, juxtaposition, layers and transparency | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | / 20 |
| Unit 5 | Developing the Language of the Visual Arts Cornell Notes The Elements of Art: Line, Value, Color, Shape, Form, Texture, Space | Students read, study and copy the definitions of the Elements of Art | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. | / 10 |
| | Developing the Language of the Visual Arts The Elements of Art Students will be given an opportunity to view images of successful works of art. Including paintings, sculpture, CD jewel cases and other graphic design products. On a worksheet, students will work in pairs and identify how the artist used the elements of art in their work. | Correct identification of the Elements of Art found in the work. Detailed use of the visual art vocabulary in describing the element of art present (organic shape, cool color negative space). | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. 1.6 Describe the use of the elements of art to express mood in one or more of their works of art. | / 10 |
| | Developing the Language of the Visual Arts Cornell Notes The Principles of Design: Contrast, Pattern, Unity, Balance, Rhythm, Emphasis, Movement | Students read, study and copy the definitions of the Principles of Design | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. | / 10 |
| | Developing the Language of the Visual Arts The Principles of Design Students will be given an opportunity to view images of successful works of art. Including paintings, sculpture, CD jewel cases and other graphic design products. On a worksheet, students will work in pairs and identify how the artist used the Principles of Design in their work. | Correct identification of the Principles of Design found in the work. Detailed use of the visual art vocabulary in describing the element of art present (organic shape, cool color negative space). | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. 1.6 Describe the use of the elements of art to express mood in one or more of their works of art. | / 10 |
| | Developing the Language of the Visual Arts The Relationship between the Elements of Art and the Principles of Design Using Adobe PhotoShop as a drawing tool, students will create one small, non-representational abstract composition which illustrates each of the Principles of Design. For example, students will create a design that shows Unity through the use of only Shape and Color. Students will describe in writing how they achieved each Principle of Design through the use of the Elements of Art. Then, using the visual art vocabulary, students write a short description of their compositions. | Student competency in using the basic drawing tools and color picker of Adobe PhotoShop. Each composition clearly illustrates the design principle assigned. Written description of compositions use appropriate visual art vocabulary and match up with the definition of each Principle of Design. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |

| | | | | |
|---------------|---|--|---|-------------|
| <p>Unit 6</p> | <p>Four Step Method of Art Criticism</p> <p><u>1 Describe</u> Students follow along during a slide presentation of famous artwork and modern design. Students are given examples of and taught how to describe artwork.</p> | <ol style="list-style-type: none"> 1. What is the name of the artist who created the artwork? 2. What kind of an artwork is it? 3. What is the name of the artwork? 4. When was the artwork created? 5. Name some other major events in history that occurred at the same time this artwork was created. 6. List the literal objects in the painting (trees, people, animals, mountains, rivers, etc.). 7. What do you notice first when you look at the work(s)? Why? 8. What kinds of colors do you see? How would you describe them? 9. What shapes can we see? What kind of edges do the shapes have? 10. Are there lines in the work(s)? If so, what kinds of lines are they? 11. What sort of textures do you see? How would you describe them? 12. What time of day/night is it? How can we tell? 13. What is the overall visual effect or mood of the work(s)? | <p>5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.</p> | <p>/ 10</p> |
| | <p>Four Step Method of Art Criticism</p> <p><u>2 Analyze</u> Students follow along during a slide presentation of famous artwork and modern design. Students are given examples of and taught how to analyze artwork.</p> | <ol style="list-style-type: none"> 1. How has the artist used colors in the work(s)? 2. What sort of effect do the colors have on the artwork? 3. How has the artist used shapes within the work of art? 4. How have lines been used in the work(s)? Has the artist used them as an important or dominant part of the work, or do they play a different roll? 5. What role does texture play in the work(s)? Has the artist used the illusion of texture or has the artist used actual texture? How has texture been used within the work(s). 6. How has the artist used light in the work(s)? Is there the illusion of a scene with lights and shadows, or does the artist use light and dark values in a more abstracted way? 7. How has the overall visual effect or mood of the work(s)? been achieved by the use of elements of art and principles of design. 8. How were the artist's design tools used to achieve a particular look or focus? | <p>5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.</p> | <p>/ 10</p> |
| | <p>Four Step Method of Art Criticism</p> <p><u>3 Interpret</u> Students follow along during a slide presentation of famous artwork and modern design. Students are given examples of and taught how to interpret artwork.</p> | <ol style="list-style-type: none"> 1. What was the artist's statement in this work? 2. What do you think it means? 3. What does it mean to you? 4. How does this relate to you and your life? 5. What feelings do you have when looking at this artwork? 6. Do you think there are things in the artwork that represent other things-symbols? 7. Why do you think that the artist chose to work in this manner and made these kinds of artistic decisions? 8. Why did the artist create this artwork? | <p>5.2 Compare and contrast works of art, probing beyond the obvious and identifying psychological content found in the symbols and images.</p> | <p>/ 10</p> |
| | <p>Four Step Method of Art Criticism</p> <p><u>4 Judge</u> Students follow along during a slide presentation of famous artwork and modern design. Students are given examples of and taught how to judge artwork.</p> | <ol style="list-style-type: none"> 1. Why do you think that this work has intrinsic value or worth? What is the value that you find in the work(s)? (For example, it is a beautiful work of art, conveys an important social message, affects the way that I see the world, makes insightful connections, reaffirms a religious belief, etc.) 2. Do you think that the work(s) has a benefit for others? Do you find that the work communicates an idea, feeling or principle that would have value for others? | <p>4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques.</p> | <p>/ 10</p> |

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| | | <p>3. What kind of an effect do you think the work could have for others?</p> <p>4. Does the work lack value or worth? Why do you think this is so? Could the reason you find the work lacking come from a poor use of the elements of art? Could the subject matter be unappealing, unimaginative, or repulsive?</p> <p>5. Rather than seeing the work as being very effective or without total value, does the work fall somewhere in-between? Do you think that the work is just o.k.? What do you base this opinion on? The use of the Elements of Art? Lack of personal expression? The work lacks a major focus? Explore your criticism of the work (s) as much as you would any positive perceptions. Realize that your own tastes and prejudices may enter into your criticism. Give your positive and negative perceptions.</p> | | |
| 3rd Quarter | Jan. / Feb. / Mar. | | | |
| Topic | Key Assignments | Assessment Criteria | Standards Addressed | Points |
| Unit 7 | <p>The Design Process Promotional Poster / Presentation Board</p> <p><u>Concept Development</u> Students are producing two projects simultaneously.</p> | <p>Size Paper Stock Function Purpose Location Environment</p> | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | / 10 |
| | <p>The Design Process Promotional Poster / Presentation Board</p> <p><u>Roughs</u> Promotional posters are an effective and highly visible way to promote your message. Ex. Big movie studios and concert promoters.</p> | Students begin to develop a few of their best ideas in greater depth. | 4.1. Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer. | / 10 |
| | <p>The Design Process Presentation Board</p> <p><u>Comps</u></p> | Presentation boards should be organized so that they show a sequential representation of the design process. The presentation boards explain in detail the purpose of each step. The visual examples of each step are accurate and of good quality. | 2.5 Use innovative visual metaphors in creating works of art. | / 10 |
| | <p>The Design Process Promotional Poster</p> <p><u>Final Product</u> Students will generate a presentation board that illustrates the different steps of the design process. The board will include written descriptions of each step and examples of a design going through each step.</p> | Promotional Posters will be assessed on Creativity and Neatness. Posters will also be assessed on the use of contrast and emphasis to achieve readability. | 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. 4.4 Apply various art-related theoretical perspectives to their own works of art and the work of others in classroom critiques. | / 20 |
| | Unit 8 | <p>Logo Design or Company Trademark History of logos Purpose of a logo Logo types</p> <p>Students will be given an opportunity to view examples of successful text based and graphic based logos throughout history. Including the logos of companies involved in the computer industry, fashion, electronics, soft drinks, television etc. On a worksheet, students will work in pairs to identify characteristics of logos that match company personality.</p> | Awareness of the difference between text based and graphic based logos. Written evidence and discussion of what makes a successful logo. | 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art. 1.6 Describe the use of the elements of art to express mood in one or more of their works of art. |

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| | <p>Logo Design or Company Trademark Text-based Roughs</p> <p>Students choose a company profile and use Adobe Photoshop to generate a series of logos for a fictitious company. Students will complete each step of the design process.</p> | <p>Students produce 10 text based Roughs. Students then narrow down their choices and present five Comps to the company's Board of Directors (the teacher).</p> | <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</p> | / 10 |
| | <p>Logo Design or Company Trademark Text-based Final Logo</p> | <p>Students revise on teacher feedback. Logos must reflect the company's image. Thumbnails and Roughs for the text based logos are digitally created using Photoshop. Informal assessment of Comps presentation.</p> | <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> | |
| | <p>Logo Design or Company Trademark Graphic-based Roughs</p> <p>Students choose a company profile and use Adobe Photoshop to generate a series of logos for a fictitious company. Students will complete each step of the design process.</p> | <p>Students produce 10 graphic based Roughs. Students then narrow down their choices and present five Comps to the company's Board of Directors (the teacher).</p> | <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.</p> | / 10 |
| | <p>Logo Design or Company Trademark Graphic-based Final Logo</p> | <p>Students revise on teacher feedback. Logos must reflect the company's image. Thumbnails and Roughs for the graphic based logos must be completed by hand. Informal assessment of Comps presentation.</p> | <p>2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion.</p> | |
| Unit 9 | <p>Adobe PageMaker</p> <p>Lesson 1: Flyer Flyer, Files, Fonts, Default Settings etc.</p> | <p>Location and correct use of Tools and Utilities to produce a Flyer. Students open files and insert image files, select and change fonts and alter default settings.</p> | <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.</p> | / 10 |
| | <p>Adobe PageMaker</p> <p>Lesson 2: Architect's Letterhead Template, Envelope, Business Card, Letterhead</p> | <p>Location and correct use of Tools and Utilities in order to produce a matching Letterhead, Envelope and Business Card.</p> | <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.</p> | / 10 |
| | <p>Adobe PageMaker</p> <p>Lesson 4: Jewelcase Booklet Columns, Bordered Frame, Working with Text</p> | <p>Location and correct use of the Tools and Utilities needed to successfully complete the project. The Lesson requires that students accurately work with Text, build Columns and use a Bordered Frame.</p> | <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills.</p> | / 10 |
| | <p>Adobe PageMaker</p> <p>Magazine Cover Using PageMaker, students create a fictitious Magazine and do the page layout for the cover. Ex. Sports, Fashion, Technology, Music</p> | <p>Students assessed on mastery of PageMaker to A successful Magazine Cover will have addressed the following: Composition Text Graphics Border Color s</p> | <p>2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal</p> | / 10 |

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| | | Details: Magazine Title, Article Titles, Captions, Issue #, Volume, Etc. | concept in a multimedia work of art that demonstrates knowledge of technology skills. | |
| 4th Quarter | Apr. / May / June | | | |
| Topic | Key Assignments | Assessment Criteria | Standards Addressed | Points |
| Unit 10 | Product Packaging Three Dimensional Design Layout Cornell Notes - Students will examine a number of different boxes of cereal and bags of chips, taking notes on all of the components of the packaging. | A completed list of all important ideas and aspects of design. Students recognizing how Market Research Strategies have identified different Target Audiences which effect different aspects of design. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | / 10 |
| | Product Packaging Three Dimensional Design Layout Students will design the graphics for the packaging of either a new brand of cereal or bag of chips. Upon completion of the all projects, the students will then conduct market research by interviewing children about their finished products. | The graphics should be appropriate for the target audience and the product packaging must meet the size criteria. Students will produce only the front of the package. A grading Rubric including: Composition, Color Scheme, Company Trademark, Creativity, Etc. | 2.4 Demonstrate in their own works of art a personal style and an advanced proficiency in communicating an idea, theme, or emotion. | / 20 |
| | Linoleum Block Printing Rough Draft – Open Subject Students select an image that is of interest to them and begin figuring out how it might work as a one color print. Sketch first in pencil and then ink in what will be printed. | Composition Line, Shape Contrast, Rhythm | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | / 10 |
| | Linoleum Block Printing Students transfer their Rough Draft onto the Battleship Gray Linoleum Block and begin using the Linoleum Cutters to carve out the areas which will remain the color of the paper. | Students are assessed on neatness and depth of Carving. Tools include: Bench Hook Speedball Linoleum Cutter Handle Linoleum Cutters Liner Knife V-gouge U-gouge | 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. | / 10 |
| | Linoleum Block Printing Students complete a Print Series of 6 prints. Each print should be titled and labeled as to it's number in the series. Tools include: Glass Inking Plate Hard Rubber brayer | Students are assessed on the quality of each print. The amount of ink used as well as the amount of time Burnishing are stressed. The prints should be well balanced in Value Contrast and should show evidence of Rhythm. | 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view. | / 10 |
| Unit 11 | Adobe Illustrator Lesson 1: Getting to Know the Work ... Tools, Views, Palettes, Menus, Monitor, etc. | Location and correct use of Tools and Utilities such as the Tools, Views, Palettes, Menus, etc. in order to complete the lesson. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Illustrator Lesson 2: Creating Basic Shapes 2D Geometric and Organic Shape | Location and correct use of Tools and Utilities in order to produce two dimensional geometric and organic shapes. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Illustrator Lesson 3: Painting | Location and correct use of Tools and Utilities in order to draw, paint, erase and fill an area with patterns and gradients. | 2.2 Plan and create works of art that reflect complex ideas, such as | / 10 |

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| | Fills (Patterns & Gradients), Brush Strokes, etc. | | distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | |
| | Adobe Illustrator Lesson 5: Working with Brushes Art, Scatter, Calligraphic and Pattern Brushes | Location and correct use of Tools and Utilities such as Art, Scatter, Calligraphic and Pattern Brushes in order to complete the lesson. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Illustrator Lesson 6: Transforming Objects Scaling, Rotating, Distorting, Shearing Objects | Location and correct use of Tools and Utilities in order to transform objects by Scaling, Rotating, Distorting and Shearing. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. 2.6 Present a universal concept in a multimedia work of art that demonstrates knowledge of technology skills. | / 10 |
| | Adobe Illustrator Building Exterior – Students use newly acquired skill in Illustrator to first, working from a photograph, render a contour line drawing of a building(s). Then, use the paint tools to add color and texture or pattern. | Students are assessed on their mastery of Tools and Applications of Illustrator as evident by their artwork. Key focus on Composition. Student use of line to create rhythm and pattern. | 2.2 Plan and create works of art that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual. | |
| Unit 12 | Portfolio development Cover Letter Student will be instructed on how to develop a portfolio. Throughout the school year, students will be expected to maintain their portfolio. | A successful Cover Letter will clearly state and describe the student’s intentions. A brief statement about your Graphic Design experience and any personal educational and career goals for the future. The student should write to a specific audience such as an application to an Art School or University. | 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection). | / 10 |
| | Portfolio development Resume Students gather personal data in order to write a professional resume. Students analyze and dissect the crucial components of example resumes. | A successful resume will include information on the artists academic record, the students educational background, any work related experience and all applicable skills. | 5.3 Prepare portfolios of their original works of art for a variety of purposes (e.g., review for postsecondary application, exhibition, job application, and personal collection). | / 10 |
| | Portfolio development Artist Statement Students think critically about their personal creative process and write a statement describing their unique artistic vision. | Artist statement must describe their personal approach to the design process and the reoccurring styles found in their work. | 1.3 Analyze their works of art as to personal direction and style. | / 10 |
| | Portfolio Presentation Contributions include a Cover Letter, Resume, Artist Statement and samples of design work. Student will make any final additions and deletions to their portfolio. Students spend time thinking about presentation and finalizing the portfolio. | Portfolio will be evaluated by set criteria and reviewed by the teacher. Student use of appropriate visual art vocabulary is essential. | 1.2 Discuss a series of their original works of art, using the appropriate vocabulary of art. 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of the media. | / 10 |

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| | <p>Careers in Art Students spend three days researching Careers in Art on the Internet:</p> <p>Job Title Job Description Artistic Skills Physical Demands Work Conditions Work Hours and Travel Education and Training Possible Earnings Advantages and Disadvantages</p> | <p>Effort and progress or student involvement. Completion of the handout assignment. One point per vocabulary word. Spelling and neatness count.</p> | <p>5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.</p> | <p>/ 10</p> |
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SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval of A-G OdysseyWare Online Courses

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

OdysseyWare is one of our online systems for course credit recovery. Currently most of our online OdysseyWare courses are not A-G. Odysseyware A-G courses will give students an opportunity to retake a course and receive A-G credit.

Credit Recovery OdysseyWare A-G courses that need approval:

| | | | |
|----------------------------|----------------------------|------------------------------------|------------------------------------|
| English 1 Semester 1 and 2 | U.S. Government | World History Semester 1 and 2 | Integrated Math 3 Semester 1 and 2 |
| English 2 Semester 1 and 2 | Economics | U.S History Semester 1 and 2 | |
| English 3 Semester 1 and 2 | Spanish 1 Semester 1 and 2 | Integrated Math 1 Semester 1 and 2 | |
| English 4 Semester 1 and 2 | Spanish 2 Semester 1 and 2 | Integrated Math 2 Semester 1 and 2 | |


Recommendation:

It is recommended that the Board of Education approve the A-G OdysseyWare Online Courses.

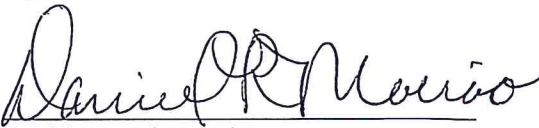
Fiscal Impact:

The District has already purchased OdysseyWare school licenses for 2016-2017. No additional costs to add A-G courses.

Submitted By:


 Diana M. Jiménez
 Director, Educational Services

Approved:


 Daniel R. Moirao, Ed.D.
 Superintendent

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or December 1** (for the December District Curriculum Council meeting)

PROPOSER Joseph Martin SCHOOL KCHS
NAME OF PROPOSED COURSE English 9 / English I (OW) SEMESTER OR FULL YEAR (circle)
DEPARTMENT _____ MEETS A-G: Yes or No (circle)
OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. Information is attached.

2. Why is this proposed course needed?

To give students who earned a D or F in an A-G course at KCHS an opportunity to make up A-G course through OdysseyWare program for CP credit.

3. How does this proposed course impact course sequencing or pathways within the department? Course does not impact sequencing or pathways, only for student who has needs to make up course.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

Prior attempt of course at comprehensive high school.

5. How will this proposed course support Board and school goals?

Another opportunity for students to retake a course to increase A-G course completion.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation. None, course will only be offered through credit recovery after school or in the summer.

7. What are the staffing implications? Address teacher certification/credential issues. None, staff member already running Credit recovery and/or Summer program for students to complete OW courses.

8. What are financial implications? Complete table below: None.

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE English 9

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE Nov. DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

English I CCSS

Students should enter this course with a foundation in fiction, drama, poetry, mythology, and nonfiction. This course will provide them with the opportunity to build on that foundation. They will engage in in-depth analysis of more complex literature, view that literature from its historical perspective, and connect it to other arts. They will write literary analyses, logical arguments, informational/explanatory texts, narratives, and focused research projects. These writing tasks will be both formal and informal. Additionally, they will engage in speaking and listening activities that use and incorporate media and technology. As a result of the reading, writing, speaking, and listening students will do in this course, they will grow their vocabulary and their understanding of how to communicate effectively by making skillful choices when expressing themselves with language.

Curriculum decisions for this course are guided by the Common Core State Standards. These standards were developed to provide clear and consistent goals for student learning and to ensure that students have the skills they need to be successful beyond high school. These standards define what students need to know and be able to do by the end of each grade. In addition to defining grade-level skills, the ELA standards require that students be exposed to increasingly more complex texts to which they apply those skills. In order for curriculum to align to these standards, it must be both rigorous and relevant. It must also expose students to certain critical content. In English language arts, that content includes classic myths and stories from around the world, America's Founding Documents, Foundational American literature, and Shakespeare. English I students will begin their climb up this staircase of skills through their study of the following genres:

- **Short Stories:** In this unit, students will gain a deeper understanding of common literary elements through the study of selected short stories. The goal will be to teach students how to apply this understanding to their reading, their writing, and their everyday life.
- **Literary Nonfiction:** Students will read a variety of nonfiction forms, including autobiography, memoir, essay, and speech. Selections will focus on writings about growing up, education, liberty, and politics. Students will consider the way in which each of these selections are reflective in nature and encourage readers and listeners to look at events and ideas in a new way.
- **Epic Poetry:** In this unit, students will focus on epic poetry as its own genre. Students will read Homer's *The Odyssey* in its entirety, as well as informational texts providing historical context, and various selections of poetry that draw on Homer's work. As a way of further exploring the theme of the unit, "heroism," students will also read selected works of nonfiction that address that theme from a more contemporary perspective.
- **Drama:** The focus of this unit will be on drama as a literary form with an emphasis on tragedy. Students will be introduced to philosophy by reading an excerpt from Aristotle's *Poetics*. They will then read the sources for and the text of Shakespeare's *Romeo and Juliet* and compare the treatment of related themes in the two plays.
- **Novel:** This unit will focus on the novel as a literary form. Students will apply and expand their understanding of literary elements as they read *To Kill a Mockingbird*. Students will explore a number of unifying themes as they read the novel, including honor, courage, intolerance, and compassion and these concepts will provide the basis for their writing, speaking, and other learning activities throughout the unit. A study of various informational texts will illuminate the historical context of the novel.
- **Poetry:** students will study the genre of poetry and its concentrated blend of sound and imagery, as well as the personal and the universal. Students will examine poetic form, rhyme, meter, devices, imagery and language. Students will study poems from different eras and different

cultures. Students will also be introduced to literary criticism which will provide the basis for a research project and presentation.

Curriculum Content and Skill Focus

Unit 1: Short Story

- Developing reading skills: analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in short stories
- Analyzing literary elements: character, setting, plot, conflict, theme, point of view, suspense, dialogue
- Analyzing literary devices: figurative language, imagery, mood, irony, symbol, foreshadowing
- Developing writing skills - explanatory: responding to literature, developing a thesis, supporting a thesis, composing strong introductions and conclusions, writing a literary analysis, using the writing process, targeting an audience
- Conducting research: formulating a research question, gathering, evaluating, synthesizing, paraphrasing, summarizing, quoting, documenting information
- Participating in speaking and listening activities: collaborate discussions, research presentations
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 2: Literary Nonfiction

- Developing reading skills: analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in literary nonfiction types: memoirs, autobiography, speeches, and foundational American literature's supporting ideas with text
- Analyzing characteristics of literary nonfiction types: variety of form, personal presence, self-reflection, tone, diction, sequencing of ideas, use of rhetoric and rhetorical strategies, historical/cultural influence, relevancy and sufficiency of support for claims
- Developing writing skills –
 - narrative : incorporating sensory detail, sequencing, reflecting, peer evaluating
 - explanatory: responding to literature, comparing/contrasting, revising for alignment to purpose and audience, depth of information, and clarity and accuracy of content
 - argumentative: analyzing rhetorical strategies, evaluating the validity of an argument, using transitions, using formal and objective language, editing for conventions
- Conducting research: locating information, paraphrasing, summarizing, quoting, documenting information
- Analyzing and participating in speaking and listening activities: collaborate discussions, peer evaluation
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 3: Epic Poetry

- Developing reading skills: analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in epic poetry, contemporary poetry, and informational texts; supporting ideas with text
- Analyzing characteristics of the epic: oral tradition, hero, journey motif, mythology, simile, epithet, invocation, foreshadowing, flashback, parallel plot

- Reading for information: Cultural and historical background, interviews with contemporary heroes
- Developing writing skills - narrative and argumentative: responding to literature, exploring point of view, making a claim, supporting a claim, composing strong introductions and conclusions, using the writing process, targeting an audience
- Conducting research: formulating a research question, gathering, evaluating, synthesizing, paraphrasing, summarizing, quoting, documenting information
- Analyzing and participating in speaking and listening activities: collaborate discussions, research presentations, creating a power point
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 5: Drama

- Developing reading skills: analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in drama, philosophical texts, source material; supporting ideas with text
- Analyzing characteristics of drama – esp. Shakespearean: comedy and tragedy, character, dialogue, chorus, spectacle, soliloquy, aside, blank verse, iambic pentameter, allusion, foil, puns
- Developing writing skills –
 - explanatory: responding to literature, analyzing dramatic elements, comparing treatment of a subject in two different mediums, identifying and incorporating textual support, revising for alignment to purpose and audience, depth of information, and clarity and accuracy of content, formatting and documenting according to MLA guidelines, collaborating, using the writing process
- Conducting research: answering the research question, identifying shared characteristics of art across time and cultures, evaluating the effectiveness of subject treatment in two or more mediums.
- Analyzing and participating in speaking and listening activities: collaborate discussions, peer evaluation
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 6: Novel

- Developing reading skills: analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in fiction and nonfiction; supporting ideas with text
- Reading for information: Cultural and historical background
- Analyzing characteristics of fiction – esp. characters, setting, theme, style, tone, point of view, figurative language, historical context
- Developing writing skills –
 - explanatory: responding to literature, comparing treatment of a subject in two different mediums, analyzing within historical context, identifying and incorporating textual support, varying transitions, using relevant and precise vocabulary, formatting and documenting according to MLA guidelines, collaborating, using the writing process
 - argumentative: evaluating the effectiveness of subject treatment in two or more mediums, making a claim, supporting a claim, identifying and incorporating textual support, varying transitions, using relevant and precise vocabulary, formatting and documenting according to MLA guidelines, collaborating, using the writing process
- Conducting research: evaluating the effectiveness of subject treatment in two or more mediums.

- Analyzing and participating in speaking and listening activities: collaborate discussions, recording a speech
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 7: Poetry

- Developing reading skills: analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in poetry and art
- Analyzing characteristics of poetry – figurative language (esp. simile, metaphor, personification, hyperbole, idiom, onomatopoeia), poetic devices (esp. alliteration, assonance, consonance, and enjambment), rhyme, meter, form, speaker, theme, symbol
- Developing writing skills –
 - explanatory: responding to literature, analyzing poetic elements, comparing and contrasting the depiction of the same subject or scene in a literary work and another artistic medium, identifying shared characteristics of art across time and cultures, paraphrasing, annotating, supporting with text, using the writing process, revising for style, sentence variety, and word choice
 - narrative/creative: playing with figurative language and sound devices
 - argumentative: diagramming arguments, formulating a claim, supporting a claim, using the writing process, connecting ideas in arguments, using persuasive language
- Conducting research: Defining and refining a research question, evaluating sources, formulating a thesis, synthesizing and integrating information, using MLA style guide, paraphrasing, summarizing and quoting, incorporating digital media,
- Analyzing and participating in speaking and listening activities: collaborate discussions, preparing and presenting a multimedia presentation
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or December 1** (for the December District Curriculum Council meeting)

PROPOSER Joseph Martin SCHOOL KCHS
NAME OF PROPOSED COURSE English 10 / English II (OW) SEMESTER OR FULL YEAR (circle)
DEPARTMENT _____ MEETS A-G: Yes or No (circle)
OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. Information is attached.

2. Why is this proposed course needed?

To give students who earned a D or F in an A-G course at KCHS an opportunity to make up A-G course through OdysseyWare program for CP credit.

3. How does this proposed course impact course sequencing or pathways within the department? Course does not impact sequencing or pathways, only for student who has needs to make up course.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

Prior attempt of course at comprehensive high school.

5. How will this proposed course support Board and school goals?

Another opportunity for students to retake a course to increase A-G course completion.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation. None, course will only be offered through credit recovery after school or in the summer.

7. What are the staffing implications? Address teacher certification/credential issues. None, staff member already running Credit recovery and/or Summer program for students to complete OW courses.

8. What are financial implications? Complete table below: None.

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE English 10

1 DISCUSSION WITH PRINCIPAL DATE 11/17/16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11/17/16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)
REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY
Date _____

ENGLISH II CCSS

Grade 10 students will study literature that spans centuries, continents, and genres. Each of the four thematically-integrated units encourages close study of this literature and its context. Students will gain valuable cultural insight as they read and write about works depicting the social, personal, religious, and political struggles and triumphs faced by people all over the world and all through history. Students will continue to build their literacy skills by engaging in focused reading, composition, speaking and listening activities, vocabulary study, and research. By the end of the course, students will have gained a broader perspective and will be well-prepared to apply that perspective to the study of American Literature in Grade 11.

Curriculum decisions for this course are guided by the Common Core State Standards. These standards were developed to provide clear and consistent goals for student learning and to ensure that students have the skills they need to be successful beyond high school. These standards define what students need to know and be able to do by the end of each grade. In addition to defining grade-level skills, the ELA standards require that students be exposed to increasingly more complex texts to which they apply those skills. In order for curriculum to align to these standards, it must be both rigorous and relevant. It must also expose students to certain critical content. In English language arts, that content includes classic myths and stories from around the world, America's Founding Documents, Foundational American literature, and Shakespeare. English II students will continue their climb up this staircase of skills through their study of the following units:

- **Unit 1: Coming of Age:** In this unit, students will read works that have been selected because they reflect the universal theme of crossing the threshold into maturity. The selections cover different centuries, different countries, different races, and different genders. Students will also read historical background and author biographies to enrich their understanding of selected works. Additionally, students will be introduced to the literary, religious, and philosophical traditions that influenced writers from other cultures.
- **Unit 2: The Struggle against Injustice:** The works in this unit illustrate a cultural, political, or personal struggle against injustice in some form. As in the previous unit, students will read literature from different centuries, countries, races, and genders. They will meet characters, both fictional and historical, who used the power and beauty of language to expose the injustices they witnessed or experienced. Students will also investigate the historical and biographical background of selected works to enrich their understanding of the literature they read.
- **Unit 4: Perspectives in World Literature:** The works in this unit represent a variety of lenses through which readers can look at the world. As in the two previous units, students will read literature from a variety of places, times, and people. They will meet characters and authors who have shaped the way we read as well as the way we look at the world. Students will also investigate the historical, biographical, and critical background of selected works to enrich their understanding of the literature they read.
- **Unit 5: Tradition VS. Change:** The works in this unit were selected because they illuminate a conflict between tradition and change. Students continue to be exposed to literature that spans continents, ages, and perspectives. They will analyze the social, political, cultural, and individual struggles depicted in this literature to better understand the existence and the impact of this conflict. And students will continue to investigate the historical and biographical background of selected works to enrich their understanding of the literature they read.

CURRICULUM CONTENT AND SKILL FOCUS

UNIT 1: COMING OF AGE

- improving reading skills: analysis, evaluation, interpretation
- identifying explicit and implicit meaning in a variety of genres
- analyzing historical and cultural context and source material and their effect on meaning
- analyzing literary elements: character, conflict, theme, narrative/poetic structure, point of view, irony, allusion
- analyzing language: figurative language, imagery, mood, tone, rhetoric, connotation, nuance in meaning
- improving writing skills:
 - explanatory: responding to literature, developing a thesis, supporting a thesis, creating an outline, using the writing process
- participating in speaking and listening activities: listening and analyzing speeches, collaborating with peers
- strengthening language skills: conventions, knowledge, vocabulary acquisition and use

UNIT 2: THE STRUGGLE AGAINST INJUSTICE

- improving reading skills: analysis, evaluation, and interpretation
- identifying explicit and implicit meaning in a variety of genres, including foundational documents
- analyzing historical and cultural context and source material and their effect on meaning
- analyzing literary elements/devices: character, conflict, theme, narrative/poetic structure, point of view, foreshadowing, symbolism, allegory, irony, allusion
- analyzing and comparing the representation of a subject in two different mediums
- analyzing language: figurative language, imagery, mood, tone, connotation, nuance in meaning
- analyzing arguments: rhetoric, claim development, structure, purpose
- improving writing skills:
 - explanatory: responding to literature, exploring characterization and theme, constructing an original thesis statement, supporting a thesis, composing strong introductions and conclusions, using the writing process, using technology
 - narrative: focus on language and sentence structure
- conducting research: web searches, formulating a research question, gathering, evaluating, synthesizing, paraphrasing, summarizing, quoting, documenting information
- analyzing and participating in speaking and listening activities: collaborative discussions and seminars, research presentation, creating a Power Point presentation
- strengthening language skills: conventions, knowledge, vocabulary acquisition and use

UNIT 4: PERSPECTIVES IN WORLD LITERATURE

- improving reading skills: analysis, evaluation, and interpretation
- identifying explicit and implicit meaning in a variety of genres
- analyzing historical and cultural context and source material and their effect on meaning
- analyzing and comparing the representation of a subject in two different mediums
- analyzing literary elements and devices: point of view, character, plot, conflict, theme, narrative or poetic structure, pacing, allusion, irony, flashback, foreshadowing, symbolism, allegory, magical realism
- analyzing language: figurative language, imagery, mood, tone, connotation, nuance in meaning
- developing writing skills:

- narrative: incorporating engaging literary elements, using figurative language, aligning to purpose, task, and audience
- explanatory: responding to literature, comparing and contrasting, formulating and supporting a thesis, conveying complex ideas, organizing ideas, writing effective conclusions, using precise language, using the writing process, incorporating technology
- argumentative: making a claim, supporting a claim, distinguishing claims from counterclaims, using transitions, using formal and objective language, using the writing process
- analyzing and participating in speaking and listening activities: analyzing rhetoric, purpose in published speeches, collaborative discussions
- strengthening language skills: conventions, knowledge, vocabulary acquisition and use

UNIT 5: TRADITION VERSUS CHANGE

- improving reading skills: analysis, evaluation, and interpretation
- identifying explicit and implicit meaning in a variety of genres
- analyzing historical and cultural context and source material and their effect on meaning
- analyzing and comparing the representation of a subject in two different mediums
- analyzing literary elements and devices: point of view, character, plot, conflict, theme, narrative or poetic structure, pacing, irony, foreshadowing, symbolism
- analyzing language: figurative language, imagery, mood, tone, connotation, nuance in meaning
- analyzing arguments: rhetoric, claim development, structure, purpose
- developing writing skills:
 - narrative: reflection on theme, supporting ideas
 - explanatory: responding to literature, formulating and supporting a thesis, conveying complex ideas, organizing ideas, using effective transitions, writing effective conclusions, using precise language, using the writing process, incorporating technology
- conducting research: web searches, formulating a research question, gathering and evaluating research, synthesizing, quoting, paraphrasing, documenting using MLA
- analyzing and participating in speaking and listening activities: analyzing rhetoric, purpose in published speeches, collaborative discussions, giving a speech
- strengthening language skills: conventions, knowledge, vocabulary acquisition and use

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS
NAME OF PROPOSED COURSE English 11 / English III (OW) SEMESTER OR FULL YEAR (circle)
DEPARTMENT _____ MEETS A-G: Yes or No (circle)
OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. Information is attached.

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To give students who earned a D or F in an A-G course at KCHS an opportunity to make up A-G course through OdysseyWare program for CP credit.

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7. What are the staffing implications? Address teacher certification/credential issues. None, staff member already running Credit recovery and/or Summer program for students to complete OW courses.

8. What are financial implications? Complete table below: None.

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE English 11

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

ENGLISH III CCSS

English III is a survey of American Literature and literary culture from its inception through the twentieth century. Students will explore the major literary forms, themes, authors, and periods of American Literature. They will understand how this literature represents the experiences of people native to America; those who immigrated to America, and those who were brought to America against their will. Emphasis is placed on a rhetorical analysis of the literature to determine how authors achieve a particular purpose or effect. Through focused readings, composition, speaking and listening activities, vocabulary study and research, students will continue to build the literacy skills they need to meet the challenges of high school and beyond.

Curriculum decisions for this course are guided by the Common Core State Standards. These standards were developed to provide clear and consistent goals for student learning and to ensure that students have the skills they need to be successful beyond high school. These standards define what students need to know and be able to do by the end of each grade. In addition to defining grade-level skills, the ELA standards require that students be exposed to increasingly more complex texts to which they apply those skills. In order for curriculum to align to these standards, it must be both rigorous and relevant. It must also expose students to certain critical content. In English language arts, that content includes classic myths and stories from around the world, America's Founding Documents, Foundational American literature, and Shakespeare. English III students will continue their climb up this staircase of skills through their study of the following units:

- Unit 1: Intersection in a New World: The focus of this unit will be on the earliest American literature. Students will read first-hand accounts of the dreams and the challenges the first settlers in the New World faced. They will read fiery Puritan sermons and the cultured poetry of a young slave. The reading will highlight the intersection, and resulting conflicts, of Native American, European, and African American cultures as well as establish some of the themes that will appear in the literature of America for centuries to come.
- Unit 2: Becoming a Nation: The focus of this unit will be on the historic and literary significance of documents relating to the establishment of the new government in America as well as on some of the poetry and prose of the period. Students will compare and contrast points of view presented on related issues. They will also compare and contrast the tone used in foundational documents like the Declaration of Independence and the Constitution. They will use what they learn about the qualities of an effective argument to create one of their own.
- Unit 3: American Romanticism: This unit will focus on the romantic literature that dominated America during the first part of the nineteenth century. Students will explore how the romantics revolted against the "cog in the wheel" philosophy of the eighteenth century and instead celebrated intuition, spontaneity, subjectivity, nature and, above all, individuality. They will compare the different aspects of American romanticism by examining the Gothic tales of writers like Poe and Hawthorne as well as the transcendental explorations of writers like Emerson and Thoreau. The slave narrative, a sub-genre of romanticism, will provide students with a glimpse into the protest and struggle for identity these Americans faced.
- Unit 5: Regional Voices: In this unit, students will continue to explore the theme of individualism, expanding their idea of what that looked for all Americans in the nineteenth century. They will look at the issues of racism, slavery, inequality and displacement through the words of those who experienced these issues first hand and those who worked to make America a more tolerant nation. They will also explore the theme of regionalism and examine how

fictional characters in the works of writers like Twain and Jewett express the challenges facing America in this period.

- Unit 6: American Modernism: This unit explores American literature from the beginning of the 20th century through the Great Depression. Students will be introduced to the characteristics that define literature as modern and analyze those characteristics in poetry, fiction and drama. Because the movement is complex, the unit is subdivided into categories allowing for a more focused analysis of the different aspects of modernism and its writers.
- Unit 7: Post WW II: This unit focuses on the literature that followed the Second World War and takes students up to what is known as the postmodern period in literature. Like the previous unit, this final unit is divided into sub-categories. Students will read representative works from the abundance of southern literature. The unit also includes a number of selections from the 1960s that mirror this turbulent decade's struggle with issues similar to ones we face today.

CURRICULUM CONTENT AND SKILL FOCUS

Unit 1: Intersection in a New World

- Sharpen reading skills: summary, analysis, evaluation, and interpretation.
- Identify explicit and implicit meaning in early American works of historical and/or literary significance and in later works about this time period, including where the text leaves matters uncertain.
- Analyze a text from multiple perspectives (historical, literary, psychological, religious).
- Analyze and evaluate different presentations and interpretations of the same text.
- Analyze literary elements: narrative/poetic/dramatic structure, point of view, style, theme, purpose.
- Analyze language: figurative language, imagery, tone, persuasiveness, connotation, nuance, power, beauty.
- Analyze informational texts: central ideas, interaction of ideas, summarizing, point of view, purpose.
- Analyze arguments: rhetoric, claim development, structure, purpose.
- Sharpen writing skills:
 - explanatory: responding to literature; comparing/contrasting; synthesizing information; developing and supporting a thesis; using appropriate and varied transitions between ideas; using precise, domain-specific language; and
 - argumentative: making and supporting a claim; using valid reasoning; sequencing ideas; adapting to purpose, audience, and task; using precise, domain-specific language; using the writing process.
- Conduct research: web searches, challenging usage and vocabulary.
- Participate in speaking and listening activities: analysis of oral and written speeches, collaboration with peers.
- Strengthen language skills: conventions, knowledge, vocabulary acquisition and use.

Unit 2: Becoming a Nation

- Sharpen reading skills: summary, annotation, analysis, evaluation, and interpretation.
- Identify explicit and implicit meaning in early American works of historical and/or literary significance, seminal texts, and works of public advocacy.
- Analyze a text from multiple perspectives: historical, literary, psychological, religious.

- Analyze literary elements: narrative/poetic/dramatic structure, point of view, style, theme, purpose.
- Analyze language: figurative and technical language, imagery, tone, persuasiveness, connotation, nuance, power, beauty.
- Analyze informational texts: central ideas, interaction of ideas, structure, point of view.
- Analyze arguments: rhetoric, premises, claim development, structure, purpose.
- Evaluate the reason and rhetoric used in seminal texts and works of public advocacy.
- Sharpen writing skills:
 - explanatory: responding to literature; comparing/contrasting; synthesizing information; developing a thesis and evaluating evidence to support it; using appropriate and varied transitions between ideas; establishing and maintaining a formal tone; using precise, domain-specific language; using technology; peer evaluating; and
 - argumentative: making and supporting a claim; using valid reasoning; using rhetorical devices to persuade; adapting a rhetorical structure; sequencing ideas; creating cohesiveness; adapting to purpose, audience and task; using precise, domain-specific language; using the writing process.
- Conduct research: the challenge of usage and vocabulary; evaluation of the strengths and limitations of sources in terms of task, purpose, and audience; distinguishment between quoted material and paraphrased ideas; preparation of papers using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page.
- Participate in speaking and listening activities: analysis of oral and written speeches, evaluation of a speaker's use of diction and tone, collaboration with peers, presentation.
- Strengthen language skills: conventions, knowledge, vocabulary acquisition and use.

Unit 3: American Romanticism

- Sharpen reading skills: summary, annotation, analysis, evaluation, and interpretation.
- Identify explicit and implicit meaning in American literature from a specific period in history.
- Analyze a text from multiple perspectives: historical, literary, psychological, religious.
- Analyze literary elements/devices: narrative/poetic structure, point of view, character, style, theme, purpose, irony, allegory, symbolism, suspense.
- Analyze language: figurative and technical language, imagery, tone, persuasiveness, connotation, nuance, power, beauty.
- Analyze informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric.
- Sharpen writing skills:
 - explanatory: responding to literature; comparing/contrasting; synthesizing information; developing and supporting a thesis; organizing complex ideas; using appropriate and varied transitions between ideas; using precise, domain-specific language; and
 - argumentative: making and supporting a claim; using valid reasoning; using rhetorical devices to persuade; adapting a rhetorical structure; sequencing ideas; creating cohesiveness; adapting to purpose, audience, and task; using precise, domain-specific language; using the writing process.
- Conduct research: web search, vocabulary usage/etymology.
- Participate in speaking and listening activities: analysis of oral and written speeches, evaluation of a speaker's use of diction and tone, collaboration with peers, presentation.
- Strengthen language skills: conventions, knowledge, vocabulary acquisition and use.

Unit 5: Regional Voices

- Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in American literature from a specific period in history, including foundational documents
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
- Analyzing literary elements/devices: narrative/poetic structure, point of view (esp. how it shapes content and style), character, style, theme, irony, satire, understatement
- Analyzing language: figurative language (esp. hyperbole and paradox), technical language, imagery, tone, diction, humor, persuasiveness, connotation, nuance, power, beauty
- Analyzing informational texts: central ideas, interaction of ideas, structure, point of view
- Evaluating the reasoning and rhetoric used in seminal texts and works of public advocacy
- Sharpening writing skills
 - explanatory: responding to literature, synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process
 - argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, creating cohesiveness, adapting to purpose, audience and task, using precise, domain-specific language, using the writing process
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluate a speaker's use of diction and tone, collaborating with peers, presenting
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 6: American Modernism

- Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in American literature from a specific period in history
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
- Analyzing literary elements/devices: narrative/poetic/dramatic structure, point of view, character, style, theme, purpose, symbolism, satire, sarcasm, irony, understatement
- Analyzing language: figurative language, imagery, tone, diction, dialect, connotation, nuance, power, beauty
- Analyzing informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric
- Sharpening writing skills –
 - explanatory: responding to literature, , synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process – focus on revision
 - narrative: using telling details; sequencing events, using the writing process – focus on revision
- Conducting research: web search, vocabulary usage/etymology, evaluation credibility of sources, synthesizing information from multiple sources, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page, using digital-media elements, such as graphics, illustrations, sound, and interactive elements, to enhance presentations
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's use of diction and tone, collaborating with peers, preparing and presenting speeches

- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 7: Post WW II

- Sharpening reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in American literature from a specific period in history, including works of public advocacy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious)
- Analyzing literary elements/devices: narrative/poetic structure, point of view, style, theme, purpose, sarcasm, irony, humor
- Analyzing language: figurative language (esp. hyperbole and paradox), technical language, imagery, tone, diction, connotation, nuance, power, beauty
- Analyzing informational texts: central ideas, interaction of ideas, structure, point of view, use of rhetoric
- Sharpening writing skills:—
 - explanatory: responding to literature, synthesizing information, developing an original thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, using precise, domain-specific language, using the writing process – focus on revision, varying sentence structure and syntax to convey a certain style or tone and to enhance reader understanding, using appropriate references for guidance in constructing artful sentences
- Conducting research: web search, vocabulary usage/etymology, generating a research question, conducting research to answer a self-generated question, drawing relevant evidence from text to answer research questions, Synthesize information from multiple sources, gathering information representing a variety of perspectives, evaluating the strengths and limitations of sources in terms of task, purpose and audience, integrating information selectively and appropriately, preparing papers using correct MLA guidelines for formatting, citing sources within a text, creating a works cited page
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's use of diction and tone
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

LITERATURE LIST

The following are literary works students will encounter in English III CCSS:

Unit 1: Intersection in the New World

- Bradford, William
 - Of Plymouth Plantation
- Williams, Roger
 - A Key into the Language of America
- Bradstreet, Anne
 - "To My Dear Loving Husband"
 - "A Letter to Her Husband, Absent upon Public Employment"
 - "Upon the Burning of Our House"
 - "The Prologue"
- Berryman, John

- "Homage to Mistress Bradstreet"
- Rowlandson, Mary
 - A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson
- Franklin, Benjamin
 - "Remarks Concerning the Savages of North America"
- Miller, Arthur
 - The Crucible
- Sewall, Samuel
 - The Selling of Joseph: A Memorial
- Wheatley, Phillis
 - "On Being Brought from Africa to America"
 - "An Hymn to the Evening"
 - "To His Excellency General Washington"
- Gates Jr., Henry Louis
 - "Mister Jefferson and the Trials of Phillis Wheatley"
- Edwards, Jonathan
 - "Sinners in the Hands of an Angry God"

Unit 2: Becoming a Nation

- Franklin, Benjamin
 - "The Way to Wealth"
- Henry, Patrick
 - "Speech to the Virginia Convention"
- Paine, Thomas
 - The American Crisis
- Declaration of Independence
- Stanton, Elizabeth Cady
 - Declaration of Sentiments
- Jefferson, Thomas
 - "Virginia Statute for Religious Freedom"
- de Crevecoeur, Hector St. John
 - "What is an American?" from Letters from an American Farmer"
- Freneau, Phillip
 - "The Wild Honeysuckle"
 - "The Indian Burying Ground"
- Equiano, Olaudah
 - Equiano's Travels: The Interesting Narrative of the Life of Olaudah Equiano or Gustavus Vassa, The African
- Key, Francis Scott
 - "The Star Spangled Banner"
- "Revolutionary Tea"

Unit 3: American Romanticism

- Irving, Washington
 - "Rip Van Winkle"
- Hawthorne, Nathaniel

- "Young Goodman Brown"
- Poe, Edgar Allan
 - "The Black Cat"
- Emerson, Ralph Waldo
 - "Self-Reliance"
 - "John Brown"
- Fuller, Margaret
 - Summer on the Lakes in 1843
- Whitman, Walt
 - "Song of Myself"
- Dickinson, Emily
 - "This is my letter to the World"
 - "Because I could not stop for Death"
- Whittier, John Greenleaf
 - "To William Lloyd Garrison"
- Douglass, Frederick
 - Narrative of the Life of Frederick Douglass, An American Slave
- Thoreau, Henry David
 - "Civil Disobedience"
- Stowe, Harriet Beecher
 - Uncle Tom's Cabin
- Truth, Sojourner
 - "Ain't I a Woman?"
- Harper, Frances Ellen Watkins
 - "The Two Offers"
- Melville, Herman
 - "Bartleby the Scrivener: A Story of Wall Street"

Unit 5: Regional Voices

- Lincoln, Abraham
 - "A House Divided" Speech
- Whitman, Walt
 - "Oh Captain, My Captain"
- Addams, Jane
 - "Influence of Lincoln" from Twenty Years at Hull House
- Twain, Mark
 - The Adventures of Huckleberry Finn
- Chopin, Kate
 - "Desiree's Baby"
- Cooper, Anna Julia
 - "The Higher Education of Women" from A Voice from the South
- Jewett, Sarah Orne
 - "The White Heron"
- Freeman, Mary E. Wilkins
 - "The Revolt of Mother"
- Gilman, Charlotte Perkins
 - "The Yellow Wall Paper"

- "Why I Wrote the Yellow Wall Paper"
- Harte, Bret
 - "Tennessee's Partner"

Unit 6: Modernism in America

- Robinson, Edwin Arlington
 - "Aunt Imogen"
- Frost, Robert
 - "A Servant to Servants"
- Eliot, T.S.
 - "The Love Song of J. Alfred Prufrock"
- Teasdale, Sara
 - Love Songs
- Sandburg, Carl
 - "Grass"
- Fitzgerald, Scott F.
 - "Bernice Bobs her Hair"
- Hemingway, Ernest
 - "Hills Like White Elephants"
- Moore, Marianne
 - "Poetry"
- Wilder, Thornton
 - Our Town
- Parker, Dorothy
 - "Arrangement in Black and White"
- Hughes, Langston
 - "The Negro Artist and the Racial Mountains"
- Hurston, Zora Neal
 - Their Eyes Were Watching God
- Baldwin, James
 - "If Black English isn't a Language Then Tell Me, What is"

Unit 7: Post WW II

- Welty, Eudora
 - "Petrified Man"
- O'Connor, Flannery
 - "A Good Man is Hard to Find"
- Kennedy, John F.
 - Inaugural Speech
- Lowell, Robert
 - "For the Union Dead"
- Wright, Richard
 - "The Man Who was Almost a Man"
- Dylan, Bob
 - "The Lonesome Death of Hattie Carroll"
- Levertov, Denise

- o "Life at War"
- o "Overheard over S.E. Asia"
- Rukeyser, Muriel
 - o "Poem"
- Goines, David Lance
 - o "Let Sleeping Dogs Lie" from The Free Speech Movement: Coming of Age
- Mirikitani, Janice
 - o "Attack the Water"
- Bishop, Elizabeth
 - o "Sestina"
- Plath, Sylvia
 - o "Mirror"

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS
NAME OF PROPOSED COURSE English 12 / English IV (OW) SEMESTER OR FULL YEAR (circle)
DEPARTMENT _____ MEETS A-G: Yes or No (circle)
OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. Information is attached.

2. Why is this proposed course needed?

To give students who earned a D or F in an A-G course at KCHS an opportunity to make up A-G course through OdysseyWare program for CP credit.

3. How does this proposed course impact course sequencing or pathways within the department? Course does not impact sequencing or pathways, only for student who has needs to make up course.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

Prior attempt of course at comprehensive high school.

5. How will this proposed course support Board and school goals?

Another opportunity for students to retake a course to increase A-G course completion.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation. None, course will only be offered through credit recovery after school or in the summer.

7. What are the staffing implications? Address teacher certification/credential issues. None, staff member already running Credit recovery and/or Summer program for students to complete OW courses.

8. What are financial implications? Complete table below: None.

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE English 12

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-21-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)
REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY
Date _____

ENGLISH IV CCSS

By twelfth grade, students have repeatedly peered through the window to humanity that literature has opened for them. Through it, they have gained valuable perspective on their world, past and present. Their close-textual interaction with literature over the past three years should have heightened their appreciation for those texts, improved their critical and analytical skills in reading and writing, enhanced their speaking and listening abilities, and enriched their academic and personal vocabulary. The window will now open on selected works of European literature from the twelfth century through the twenty-first century. Students will approach this literature chronologically, so they can see the influences on and evolution of the ideas and forms. Writing, research, and speaking assignments will continue to focus on formulating and expressing ideas and arguments about the readings. Particular emphasis will be placed on gaining critical perspective on the relationship between content and form and on synthesizing ideas into clear and concise prose and presentations.

Curriculum decisions for this course are guided by the Common Core State Standards. These standards were developed to provide clear and consistent goals for student learning and to ensure that students have the skills they need to be successful beyond high school. These standards define what students need to know and be able to do by the end of each grade. In addition to defining grade-level skills, the ELA standards require that students be exposed to increasingly more complex texts to which they apply those skills. In order for curriculum to align to these standards, it must be both rigorous and relevant. It must also expose students to certain critical content. In English language arts, that content includes classic myths and stories from around the world, America's Founding Documents, Foundational American literature, and Shakespeare. English IV students will complete their climb up this staircase of skills through their study of the following units:

- **Unit 1 Framing Western Literature:** Students will explore selected works of medieval literature and philosophy and draw connections between the two. Students will closely examine the narrative structure of the literary works and how that structure affects the content. They will explore literary elements such as allegory and satire, noting the way in which these elements reflect social and philosophical views.
- **Unit 2 Humanism:** Students will explore selected philosophical and literary works of the Renaissance, looking closely at the value they place on human beings. Within the selected works, students will explore the humanist philosophy of secularism, the appreciation of worldly pleasures, and the emphasis on individual expression. They will compare the works of this period with those of the Middle Ages, looking at their differences and similarities. The writing focus will be on argumentation. The unit will culminate with a multimedia research project.
- **Unit 3 The Quest for Knowledge:** In this unit, students will look at the philosophical and literary writings of the late seventeenth and the eighteenth century, focusing their emphasis on reform, reason, and science. Students will explore themes of man's divided nature, sin and redemption, economic inequality, vanity and hypocrisy. Special attention will be paid to the literary form known as satire and what it reveals about the author's purpose. Also included in this unit is a seminal work of science fiction.
- **Unit 5 Head and Heart:** The focus of this unit will be on the conflict between reason and emotion that is prevalent in the literature and philosophy of the early nineteenth century and the emphasis on emotion in early romantic works. Students begin the unit by reading Austen's *Sense and Sensibility*, the novel that captures this conflict in its title and its characters. Students will read excerpts from Rousseau's philosophy on the nature of man which provides the philosophical basis for the romantic works that follow. The writing focus for this unit will be on deep revision.

Students will examine revisions done by poets read in this unit. They will then create and revise their own narrative piece

- **Unit 6: The Individual and Society:** This unit will focus on works and authors concerned with the place of the individual in society during the nineteenth century. As with other units, students will read some of the important philosophical works of the period and examine how those philosophies informed the works that follow. Students will write a literary analysis which compares/contrasts an idea in two of the works from the unit.
- **Unit 7: The Search for Meaning:** This unit will focus on literature from the first half of the twentieth century and the philosophies that informed it. Students will explore how literary artists grappled with questions about the nature of existence, the meaning of life, the human psyche, and alienation. The unit will culminate with a multimedia research project which presents and evaluates different critical perspectives of a work of the student's choice.

CURRICULUM CONTENT AND SKILL FOCUS

Unit 1: Framing Western Literature

- Refining reading skills: summary, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in European literature and philosophy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)
- Comparing and contrasting the treatment of a similar theme or topic in two or more works
- Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, allegory, satire, character
- Analyzing language: figurative language, tone, syntax, connotation, nuance, power, beauty
- Analyzing informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose
- Analyzing arguments: rhetoric, claim development, structure, purpose
- Refining writing skills –
- explanatory: responding to literature
- argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, adapting to purpose, audience and task, using precise, domain-specific language, using the writing process
- Refining research skills: web searches, challenging usage and vocabulary, evaluating credibility, reliability, validity,
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's point of view and reasoning, collaborating with peers, addressing alternate or opposing views in discussions, structuring ideas to be presented appropriate to audience and purpose, adapting speech to audience and purpose, speaking clearly in formal tone, using correct grammar and vocabulary
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 2: Humanism

- Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in European literature and philosophy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)

- Analyze different presentations and/or interpretations of a text
- Compare and contrast the treatment of a similar theme or topic in two or more works
- Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, allegory, satire, character
- Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty
- Analyzing informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose
- Analyzing and evaluating arguments: rhetoric, claim development, structure, purpose
- Refining writing skills –
 - explanatory: responding to literature, synthesizing information, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, writing artful sentences, using precise, domain-specific, college-ready language
- Refining research skills: web searches, challenging usage and vocabulary, gathering information representing a variety of perspectives, integrating material selectively and appropriately, making informed decisions and solving complex problems, distinguishing between quoted material and paraphrased ideas, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page, using digital media elements such as graphics, illustrations, sound, and interactive elements
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's point of view and reasoning, collaborating with peers, addressing alternate or opposing views in discussions, structuring ideas to be presented appropriate to audience and purpose, adapting speech to audience and purpose, speaking clearly in formal tone, using correct grammar and vocabulary
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 3: The Quest for Knowledge

- Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in European literature and philosophy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)
- Analyze different presentations and/or interpretations of a text
- Compare and contrast the treatment of a similar theme or topic in two or more works
- Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, character, allegory, satire, irony, sarcasm, understatement, character
- Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty
- Analyzing informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose
- Analyzing and evaluating arguments: rhetoric, claim development, structure, purpose
- Refining writing skills –
 - explanatory: responding to literature, compare/contrast, synthesizing information, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, writing artful sentences, using precise, domain-specific, college-ready language, using the writing process

- argumentative: making a claim, supporting a claim, using valid reasoning, sequencing ideas, integrating information from collaboration, adapting to purpose, audience and task, and creating a works cited page, focusing on clarity and precision of expression, using the writing process
- Refining research skills: web searches, challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, making informed decisions and solving complex problems, distinguishing between quoted material and paraphrased ideas, avoiding plagiarism and overreliance on any source, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page, using digital media elements such as graphics, illustrations, sound, and interactive elements
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's point of view and reasoning, collaborating with peers, addressing alternate or opposing views in discussions
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 5: Head and Heart

- Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in European literature and philosophy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)
- Compare and contrast the treatment of a similar theme or topic in two or more works
- Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, character, allegory, satire, irony, sarcasm, understatement, character
- Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty
- Analyzing and evaluating informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose
- Refining writing skills –
 - explanatory: responding to literature, synthesizing information, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, writing artful sentences, using precise, domain-specific, college-ready language, using the writing process
 - narrative: mimicking literary technique
- Refining research skills: web searches, challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, making informed decisions and solving complex problems.
- Participating in speaking and listening activities: listening to and analyzing speeches, evaluating a speaker's point of view and reasoning, collaborating with peers, addressing alternate or opposing views in discussions
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 6: The Individual and Society

- Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in European literature and philosophy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)

- Compare and contrast the treatment of a similar theme or topic in two or more works
- Analyzing literary elements: narrative/poetic/dramatic structure, point of view, theme, character, conflict, irony, sarcasm, character
- Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty
- Analyzing and evaluating informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose, rhetoric
- Refining writing skills –
 - explanatory: responding to literature, conveying complex ideas clearly and accurately, developing a thesis, supporting a thesis, organizing complex ideas, using appropriate and varied transitions between ideas, distinguish between quoted material and paraphrased ideas, formatting quotations and works cited according to MLA guidelines, writing artful sentences, using precise, domain-specific, college-ready language, using the writing process
- Refining research skills: web searches, challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, distinguishing between quoted material and paraphrased ideas, avoiding plagiarism and overreliance on any source, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page.
- Participating in speaking and listening activities: listening to and analyzing speeches, creating presentations for evaluation; evaluating a speaker's point of view, reasoning, evidence, diction, tone, rhetorical strategies; collaborating with peers, expressing ideas clearly and persuasively in collaborative contexts
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

Unit 7: The Search for Meaning

- Refining reading skills: summary, paraphrase, annotation, analysis, evaluation, and interpretation
- Identifying explicit and implicit meaning in European literature and philosophy
- Analyzing a text from multiple perspectives (historical, literary, psychological, religious, philosophical)
- Analyzing and evaluating different presentations and/or interpretations of a text
- Analyzing literary elements: narrative/dramatic structure, point of view, theme, character, conflict, irony, sarcasm, character
- Analyzing language: figurative language, technical language, tone, syntax, connotation, nuance, power, beauty
- Analyzing and evaluating informational/philosophical texts: central ideas, key terms, interaction of ideas, point of view, purpose, rhetoric, narrative digressions, idiosyncrasies, exaggerations, and biases
- Refining writing skills –
 - explanatory: responding to literature, relating a literary work to a philosophical work, conveying complex ideas clearly and accurately, developing writing topic thoroughly using a variety of effective supporting content, using appropriate and varied syntax and transitions, adapting writing content to task, purpose, and audience, using appropriate transitions and syntax to link ideas, establishing and maintain a formal and objective tone in expository writing, providing a conclusion that follows from and supports information presented, using writing process to develop and strengthen writing for purpose and audience, using technology to create, edit, and publish individual writing or shared writing projects, using college and career readiness level academic vocabulary in reading,

writing, and speaking, varying sentence structure and syntax to convey a certain style or tone and to enhance reader understanding

- Refining research skills: challenging usage and vocabulary, evaluating sources, integrating material selectively and appropriately, distinguishing between quoted material and paraphrased ideas, avoiding plagiarism and overreliance on any source, using correct MLA guidelines for formatting, citing sources within a text, and creating a works cited page.
- Participating in speaking and listening activities: collaborating with peers about complex topics
- Strengthening language skills: conventions, knowledge, vocabulary acquisition and use

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Government (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

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8. What are financial implications? Complete table below: None.

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Government

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED/DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

Government

Government focuses on American and international governments. Students will learn about the history of governments, the characteristics of the United States government, political parties, and voting. These areas of focus target two major content strands: History, and Government and Citizenship.

Upon completion of the course, students should be able to do the following:

- Understand the basics of various philosophies of government.
- Understand the structure and functions of government and how the principles and values of American democracy (e.g., limited government and popular sovereignty) are reflected in American constitutional government.
- Understand how the overall design, as well as specific features of the U.S. Constitution, prevent the abuse of power by using a system of checks and balances (e.g., federalism).
- Understand the role of political parties, the media, and the public on the political process.

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Economics (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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5. How will this proposed course support Board and school goals?

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South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Economics

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

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STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

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Date _____

Economics

The goal of this semester-long course is to provide students with a strong foundation in basic economic principles. Students will examine topics such as:

- Scarcity
- Economic roles of individuals, organizations, and institutions
- Factors that affect supply and demand
- Different market structures
- Market regulation
- The Macroeconomy

The course helps students to investigate several economic questions. For example,

- What is economics?
- How does scarcity influence the way people make decisions?
- In what ways does the market mechanism allocate resources to their best use?
- How does government regulation affect the economy?

Lessons and projects encourage students to examine a variety of problems from the viewpoint of an economist.

Upon completion of the course, students should be able to do the following:

- Define economics
- Describe the economic roles of individuals, organizations, and institutions
- Analyze factors that affect supply and demand
- Compare and contrast the efficiency of different market structures
- Analyze the effects of government regulation upon the economy

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Spanish 1 (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Spanish 1

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

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DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED/DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-11-17 APPROVED/DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED/DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

Spanish I

Spanish I is an entry level high school foreign language course that explores the Spanish language through communication, culture, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in a basic manner and in both oral and written communication.
- Use vocabulary necessary to function as a tourist in Spanish-speaking countries.
- Demonstrate a basic knowledge of the Spanish-speaking world.
- Listen to and understand basic passages in Spanish related to various themes.
- Read and understand basic passages in Spanish related to various themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

Spanish I introduces students to the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Spanish 2 (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter. Information is attached.

2. Why is this proposed course needed?

To give students who earned a D or F in an A-G course at KCHS an opportunity to make up A-G course through OdysseyWare program for CP credit.

3. How does this proposed course impact course sequencing or pathways within the department? Course does not impact sequencing or pathways, only for student who has needs to make up course.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

Prior attempt of course at comprehensive high school.

5. How will this proposed course support Board and school goals?

Another opportunity for students to retake a course to increase A-G course completion.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation. None, course will only be offered through credit recovery after school or in the summer.

7. What are the staffing implications? Address teacher certification/credential issues. None, staff member already running Credit recovery and/or Summer program for students to complete OW courses.

8. What are financial implications? Complete table below: None.


South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Spanish 2

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE 

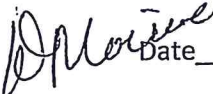
2 DISCUSSION WITH DEPT. CHAIR DATE _____ DEPT. CHAIR SIGNATURE _____

3 REVIEW AT DEPARTMENT MEETING DATE _____ APPROVED/DISAPPROVED (circle one)

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STATE ADMINISTRATOR  Date 1-11-17 APPROVED/DISAPPROVED (circle one)

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Date _____

Spanish II

Spanish II is a high school foreign language course that builds upon skills and concepts taught in Spanish I, emphasizing communication, cultures, connections, comparisons, and communities.

Course materials are designed to support students as they work to gain a basic proficiency in speaking, listening, reading, and writing Spanish, and in cultural competency.

Upon completion of the course, students should be able to do the following:

- Use Spanish in everyday situations in both oral and written communication.
- Use vocabulary necessary to live in a Spanish-speaking country.
- Demonstrate an understanding of Hispanic countries.
- Listen to and understand passages in Spanish related to various themes.
- Read and understand passages in Spanish related to themes.
- Compare and contrast cultural aspects of Hispanic countries and the United States.

This course gives students practice using the mechanics of the Spanish language, acquaints them with the cultural differences of Hispanic countries, and helps them gain a keen awareness of their own culture.

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE World History (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE World History

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World History

World History explores the people, events, and ideas that have shaped history from the beginnings of human society to the present day.

As you read the lessons in this course, keep these enduring understandings in mind:

- World History is the story of the interaction between people, the environment, and ideas that form cultures, societies, and civilizations.
 - World History is the story of human choices that link the past to the present and influence the future.
 - Individuals, cultures, societies, and the world change through times of conflict and cooperation.
 - Historical patterns are identified across times, places, ideas, institutions, cultures, people, and events.
 - From the past to the present, events and trends on the local, national, and global sphere are interrelated.
 - People have different views of history depending on their perspective.
-

Goals for this course include:

- Identify the characteristics of early human communities.
- Describe the early river valley civilizations in Mesopotamia, Egypt, India, and China.
- Describe the emergence of empires.
- Explain the effects of the European exploration and colonization of the New World.
- Identify the causes and outcomes of the political revolutions in France, Russia, and China.
- Identify the characteristics of the Industrial Revolution.
- Describe European Imperialism in Asia and Africa.
- Compare and contrast the causes and results of the World Wars.
- Understand the major events of the Cold War.
- Describe the major issues affecting nations today, including globalization, population growth, pandemics, and immigration.
- Summarize the history and growth of the major religions.
- Identify patterns of trade and migration across the major eras of human history.

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE US History (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE US History

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U.S. History: Foundations to Present

U.S. History Foundations to Present covers early American exploration to the present day, placing special emphasis on the politics of the 18th and early 19th centuries and the Civil War. These areas of focus target three major content strands: History, Geography, and Government, and Citizenship.

Upon completion of the course, students should be able to do the following:

- Understand how conflict between the American colonies and Great Britain led to American independence.
- Understand political, economic, and social changes that occurred in the United States during the 19th century, including changes resulting from the Industrial Revolution.
- Explain how political, economic, and social changes in the U.S. led to conflict among sections of the United States in the 19th century.
- Describe the causes and effects of the Civil War and its aftermath.
- Describe the causes and effects of both World Wars.
- Understand some of the key challenges facing American society in the late 20th and early 21st centuries.

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Integrated Math 1 (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Integrated Math 1

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Integrated Math I – Common Core is a full year, high school credit course that provides a deeper understanding of concepts from Algebra I along with application of geometric theorems and ideas. Within the Integrated Math I – Common Core course, students will create and solve simple expressions and equations, compare and analyze functions, solve linear equations with more than one variable, analyze and solve problems of triangles, and utilizing the coordinate system to explain geometric relationships and various line models.

By the end of the course, students will be expected to do the following:

- Solve and graph single variable, absolute value, and linear equations and inequalities.
- Solve linear, quadratic and exponential systems of equations using graphing, substitution or elimination.
- Evaluate and solve quadratic equations and inequalities using graphing, factoring, quadratic formula, and completing the square.
- Understand and know how to apply the distance, midpoint, and slope formulas as well as the Pythagorean Theorem.
- Form an equation of a line using the slope-intercept, point-slope and standard forms of a line.
- Apply basic fundamental rules of exponents.
- Be able to construct a formula or equation necessary to solve algebraic word problems involving area, perimeter, and linear systems of equations, basic probability and statistical reasoning, distance, and compounding interest.
- Evaluate rational expressions and solve equations with rational expressions.
- Simplify and perform operations with radical expressions such as addition and subtraction, multiplication and division.
- Perform operations with polynomials such as addition and subtraction, multiplication, long division and factoring.
- Interpret and apply the relationship between the independent and dependent variable in a linear, exponential, and quadratic function through algebraic modeling and applications.
- Interpret and analyze measures of central tendency, sample data and outcome, probability and frequency tables.
- Know how to solve for angles given parallels, perpendiculars, and transversals.
- Demonstrate how to solve for sides and angles of triangles, quadrilaterals, and polygons.
- Graph lines and determine slopes, midpoints, and distances.
- Interpret and construct the graphs and equations of quadratic functions.
- Make geometric constructions on paper.
- Represent results of motion geometry (translation, rotation, reflection, dilation).

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Integrated Math 2 (CW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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Prior attempt of course at comprehensive high school.

5. How will this proposed course support Board and school goals?

Another opportunity for students to retake a course to increase A-G course completion.

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South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Integrated Math 2

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

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Date _____

Integrated Math II – Common Core is a full year, high school math course for the student who has successfully completed the prerequisite course, Integrated Math I – Common Core. The course includes concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. In it, students will gain solid experience with polynomials, quadratic functions, permutations and combinations, methods of formal proof, congruent figures, and trigonometric basics.

By the end of the course, students will be expected to do the following:

- Graph and solve quadratic equations, including conic sections.
- Solve linear, quadratic and exponential systems of equations using graphing, substitution, or elimination.
- Perform operations with polynomials such as addition and subtraction, multiplication, and factoring.
- Interpret and apply the relationship between the independent and dependent variable in a linear, exponential, and quadratic function through algebraic modeling and applications.
- Understand defined terms, axioms, postulates, and theories.
- Apply rules of formal logic and construct proofs in two-column format.
- Understand trigonometric ratios and know how to use them to solve for unknown sides and angles in given triangles as well as application word problems.
- Calculate perimeter, area, and volume of figures and solids.
- Interpret and construct the graphs and equations of quadratic functions.
- Represent results of motion geometry (translation, rotation, reflection, dilation).
- Calculate simple and complex probabilities using addition, multiplication, permutations, combinations, and frequency tables.

South Monterey County Joint Union High School District

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Integrated Math 3 (OW) SEMESTER OR FULL YEAR (circle)

DEPARTMENT _____ MEETS A-G: Yes or No (circle)

OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

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PROPOSER Joseph Martin SCHOOL KCHS

NAME OF PROPOSED COURSE Integrated Math 3

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Integrated Math III – Common Core is a full year, high school math course for the student who has successfully completed the prerequisite course, Integrated Math II – Common Core. The course includes concepts in Number and Quantity, Algebra, Functions, Modeling, Geometry, and Statistics and Probability. Students will gain solid experience with polynomials and rational expressions; radical, exponential, and logarithmic equations and functions; statistics in real life; similar figures; and trigonometric measures.

By the end of the course, students will be expected to do the following:

- Calculate and perform operations with real and imaginary numbers.
- Simplify and solve algebraic fractions.
- Perform operations on polynomials, including factoring, long division, and synthetic division.
- Solve algebraic word problems involving mixtures, money, integers, and work.
- Evaluate and solve radical expressions and equations.
- Graph and solve radical, exponential, and logarithmic equations.
- Explore trigonometric identities and functions using the Unit Circle, graphs, and modeling.
- Interpret sample surveys, normal distributions and observational studies.
- Make geometric constructions on paper.
- Apply the Laws of Sine and Cosine to find measurements of different types of triangles.
- Demonstrate how to solve for sides and angles of triangles, quadrilaterals, and polygons.

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Math 1 Readiness Course

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The Math 1 Readiness course is designed for incoming freshmen who score well below basic on the incoming 9th grade math placement test (MDTP - Mathematics Diagnostic Testing Program). This course will provide struggling freshmen the skills and concepts needed to succeed and complete Math 1B during their sophomore year. Students will have to pass Math 1 Readiness and Math 1B to fulfill the California math graduation requirement.

Recommendation:

It is recommended that the Board of Education approve the Math 1 Readiness course.

Fiscal Impact:

None. The cost for duplicating Math 1 Readiness modules is included in the yearly math module order.

Submitted By:


Diana M. Jiménez
Director, Educational Services

Approved:


Daniel R. Moirao, Ed.D.
Superintendent



South Monterey County Joint Union High School District

NEW COURSE APPROVAL PROCESS

In order for a new course to be added to the course offerings for SMCJUHS, the New Course Approval Process must be followed. New courses are defined as follows:

- a wholly new course that has never been taught in SMCJUHS or
- a course that was taught in SMCJUHS at a prior time that is resurrected and proposed to be added to the current course offerings or
- a course currently listed in the SMCJUHS course offerings but whose title is changed or
- a course currently listed in the SMCJUHS course offerings but is opened to additional grade levels or
- a course that is currently listed in the course offerings but substantially revised with respect to content and skills.

Any teacher or administrator can propose a new course. The timeline must be followed with the appropriate required paperwork submitted by each deadline indicated on the timeline. Each course is to be reviewed and endorsed by teachers at the department level, by the site leadership team, and by various groups representing the district prior to being considered by the District Curriculum Council. The goal is that there is broad-based review of new courses at various levels within our system and there are opportunities for input. **If there is disapproval at any level, the new course does not move forward.** The only exception to this would be when unique circumstances are involved with the particular new course. The new course may be resubmitted the following year. Endorsement/approval is achieved through consensus or majority voting.

The proposer is charged with:

- the responsibility of moving the new course through the various levels of review
- obtaining the necessary information to complete the *New Course Approval Required Information Form*-including the financial implications section
- obtaining needed signatures
- meeting with the appropriate department chair to discuss the new course
- attending site leadership team meetings at which the new course will be considered
- meeting the appropriate deadlines and submitting necessary forms to the office of Educational Services by the required deadlines
- presenting the new course at any district level committee meeting including the District Curriculum Council meeting in October or December.

To begin the process, the proposer must complete the *New Course Approval Required Information Form*, obtain the needed signatures on the *Course Review Signature Form*, and send **both** documents to the Director of Educational Services by the required deadlines.

TIMELINE FOR NEW COURSE APPROVAL PROCESS

The *New Course Approval Required Information Form* AND the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by:

- **October 1** (for the October District Curriculum Council meeting). or
- **December 1** (for the December District Curriculum Council meeting)

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* AND the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) or **December 1** (for the December District Curriculum Council meeting)

PROPOSER James Schierer SCHOOL King City High School
 NAME OF PROPOSED COURSE Math 1 Readiness SEMESTER OR FULL YEAR (circle)
 DEPARTMENT Mathematics MEETS A-G: Yes or NO (circle)
 OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or NO (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.
2. Why is this proposed course needed?
3. How does this proposed course impact course sequencing or pathways within the department?
4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?
5. How will this proposed course support Board and school goals?
6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.
7. What are the staffing implications? Address teacher certification/credential issues.
8. What are financial implications? Complete table below:

| | Description | Financial Implications |
|---|---|------------------------|
| Technology/software/textbooks <u>S.O.U.T.S.D Google site for modules</u> | <u>Will use the S.O.U.T.S.D Google site to access the modules</u> | <u>Copying Modules</u> |
| Equipment | | |
| Facilities | | |
| Teacher Training | | |

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the **NEW COURSE APPROVAL REQUIRED INFORMATION FORM** with all stakeholders.

PROPOSER James Schierer SCHOOL King City High School
NAME OF PROPOSED COURSE Math 1 Readiness

1 DISCUSSION WITH PRINCIPAL DATE 11-17-16 PRINCIPAL SIGNATURE [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE 11/14/16 DEPT. CHAIR SIGNATURE James Schierer

3 REVIEW AT DEPARTMENT MEETING DATE 11/9/16 APPROVED / DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE 11-17-16 APPROVED / DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date 12/8/16 APPROVED / DISAPPROVED (circle one)

STATE ADMINISTRATOR [Signature] Date 1-12-17 APPROVED / DISAPPROVED (circle one)

BOARD APPROVAL Date _____ APPROVED / DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date:

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date _____

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.

This course will be for incoming freshmen who scored low on our placement exam that is administered to the 8th graders throughout the year. Their lack of skills has shown that they will struggle with the concepts in the Math 1 class. The content will be a review of skills from the 6th, 7th and 8th grade curriculum. Concepts covered will range from equation solving, graphing, multiple representations, system of equations, geometry and statistics.

2. Why is this proposed course needed?

A quarter to one-third of our freshmen fail the Math 1 class. A number of these F's could be attributed to the skills of the freshmen are not at or near grade level. This lack of skills prohibits them from grasping or obtaining the ideas from the modules in Math 1. This class will allow the student to further build their skills so that they can be better prepared when they do take the Math 1 class. The hope of the department is that with more practice and a year older they will be more successful.

3. How does this proposed course impact course sequencing or pathways within the department?

The department does not see any impact in course sequencing. It is the student who in the past would have qualified for this class that is usually the one who has failed and had to retake the class. We see the student taking the Math 1B class their second year and then choosing either the Math 2 class or the Common Core Review class their third year. If they are trying to get A-G qualified then they will take the Math 3 class to complete the math requirement. This is the same path available to the student who in the past who had to retake Math 1 in the Math 1B class.

4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?

There is no prerequisite for the class. Students will be given a math placement exam during their 8th grade year. Students who score low, actual score to be determined, will be placed in this class for their freshmen year.

5. How will this proposed course support Board and school goals?

This class is dedicated to helping the incoming student succeed and prepare for their future math classes. It will help them build the skills necessary to help them reach their potential.

6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.

There will be no additional sections added to the master schedule. These students will come off the Math 1 list, reducing the number of sections and replacing them with this Math 1 Readiness class. Our hope is that there will be no more than two sections but will also be determined by the students' scores on a year by year basis.

7. What are the staffing implications? Address teacher certification/credential issues.

All Math teachers within the district are highly qualified to teach the subject matter

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Name Change from Introduction to
Computer Science to Exploring Computer Science
(ECS)

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The District is seeking approval to rename Introduction to Computer Science to Exploring Computer Science (ECS) in order to clearly define the course as separate from Project Lead the Way computer science pathway and get A-G approval for the course.

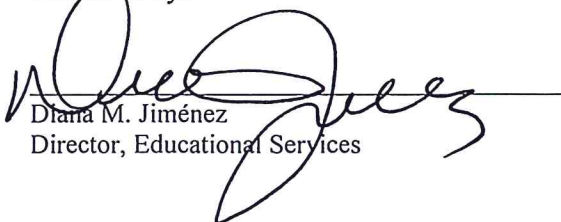
Recommendation:

It is recommended that the Board of Education approve the course name change from Introduction to Computer Science to Exploring Computer Science.


Fiscal Impact:

None.

Submitted By:


Diana M. Jiménez
Director, Educational Services

Approved:


Daniel R. Moirao, Ed.D.
Superintendent

South Monterey County Joint Union High School District

COURSE REVIEW SIGNATURE FORM

The proposer of a new course is responsible for completing this form as evidence of review at the levels indicated. The proposer of a new course is responsible for sharing the information on the NEW COURSE APPROVAL REQUIRED INFORMATION FORM with all stakeholders.

PROPOSER: Valerie Reed SCHOOL: King City High School
NAME OF PROPOSED COURSE: Intro to CS/ECS

1 DISCUSSION WITH PRINCIPAL DATE: Sept 2016 PRINCIPAL SIGNATURE: [Signature]

2 DISCUSSION WITH DEPT. CHAIR DATE: Sept 2016 DEPT. CHAIR SIGNATURE: [Signature]

3 REVIEW AT DEPARTMENT MEETING DATE: Sept 2016 APPROVED / DISAPPROVED (circle one)

4 REVIEW BY SITE LEADERSHIP TEAM DATE: 9-29-16 APPROVED / DISAPPROVED (circle one)

District Office Use Only

DISTRICT CURRICULUM COUNCIL Date: 12/8/16 APPROVED / DISAPPROVED (circle one)

SUPERINTENDENT [Signature] Date: 1-11-17 APPROVED / DISAPPROVED (circle one)

BOARD APPROVAL Date: _____ APPROVED / DISAPPROVED (circle one)

APPROVED / DENIED (circle one)

REASON FOR DENIAL:

IF DENIED, FORWARD THIS FORM TO THE COURSE PROPOSER--- Date: _____

IF APPROVED, FORWARD COURSE INFORMATION TO COUNSELOR AND DIRECTOR OF TECHNOLOGY

Date: _____

From - Intro to Computer Science
 TO - Exploring Computer Science (ECS)

Name Change only

South Monterey County Joint Union High School District

NEW COURSE APPROVAL REQUIRED INFORMATION FORM

The *New Course Approval Required Information Form* **AND** the *Course Review Signature Form* must be fully completed by the course proposer and submitted to the Director of Educational Services by **October 1** (for the October District Curriculum Council meeting) **or** **December 1** (for the December District Curriculum Council meeting)

PROPOSER Valerie Reed SCHOOL King City High School
 NAME OF PROPOSED COURSE Intro to CS/ECS SEMESTER OR FULL YEAR (circle)
 DEPARTMENT Computers / Business MEETS A-G: Yes or No (circle)
 OPEN TO STUDENTS IN GRADES 9, 10, 11, 12 (circle one or more) ELECTIVE: Yes or No (circle)

Respond fully to the following questions on a separate sheet of paper and attach it to this form.

1. Describe the proposed course. Include content to be studied, skills, and connection to State-adopted standards per quarter.
2. Why is this proposed course needed?
3. How does this proposed course impact course sequencing or pathways within the department?
4. Is there a prerequisite for taking this proposed course? If so, what course is the prerequisite?
5. How will this proposed course support Board and school goals?
6. What are scheduling implications? Include expected student enrollment in year one and number of sections anticipated for the proposed course in first year of implementation.
7. What are the staffing implications? Address teacher certification/credential issues.
8. What are financial implications? Complete table below:

| | Description | Financial Implications |
|-------------------------------|-------------|------------------------|
| Technology/software/textbooks | | |
| Equipment | | |
| Facilities | | |
| Teacher Training | | |

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Approval of Resolution 17:16/17 Recognition of a
Safe Haven School District

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

Improve, Monitor, and Sustain Student Achievement

Improve School Climate in Support of Teaching, Learning and Student Safety

Develop/Sustain Fiscal Crisis Long-Term Solution

Ensure that Facilities are Safe for Staff and Students

Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

School Districts throughout the State of California are being urged to declare their schools as "safe havens" for students and their parents. Since the presidential election of 2016 reports of bullying, harassment, and intimidation of students based on their immigrations status, religious, or ethnic identification have risen.

It is important that parents, guardians, and our students be welcomed on our school campuses regardless of their immigration status. By adopting this resolution, the South Monterey County Joint Union High School District is telling the communities served by the school district, that we will maintain a welcoming environment for all students and parents.

Recommendation:

It is recommended that the SMCJUHSD Board of Education adopt Resolution No. 17: 16/17 proclaiming this district to be a safe haven for our students and parents.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

RESOLUTION NO. 17:16/17

RECOGNITION OF A SAFE HAVEN SCHOOL DISTRICT

Whereas, The South Monterey County Joint Union High School District Board of Education is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, socio-economic status or beliefs;

Whereas, The Declaration of Independence of the United States of America recognizes every individual's right to life, liberty, and the pursuit of happiness;

Whereas, The United States of America was built by diverse peoples, both native and immigrant alike;

Whereas, Education has played a critical role in furthering tolerance and strengthening our society;

Whereas, On November 8, 2016, voters in California and across the nation participated in the democratic process by casting votes;

Whereas, California voters during the 2016 General election expressed strong support for public schools by embracing bilingual education through Proposition 58, strengthening funding sources through Proposition 55, and modernizing school facilities through Proposition 51, and;

Whereas, The South Monterey County Joint Union High School District is located in a highly agricultural community employing individuals and their families for seasonal work who are citizens of the United States and those who have yet to be documented;

Whereas, the English Language is second to a majority of the citizens of the community served by the South Monterey County Joint Union High School District;

Whereas, 2,056 students in South Monterey County Joint Union High School District are of Latino descent, and more than 67 percent of students qualify for free and reduced lunch;

Whereas, The national presidential election has resulted in thousands of students and families in South Monterey County Joint Union High School District expressing fear, sadness and concerns for student safety, heightened because of intolerant rhetoric made over the course of the 2016 presidential race;

Be It Resolved, That the South Monterey County Joint Union High School District Board of Education directs the Superintendent to support the creation of a safe haven school district. This status shall include:

- Promoting tolerance and acceptance over hate speech;
- Maintaining that, in compliance with Immigration and Customs Enforcement's (ICE) 2011 policy stating that it will not conduct immigration enforcement activity at any sensitive location, which includes all district facilities and equipment, without permission by specific federal law enforcement officials; unless exigent circumstances exist; ICE shall not be allowed to enter school sites or district properties without prior written approval from the Superintendent;

- Restricting the sharing of student files that may be used to ascertain the legal status of students;
- Designating SMCJUHSD school sites, facilities, and equipment as safe havens for students, families and the community;
- Allocating adequate resources necessary to support diversity, inclusion, and the values of a multicultural society;
- Offering focused professional development opportunities for all levels of staff;
- Endorsing a set of unifying activities determined by the school site;
- Develop and implement a plan, in consultation with stakeholder groups, to fulfill the requirements outlined within this resolution and report back to the Board at the first Board meeting in August, 2017

Resolved further, That the South Monterey County Joint Union High School District Board of Education work closely with the City, County and other state and local municipalities and community organizations to ensure our students and families are offered a protected space;

Resolved further, That along with other California School District Boards of Education, the South Monterey County Joint Union High School District Board of Education will submit a joint letter to the President-Elect, with the Superintendent, as well as any District students, families, staff, and community partners who would like to be added as signatories, affirming that the American ideals that are celebrated in our community culture contain a number of core ideals and values that include liberty, equality, democracy, individualism, equity, unity, and diversity and we will continue to celebratethem;

Resolved further, That the Board of Education reaffirms its focus on promoting and elevating tolerance, inclusiveness and kindness of all students, families and staff at all district school sites, facilities and material property;

Resolved further, That the Board of Education reaffirm the authority of the Superintendent to protect the data and identities of any student, family member, or school employee who may be adversely affected by any future policies or executive action that results in the collection of any personally identifiable information to the fullest extent provided by the law; and, be it finally;

Resolved further, That the Board of Education shall not allow ICE agents on school sites, facilities or material property without receiving prior written approval from the Superintendent;

Resolved further, That the Board of Education reaffirms South Monterey County Joint Union School District's unequivocal commitment to ensuring a safe educational environment for all students, serving as a safe haven school district for students and families threatened by immigration enforcement or discrimination, to the fullest extent provided by the law;

The forgoing resolution, on the approval of the Governing Board, was duly passed and adopted on 25th day of January 2017.

Paulette Bumbalough, Board President

SOUTH MONTEREY COUNTY HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Approval of the Employment of Joseph Ruiz on the Basis of a Provisional Internship Permit **MEETING:** January 25, 2017

AGENDA SECTION:

- ACTION
- INFORMATION
- ACTION/CONSENT

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes / Updating Board Policies and Administrative Regulations

Summary:

The District conducted a diligent search to fill a teaching position at Portola-Butler Continuation High School but was unable to find a suitable credentialed teacher or a suitable qualified internship teacher. The District wishes to employ Joseph Ruiz as a Single Subject teacher under the basis of a Provisional Internship Permit (PIP). The California Commission on Teacher Credentialing requires that the Board take action to employ a teacher under this type of teaching permit. Mr. Ruiz meets all requirements necessary to apply for a PIP.

Recommendation:

It is recommended that the Board of Trustees approve the employment of Miss Jones on the basis of a Provisional Internship Permit.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed.D.
Superintendent

Approved:



Daniel R. Moirao, Ed. D.
Superintendent

**SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL
DISTRICT**

SUBJECT: Identify Two Board Members to Meet with
Members of the Greenfield Union School District
Board of Education

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

GOVERNING BOARD

Board Goals:

- Improve, Monitor and Sustain Student Achievement
- Improve School Climate in Support of Teaching, Learning and Student Safety
- Develop/Sustain Fiscal Solvency
- Ensure that Facilities are Safe for Staff and Students
- Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The Greenfield Union School District has appointed two of its Board members to meet with two of the SMCJUHSD members of the Board of Education. These are informal, non-decision making meetings intended to keep each Board informed as to the activities that impact the students we serve. The Superintendents of the two districts will coordinate, attend, and facilitate these meetings.

Recommendation:

It is recommended that the SMCJUHSD Board of Trustees appoint two of its members to serve on this ad hoc committee of the Board.

Fiscal Impact:

None

Submitted By:



Daniel R. Moirao, Ed.D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

GOVERNING BOARD

SUBJECT: Board Policies -Second Reading

MEETING: January 25, 2017

AGENDA SECTION:

ACTION

INFORMATION

ACTION/CONSENT

_____ Improve, Monitor and Sustain Student Achievement

_____ Improve School Climate in Support of Teaching, Learning and Student Safety

_____ Develop/Sustain Fiscal Solvency

_____ Ensure that Facilities are Safe for Staff and Students

Ensure Compliance with Education/Other Codes/Updating Board Policies and Administrative Regulations

Summary:

The following Board Policies are presented as a first reading/revision for the Governing's Board Consideration:

AR 4157.1, 5257.1, 4357.1 – Work Related Injuries (new)

AR 5125 – Student Records (revised)

BP 6142.4 – Service Learning Community Services Classes (new)

BP 6142.94 – History Social Science Instruction (revised)

AR 6143 – Courses of Study (revised)

BP 6173 – Education for Homeless Children (revised)

AR 6173 – Education for Homeless Children (revised)

E 6173 – Education for Homeless Children exhibit 1 (revised)

BP 6185 – Community Day School (new)

AR 6185 – Community Day School (new)

E 9323.2 – Action By the Board Requiring a Super Majority (revised)

Recommendation:

All suggested changes have been made from the first reading. It is recommended that the Board of Education approve the board policies second reading.

Fiscal Impact:

No fiscal impact

Submitted By:



Daniel R. Moirao, Ed. D.
Superintendent

Approved:



Daniel R. Moirao, Ed.D.
Superintendent

Personnel

Work-Related Injuries

In order to provide medical benefits, temporary or permanent disability benefits, wage replacement, retraining or skill enhancement, and/or death benefits in the event that an employee becomes injured or ill in the course of employment, the district shall provide all employees with insurance and workers' compensation benefits in accordance with law. The Superintendent or designee shall develop an efficient claims handling process that reduces costs and facilitates employee recovery.

- (cf. 3320 - Claims and Actions Against the District)
- (cf. 4032 - Reasonable Accommodation)
- (cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)
- (cf. 4154/4254/4354 - Health and Welfare Benefits)
- (cf. 4157/4257/4357 - Employee Safety)
- (cf. 4157.2/4257.2/4357.2 - Ergonomics)
- (cf. 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave)

The Superintendent or designee shall notify every new employee, at the time of hire or by the end of the first pay period, of his/her right to receive workers' compensation benefits if injured at work. (Labor Code 3551; 8 CCR 15596)

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

In addition, a notice regarding workers' compensation benefits shall be posted in a conspicuous location frequented by employees, where the notice may be easily read during the workday. (Labor Code 3550)

In the event that an employee is injured or becomes ill in the course of employment, he/she shall report the work-related injury or illness to the Superintendent or designee as soon as practicable.

Within one working day of receiving notice or knowledge of any injury to an employee in the course of employment, the Superintendent or designee shall provide a claim form and notice of potential eligibility for workers' compensation benefits to the employee or, in the case of the employee's death, to his/her dependents. The claim form and notice shall be provided personally or by first class mail. (Labor Code 5401)

The Superintendent or designee shall additionally ensure that any employee who is a victim of a crime that occurred at the place of employment is given written notice personally or by first class mail within one working day of the crime, or when the district reasonably should have known of the crime, that the employee is eligible for workers' compensation benefits for injuries, including psychiatric injuries, that may have resulted from the crime. (Labor Code 3553)

The Superintendent or designee shall ensure that all employee notices described above are in the form prescribed by the Department of Industrial Relations (DIR), Division of Workers Compensation.

OPTION 1: (Districts insured for workers' compensation through a third party insurer)

Upon learning of a work-related injury or illness, or injury or illness alleged to have arisen out of and in the course of employment, the Superintendent or designee shall report the incident to the district's insurance carrier within five days after obtaining knowledge of the injury or illness. If a subsequent death arises as a result of the reported injury or illness, an amended report indicating the death must be filed with the insurance carrier within five days after being notified of or learning about the death. (Labor Code 6409.1)

In addition, in every case involving death or serious injury or illness, the Superintendent or designee shall immediately make a report by telephone or email to the Division of Occupational Safety and Health. (Labor Code 6409.1)

Legal Reference:

EDUCATION CODE

44984 Industrial accident and illness leaves, certificated employees

45192 Industrial accident and illness leaves, classified employees

LABOR CODE

3200-4855 Workers' compensation, especially:

3550-3553 Employee notice

3600-3605 Conditions of liability

3760 Report of injury to insurer

4600 Provision of medical and hospital treatment by employer

4906 Disclosures and statements

5400-5413 Notice of injury or death

6409.1 Reports

CODE OF REGULATIONS, TITLE 8

15596 Notice of employee rights

Management Resources:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

A Guidebook for Injured Workers, 2016

Notice to Employees -- Injuries Caused by Work

Time of Hire Pamphlet

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

WEB SITES

California Department of Industrial Relations, Division of Occupational Safety and Health:

<http://www.dir.ca.gov/dosh>

California Department of Industrial Relations, Division of Workers Compensation:

<http://www.dir.ca.gov/dwc>

(10/95 7/02) 10/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Students

Student Records

Definitions

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records. (34 CFR 99.3)

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program. (34 CFR 99.3)

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record. (34 CFR 99.3; Education Code 49061, 49062; 5 CCR 430)

Student records do not include: (34 CFR 99.3; Education Code 49061, 49062; 5 CCR 430)

1. Directory information

(cf. 5125.1 - *Release of Directory Information*)

2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute
3. Records of the law enforcement unit of the district, subject to the provisions of 34 CFR 99.8

(cf. 3515 - *Campus Security*)

(cf. 3515.3 - *District Police/Security Department*)

4. Records created or received by the district after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive. (5 CCR 430)

Mandatory interim student records are those records which the schools are directed to compile and maintain for stipulated periods of time and are then destroyed in accordance with state law, regulation, or administrative directive. (5 CCR 430)

Permitted student records are those records having clear importance only to the current educational process of the student. (5 CCR 430)

Access means a personal inspection and review of a record, an accurate copy of a record or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061)

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in education records to any party, except the party that provided or created the record, by any means including oral, written, or electronic. (34 CFR 99.3)

Personally identifiable information includes, but is not limited to: (34 CFR 99.3)

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age. (5 CCR 430)

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent. (Education Code 49061, 56050, 56055)

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records. School officials and employees include contractors, consultants, volunteers, or other parties to whom the district has outsourced district functions and who perform services for which the district would otherwise use employees.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records.

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district.

Contractor or consultant shall not include a volunteer or other party. (Education Code 49076)

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons. (5 CCR 433)

County placing agency means the county social service department or county probation department. (Education Code 49061)

Persons Granted Access Without Prior Written Consent

The following persons or agencies shall have absolute access to any and all student records in accordance with law:

1. Parents/guardians of students younger than age 18 years, including the parent who is not the student's custodial parent (Education Code 49069; Family Code 3025)
2. An adult student age 18 or older or a student under the age of 18 who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records (34 CFR 99.3, 99.5)
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law (Education Code 56041.5)

(cf. 6159 - Individualized Education Program)

In addition, the following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest: (34 CFR 99.31; Education Code 49076)

1. Parents/guardians of a dependent student age 18 or older (Education Code 49076; 34 CFR 99.31)
2. Students who are age 16 or older or who have completed the 10th grade (Education Code 49076; 34 CFR 99.31)
3. School officials and employees consistent with definition provided in the section "Definitions" above (Education Code 49076; 34 CFR 99.31)
4. Members of a school attendance review board (SARB) and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student (Education Code 49076)

(*cf. 5113.1 – Truancy and Chronic Attendance*)

5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer (Education Code 49076; 34 CFR

99.31)

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record. (34 CFR 99.34)

6. The Student Aid Commission, for the purpose of providing the grade point average (GPA) of all district students in grade 12, and subsequently providing verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for us in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA (Education Code 69432.9, 69432.92)

No later than October 15 each year, the Superintendent or designee shall notify each student in grade 12, and his/her parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission unless he/she opts out within a period of time specified in the notice, which shall not be less than 30 days. (Education Code 69432.9)

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or

from the adult student, to submit the social security number. (Education Code 69432.9)

7. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35 (Education Code 49076; 34 CFR 99.3, 99.31, 99.35)

***Note: Pursuant to Education Code 49076, county placing agencies authorized to assess the effectiveness of a state or federally funded program on behalf of federal, state, or local officials and agencies may be allowed access to student records. Education Code 49076 also authorizes districts, county offices of education, and county placing agencies to develop cooperative agreements to facilitate confidential access to and exchange of student information by email, facsimile, electronic format, or other secure means, provided the agreement complies with the requirements of 34 CFR 99.35. ***

8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above (Education Code 49076)

9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)

11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education laws (Education Code 49076)

12. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701 (Education Code 49076)

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's educational rights, unless specifically authorized by state or federal law. (Education Code 49076)

13. Any judge or probation officer for the purpose of conducting a truancy mediation

program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681 (Education Code 49076)

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours. (Education Code 49076)

14. Any foster family agency with jurisdiction over currently enrolled or former

students for purposes of accessing those students' records of grades and transcripts and any individualized education program developed and maintained by the district (Education Code 49069.3)

(cf. 6173.1 - Education for Foster Youth)

15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a (Education Code 49076)

(cf. 6173 - Education for Homeless Children)

16. An individual who completes items 1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school (Education Code 49076)

17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs (Education Code 49076; 20 USC 1232(g))

18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245 (Education Code 48902, 49076)

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above. (Education Code 49076)

19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other individuals (Education Code 49076.5; 34 CFR 99.1-99.67)

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school. (Education Code 49076.5)

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Persons Granted Access With Prior Written Consent

Persons, agencies, or organizations not afforded access rights by law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075)

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent may grant consent if both parents notify the district, in writing, that such an agreement has been made. (Education Code 49061)

(cf. 5021 - Noncustodial Parents)

Any person, agency, or organization granted access is prohibited from releasing information to another person or agency without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act. (Education Code 49076)

De-identification of Records

34 CFR 99.31 lists objective standards under which districts may release information from de-identified records. These standards are applicable to both requests for individual, redacted records and requests for statistical information from multiple records. ***

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information. (Education Code 49074, 49076; 34 CFR 99.31)

Process for Providing Access to Records

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained in different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location of student records if not centrally located. (Education Code 49069; 5 CCR 433)

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons. (5 CCR 433)

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only those student records in which they have legitimate educational interests. (34 CFR 99.31)

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When prior written consent from a parent/guardian is required by law, the parent/guardian shall provide a written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed. (34 CFR 99.30)

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours. (Education Code 49069)

Qualified certificated personnel shall be available to interpret records when requested. (Education Code 49069)

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection. (5 CCR 435)

Access Log

A log shall be maintained for each student's record which lists all persons, agencies, or organizations requesting or receiving information from the records and the legitimate educational interest of the requester. (Education Code 49064)

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection. (5 CCR 435)

The log may include record of access by: (Education Code 49064)

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student who is age 16 years or older or who has completed the 10th grade, custodian of records, and certain state or federal officials. (Education Code 49064; 5 CCR 432)

Duplication of Student Records

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record. (Education Code 49065)

(cf. 3260 - Fees and Charges)

Changes to Student Records

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061)

(cf. 5125.3 - Challenging Student Records)

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student.

(5 CCR 437)

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.

(cf. 5145.3 - Nondiscrimination/Harassment)

Retention and Destruction of Student Records

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data. (5 CCR 431)

The following mandatory permanent student records shall be kept indefinitely: (5 CCR 432, 437)

1. Legal name of student
2. Date and place of birth and method of verifying birth date

(cf. 5111 - Admission)

3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence

(cf. 5111.1 - District Residency)

5. Entrance and departure dates of each school year and for any summer session or other extra session

6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given

(cf. 5121 - Grades/Evaluation of Student Achievement)

7. Verification of or exemption from required immunizations

(cf. 5141.31 - Immunizations)

8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include: (Education Code 48918, 51747; 5 CCR 432, 437, 16027)

1. Expulsion orders and the causes therefor

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

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

2. A log identifying persons or agencies who request or receive information from the student record

3. Health information, including verification or waiver of the health screening for school entry

(cf. 5141.32 - Health Screening for School Entry)

4. Information on participation in special education programs, including required tests, case studies, authorizations, and evidence of eligibility for admission or discharge

(cf. 6159 - Individualized Education Program)

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

5. Language training records

(cf. 6174 - Education for English Language Learners)

6. Progress slips/notices required by Education Code 49066 and 49067

7. Parental restrictions/stipulations regarding access to directory information

8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action

9. Parent/guardian authorization or denial of student participation in specific programs

10. Results of standardized tests administered within the past three years

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in

independent study

(cf. 6158 - Independent Study)

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including: (5 CCR 432, 437)

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data

(cf. 5144 - Discipline)

4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction. (5 CCR 437)

Transfer of Student Records

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records. (Education Code 49068; 5 CCR 438)

***Note: Education Code 48201 requires districts to request records of a transferring student regarding acts that resulted in the student's suspension or expulsion from the previous school, as specified below. Once the record is received, the Superintendent or designee must inform the student's teachers of the acts; see AR 4158/4258/4358 - Employee Security. ***

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion. (Education Code 48201)

(cf. 4158/4258/4358 - Employee Security)
(cf. 5119 - Students Expelled From Other Districts)

When a student transfers from this district to another school district or to a private school, the

Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a

private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school. (Education Code 48918, 49068; 5 CCR 438)

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days. (Education Code 49069.5)

All student records shall be updated before they are transferred. (5 CCR 438)

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian. (5 CCR 438)

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

Notification of Parents/Guardians

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices to that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities. (Education Code 49063, 48985; 34 CFR 99.7)

(cf. 5145.6 - Parental Notifications)

The notice shall include: (Education Code 49063; 34 CFR 99.7, 99.34)

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining

legitimate educational interest

5. District policies for reviewing and expunging student records
 6. The right to inspect and review student records and the procedures for doing so
 7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
 8. The cost, if any, charged for duplicating copies of records
 9. The categories of information defined as directory information pursuant to Education Code 49073
 10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
 11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
- (cf. 5020 - Parent Rights and Responsibilities)
12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
 13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

Student Records from Social Media

For the purpose of gathering and maintaining records of students' social media activity, the Superintendent or designee shall: (Education Code 49073.6)

1. Gather or maintain only information that pertains directly to school safety or student safety
2. Provide a student with access to any information that the district obtained from his/her social media activity and an opportunity to correct or delete such information
3. Destroy information gathered from social media and maintained in student records within one year after a student turns 18 years of age or within one year after the student is no

longer enrolled in the district, whichever occurs first

4. Notify each parent/guardian that the student's information is being gathered from social media and that any information maintained in the student's records shall be destroyed as provided in item #3 above. The notification shall also include, but is not limited to, an explanation of the process by which a student or his/her parent/guardian may access the student's records for examination of the information gathered or maintained and the process by which removal of the information may be requested or corrections to the information may be made. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980.

5. If the district contracts with a third party to gather information on a student from social media, ensure that the contract:

a. Prohibits the third party from using the information for purposes other than those specified in the contract or from selling or sharing the information with any person or entity other than the district, the student, or his/her parent/guardian

b. Requires the third party to destroy the information immediately upon satisfying the terms of the contract, or when the district notifies the third party that the student has turned 18 years of age or is no longer enrolled in the district, whichever occurs first

(11/11 11/12) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

Service Learning/Community Service Classes

The Governing Board recognizes that student involvement in community service enhances academic outcomes, helps students develop the skills and knowledge necessary to become informed and responsible citizens, and aids in individual career development. The district shall offer separate community service classes and/or service learning opportunities that are integrated into other courses. Such classes and activities shall be designed to link academic content, practical skills, and meaningful service contributions to the community.

- (cf. 1020 - Youth Services)
- (cf. 6000 - Concepts and Roles)
- (cf. 6011 - Academic Standards)
- (cf. 6142.3 - Civic Education)
- (cf. 6142.94 - History-Social Science Instruction)
- (cf. 6178.1 - Work-Based Learning)

Service Learning

The Superintendent or designee shall integrate service learning opportunities into one or more courses at appropriate grade levels.

- (cf. 6143 - Courses of Study)

The Superintendent or designee shall involve administrators, students, teachers, parents/guardians, and community members in the development, implementation, and evaluation of the district's service learning program. He/she shall also collaborate with local public agencies and nonprofit organizations to identify and develop service learning opportunities that meet educational and civic learning objectives, align with state and local academic standards, and address the needs of the community.

- (cf. 1600 - Relations Between Other Governmental Agencies and the Schools)
- (cf. 1700 - Relations Between Private Industry and the Schools)

The Superintendent or designee shall provide the Board with regular reports on the district's progress in meeting its goals for service learning.

- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 9000 - Role of the Board)

Community Service Classes

The district may offer community service classes in any of grades 7-12 and/or through the

district's adult education program. Such classes shall be designed to:

1. Acquaint students with the historical basis for volunteer service, its importance and relevance, and its connection to a wide range of identified school and community needs
2. Include volunteer opportunities that support and strengthen students' understanding of the academic instruction and how it relates to their community
3. Contribute to the physical, mental, moral, economic, and/or civic development of students
4. Provide students with an awareness of potential careers

(cf. 6200 - Adult Education)

If off-campus activities are included, the Superintendent or designee shall determine how students will be transported to the off-campus location and shall ensure adequate supervision of students during the activity.

The district's community service course shall be required for high school graduation. On a case-by-case basis, the Superintendent or designee may allow students to fulfill the community service graduation requirement by performing alternative academic tasks.

(cf. 6146.1 - High School Graduation Requirements)

The Superintendent or designee shall determine criteria and methods of assessing students and awarding credits for the class.

(cf. 5121 - Grades/Evaluation of Student Achievement)

Notifications

Parents/guardians shall receive information about service learning and any community service opportunities offered by the district and the benefits of such activities to the community and the student. The district shall ask parents/guardians to acknowledge this information and provide consent before their child participates in any off-campus service activities.

(cf. 3530 - Risk Management/Insurance)

(cf. 5143 - Insurance)

Legal Reference:

EDUCATION CODE

233.5 Teaching of principles

35160 Authority of governing boards
35160.1 Broad authority of school districts
37220.6 Cesar Chavez Day of Service and Learning
51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
51745 Independent study
51810-51815 Community service classes
UNITED STATES CODE, TITLE 42
12501-12682 National and Community Service Trust Act of 1993
COURT DECISIONS
Steirer et al v. Bethlehem School District, (1993) 987 F.2d 989

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education, Service Learning: <http://www.cde.ca.gov>
Corporation for National and Community Service: <http://www.nationalservice.gov>
National Service Learning Clearinghouse: <http://www.servicelearning.org>

(2/95 3/07) 10/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

History-Social Science Instruction

The Governing Board believes that the study of history and other social sciences is essential to prepare students to engage in responsible citizenship, comprehend complex global interrelationships, and understand the vital connections among the past, present, and future. The district's history-social science education program shall be designed to develop students' knowledge of historical events within a chronological and geographic context and shall include, at appropriate grade levels, instruction in American and world history, geography, economics, political science, anthropology, psychology, and sociology.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for history-social science which meet or exceed state content standards and describe the knowledge and skills that students shall be expected to achieve at each grade level.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop and submit to the Board for approval a comprehensive, sequential curriculum aligned with the district standards and consistent with the state's curriculum framework for history-social science. The curriculum shall be designed to develop students' core knowledge in history and social science and their skills in chronological and spatial thinking, research, and historical interpretation. History-social science instruction shall also include an explicit focus on developing students' literacy in reading, writing, speaking, listening, and other language skills.

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 9000 - Role of the Board)

1. Knowledge and cultural understanding, including historical, ethical, cultural, geographic, economic, and sociopolitical literacy
2. Democratic understanding and civic values, including an understanding of national identity; constitutional heritage; and an individual's civic values, rights, and responsibilities
3. Skills attainment and social participation, including basic study skills, critical thinking skills, and participation skills that are essential for effective citizenship

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

The Board shall adopt standards-aligned instructional materials for history-social science in accordance with applicable law, Board policy, and administrative regulation. In addition, teachers are encouraged to supplement the curriculum by using biographies, original documents, diaries, letters, legends, speeches, other narrative artifacts, and literature from and about the period being studied.

(cf. 0400 - District Technology Plan)
(cf. 1312.2 - Complaints Concerning Instructional Materials)
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6162.6 - Use of Copyrighted Materials)
(cf. 6163.1 - Library Media Centers)

The district's history-social science curriculum shall include a multicultural education component which is designed to teach students to respect and appreciate cultural diversity and different points of view while also developing their understanding of commonalities and collective experiences. The curriculum shall reflect the experiences of men and women and of various cultural, ethnic, racial, religious, and social groups and their contributions to the history, life, and culture of the local community, California, the United States, and other nations.

(cf. 6115 - Ceremonies and Observances)
(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of adopted instructional materials and instructional strategies for teaching history-social science.

(cf. 4131 - Staff Development)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation and effectiveness of the history-social science curriculum at each grade level, including, but not limited to, the extent to which the program is aligned with state standards, any applicable student assessment results, and feedback from students, parents/guardians, and staff regarding the program.

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

Legal Reference:

EDUCATION CODE

33540 History-social science curriculum framework

51008-51009 Instruction on farm labor movement

51204 Course of study designed for student's needs

51204.5 History of California; contributions of men, women, and ethnic groups

- 51210 Course of study, grades 1-6
- 51220 Course of study, grades 7-12
- 51220.2 Instruction in legal system; teen or peer court programs
- 51221 Social science course of study, inclusion of instruction in use of natural resources
- 51221.3-51221.4 Instruction on World War II and Vietnam War; use of oral histories
- 51225.3 High school graduation requirements
- 51226.3 Instruction on civil rights, genocide, slavery, Holocaust, and deportation to Mexico
- 51226.7 Ethnic studies
- 60040-60051 Criteria for instructional materials
- 60119 Public hearing on the sufficiency of instructional materials
- 60200-60206 Instructional materials, grades K-8
- 60400-60411 Instructional materials, grades 9-12
- 60640-60649 California Assessment of Student Performance and Progress
- 99200-99206 Subject matter projects

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

History-Social Science Framework for California Public Schools, Kindergarten Through Grade Twelve, 2016

Common Core State Standards for English Language Arts and Literacy in History-Social Studies, Science, and Technical Subjects, 2013

California English Language Development Standards, 2012

Model Curriculum for Human Rights and Genocide, 2000

History-Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve, October 1998

NATIONAL COUNCIL FOR THE SOCIAL STUDIES PUBLICATIONS

College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History, 2013

WEB SITES

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

California Council for History Education: <http://www.csus.edu/al/cche>

California Humanities: <http://www.calhum.org>

California Council for the Social Studies: <http://www.ccss.org>

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

California History-Social Science Course Models: <http://www.history.ctaponline.org>

California Subject Matter Project: <http://csmp.ucop.edu/chssp>

National Association for Multicultural Education: <http://www.nameorg.org>

National Council for History Education: <http://www.nche.net>

National Council for the Social Studies: <http://www.socialstudies.org>

7/09

Policy SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2107

King City, California

INSTRUCTION

Courses Of Study

Grades 9-12

Courses of study for grades 9 through 12 shall include the following:

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

1. English: knowledge and appreciation of literature, language and composition, and the skills of reading, listening, and speaking (Education Code 51220)

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, with instruction in: (Education Code 51220)

- a. The history, resources, development, and government of California and the United States, including:
 - (1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5)
 - (2) World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time
 - (3) The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
 - (4) The Bracero program, under which temporary contract laborers were imported pursuant to a 1942 agreement between the United States and Mexico

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions
- c. The development of the American economic system, including the role of the entrepreneur and labor
- d. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)

(cf. 6142.5 - Environmental Education)

e. Eastern and western cultures and civilizations

f. Human rights issues, with particular attention to the study of the inhumanity of genocide (which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides), slavery, and the Holocaust

g. Contemporary issues

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

(cf. 6142.3 - Civic Education)

(cf. 6142.94 - History-Social Science Instruction)

3. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 9 (Education Code 51220)

4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

(cf. 6142.7 - Physical Education)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; and with appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)

(cf. 6142.93 - Science Instruction)

6. Mathematics: mathematical understandings, operational skills and problem-solving procedures; algebra (Education Code 51220, 51224.5)

(cf. 6142.92 - Mathematics Instruction)

7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)

(cf. 6142.6 - Visual and Performing Arts Education)

8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture (Education Code 51220)

9. Career technical/vocational-technical education in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

(cf. 6178 - Career Technical Education)

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available

Beginning in the 2018-19 school year, instruction shall be provided in compression-only CPR. Such instruction shall be based on national evidence-based guidelines and shall include hands-on practice in compression-only CPR. (Education Code 51225.6)

b. Fire prevention

- c. The protection and conservation of resources, including the necessity for the protection of our environment

d. Venereal disease

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development

(cf. 5131.6 - Alcohol and Other Drugs)

f. Prenatal care

- g. Violence as a public health issue

13. Ethnic studies

High schools may offer automobile driver education that includes instruction in:

1. Vehicle Code provisions and other relevant state laws (Education Code 51220)
2. Proper acceptance of personal responsibility in traffic (Education Code 51220)
3. Appreciation of the causes, seriousness and consequences of traffic accidents (Education Code 51220)
4. Knowledge and attitudes necessary for the safe operation of motor vehicles (Education Code 51220)
5. The safe operation of motorcycles (Education Code 51220)

6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle (Education Code 51220.1)
7. The rights and duties of a motorist pertaining to pedestrians and the rights and duties of pedestrians pertaining to traffic laws and traffic safety (Education Code 51220.4)

Certification of College Preparatory Courses

The Superintendent or designee shall identify courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives that may qualify for designation as "a-g" college preparatory courses. He/she shall submit course information to the University of California (UC) including, but not necessarily limited to, the course title, subject area, grade level(s), unit value, a brief course description, prerequisites and co-requisites, texts and supplemental instructional materials used in the course, whether the school is seeking designation of the course as an honors course, and whether the course is classified as a career technical education or regional occupational program course. He/she also shall electronically submit updates to UC whenever course content changes or a course will not be offered in a particular year.

Notification to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

(cf. 5145.6 - Parental Notifications)

(cf. 6164.2 - Guidance/Counseling Services)

(3/02 11/03) 11/04

Regulation

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

Education For Homeless Children

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

(cf. 3250 - Transportation Fees)
(cf. 3260 - Fees and Charges)
(cf. 5113.1 - Chronic Absence and Truancy)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

(cf. 1113 - District and School Web Sites)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career and Technical Education)

(cf. 6179 - Supplemental Instruction)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)

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

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

(cf. 5111.13 - Residency for Homeless Children)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional

housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

(cf. 1020 - Youth Services)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students; which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

48850 Educational rights of homeless and foster youth

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions

1232g Family Educational Rights and Privacy Act

6311 Title I state plan; state and local educational agency report cards

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter, July 27, 2016

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

(7/02 7/05) 12/15

Policy

SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

Education For Homeless Children

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals

(cf. 6173.1 - Education for Foster Youth)

2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings

3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings

4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian. (20 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Director of Alternative Placement for Student Success
800 Broadway Street, King City, CA 93930
831-385-0606

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3553 - Free and Reduced-Price Meals)

2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, district schools

3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district

(cf. 5148.3 - Preschool/Early Childhood Education)

4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services

(cf. 5141.6 - School Health Services)

5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

(cf. 5145.6 - Parental Notifications)

6. Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the

parents/guardians of homeless students and unaccompanied youth.

7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below

8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice

(cf. 3541 - Transportation Routes and Services)

Note: P.L. 114-95 amended 42 USC 11432 to add the duties specified in items #9-10 below.

9. Ensure that school personnel providing services to homeless students receive professional development and other support

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090

11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

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

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

(cf. 6159 - Individualized Education Program)

Enrollment

The district shall make placement decisions for homeless students based on the student's best

interest. (42 USC 11432)

In determining the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she: (Education Code 48852.7; 42 USC 11432)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)
(cf. 5141.32 - Health Screening for School Entry)

4. Has missed application or enrollment deadlines during any period of homelessness

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin: (Education Code 48852.7)

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible. (42 USC 11432)

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions. (42 USC 11432)

Note: The following optional list should be modified to reflect district practice. In its Non-Regulatory Guidance Education for Homeless Children and Youths Program, the USDOE recommends that the written explanation contain the elements specified below. See the accompanying exhibits for a sample explanation and appeal form.

The written explanation shall include:

1. A description of the action proposed or refused by the district
2. An explanation of why the action is proposed or refused
3. A description of any other options the district considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the district liaison and state coordinator, and a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the

dispute resolution process

4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Transfer of Coursework and Credits

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

If the homeless student did not complete the entire course, he/she shall be issued partial credit for

the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

(cf. 6143 - Courses of Study)

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Governing Board.

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6162.52 - High School Exit Examination)

However, when a homeless student who has completed his/her second year of high school transfers into the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the district liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless. (Education Code 51225.1)

To determine whether a homeless student is in his/her third or fourth year of high school, the district shall use either the number of credits he/she has earned as of the date of the transfer or

the length of his/her school enrollment, whichever qualifies him/her for the exemption. (Education Code 51225.1)

The Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges. (Education Code 51225.1)

The district shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the district liaison on behalf of the student. (Education Code 51225.1)

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district. (Education Code 51225.1)

If the Superintendent or designee determines that a homeless student is reasonably able to complete district graduation requirements within his/her fifth year of high school, he/she shall: (Education Code 51225.1)

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete the district's graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the district's graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)
(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

(7/02 7/05) 12/14

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

Education For Homeless Children

Exhibit 1

DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT

Note: The following form should be revised to reflect district practice. In its Non-Regulatory Guidance Education for Homeless Children and Youths Program, the U.S. Department of Education recommends that the written statement of any decision regarding a homeless student's eligibility, school selection, or enrollment include the elements specified below. See the accompanying administrative regulation.

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date: _____ Name of person completing form: _____
Title: _____ Phone number: _____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): _____

Name of unaccompanied student: _____

School requested: _____

District's placement decision (name of school): _____

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:

Other options that the district considered, if any, included the following options which were rejected for the following reasons:

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next ___(insert number of days)___ days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of his/her decision within ___(insert number of days)___ days.

If you are not satisfied with the Superintendent's decision, you may appeal to the _____(insert county name)_____ County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between homeless families and school or district staff. He/she is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Name of district's homeless liaison: _____
Address: _____
Phone number: _____

County Liaison: If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. He/she will notify you of the decision.

Name of County Office of Education homeless liaison: _____
Address: _____
Phone number: _____

State Coordinator: If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Name of state homeless coordinator: _____
Address: _____
Phone number: _____

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

(7/05) 10/16

Exhibit 2

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted: _____
Student's name: _____
Name of person completing form: _____
Relation to student: _____
Address: _____
Phone number: _____

Name of school requested: _____

I wish to appeal the eligibility, school selection, or enrollment decision made by:
 District liaison District Superintendent County Office of Education liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:

- A written explanation of the district's decision
- Contact information for the district's homeless liaison
- Contact information for the county office of education's homeless liaison
- Contact information for the state homeless coordinator

(7/05) 10/16

Exhibit: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

Community Day School

The Governing Board recognizes the need to provide an appropriate alternative educational option for expelled students who are prohibited from attending regular schools in the district, students referred by probation pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or another district-level referral process. The district's community day school program shall be designed to meet the needs of these students and ensure academic progress necessary for their success when returned to a regular school environment.

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5144 - Discipline)

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

The Superintendent or designee shall collaborate with the County Superintendent of Schools and, as appropriate, other districts within the county to develop, for Board adoption, a plan for providing education services and appropriate placements to all expelled students in the county. (Education Code 48926)

The district's community day school program shall be designed to give students substantial individual help with their problems. To the extent possible, the program shall include:

1. Cooperation with the county office of education, law enforcement, probation, and human services agencies personnel who work with at-risk youth
2. Low student-teacher ratio
3. Individualized instruction and assessment
4. Maximum collaboration with district support service resources, including, but not limited to, school counselors and psychologists, academic counselors, and student discipline personnel

(cf. 0400 - Comprehensive Plans)

(cf. 1020 - Youth Services)

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall establish procedures for the involuntary transfer of students to a community day school in accordance with law. (Education Code 48662)

The Superintendent or designee may require community day school students to attend school for up to seven days each week in a directed program designed to provide students with the skills and attitudes necessary for success when they are returned to a regular school environment.

(Education Code 48666)

A community day school shall not be situated on the same site as a regular district elementary, middle, junior high, comprehensive senior high, opportunity, or continuation school, except when allowed by law and when the Board certifies by a two-thirds vote that no satisfactory alternative facilities are available for the community day school. Such Board certification shall be valid for not more than one school year and may be renewed by a subsequent two-thirds vote of the Board. (Education Code 48661)

(cf. 9323.2 - Actions by the Board)

Community day schools shall be operated in safe, well-maintained facilities that meet the requirements of Education Code 17292.5.

The Superintendent or designee shall regularly report to the Board regarding the academic performance and other outcomes of students enrolled in a community day school.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

1980-1986 County community schools

17085-17096 Emergency portable facilities

17280-17316 Field Act, approvals

17365-17374 Field Act, fitness of occupancy

48260-48273 Truants

48660-48666 Community day schools

48900-48926 Suspension or expulsion

52052 Accountability

52064.5 Program evaluation; state evaluation rubrics

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction

602 Minors violating laws defining crime; ward of court

CALIFORNIA CODE OF REGULATIONS, TITLE 5

1068-1074 Alternative schools accountability systems

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement of students with disabilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Guidelines for Establishing a Community Day School
WEB SITES
California Department of Education: <http://www.cde.ca.gov/sp/eo/cd>

(2/97 3/00) 10/16

Policy: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 27, 2017

King City, California

Instruction

Community Day School

Involuntary Transfer

The Superintendent or designee may assign a student to a district community day school if the student meets one or more of the following conditions: (Education Code 48662)

1. The student is expelled for any reason.

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

2. The student is probation-referred pursuant to Welfare and Institutions Code 300 or 602.

3. The student is referred by a school attendance review board (SARB) or other district-level referral process.

(cf. 5113.1 - Chronic Absence and Truancy)

The Superintendent or designee shall give first priority for assignment to a community day school to students expelled for mandatory expulsion offenses pursuant to Education Code 48915(d). Second priority shall be given to students expelled for other reasons, and third priority shall be given to students referred pursuant to item #2 or #3 above. These priorities are applicable unless there is an agreement that the County Superintendent of Schools will serve any of these students. (Education Code 48662)

When the student to be involuntarily transferred to a community day school is a student with disabilities, as defined under the federal Individuals with Disabilities Education Act or Section 504 of the federal Rehabilitation Act of 1973, assignment to a community day school shall be determined by the student's individualized education program (IEP) or 504 team, as applicable. (20 USC 1415; 34 CFR 104.35)

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

(cf. 6159 - Individualized Education Program)

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

Students who have been involuntarily transferred to a community day school based on an expulsion order, probation referral, SARB referral, or other district-level referral process shall be notified in accordance with the applicable laws and/or district policy. Such process shall include timely written notification of the transfer to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

Instruction

Academic programs offered in the community day school shall be comparable to those available to students of a similar age in the district. (Education Code 48663)

The minimum school day for a district community day school shall be 360 minutes of classroom instruction provided by a certificated employee. Independent study shall not be used as a means of providing any part of this minimum day. (Education Code 48663)

(cf. 6112 - School Day)

(cf. 6158 - Independent Study)

(2/99 3/00) 10/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Instruction

Community Day School

Involuntary Transfer

The Superintendent or designee may assign a student to a district community day school if the student meets one or more of the following conditions: (Education Code 48662)

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(cf. 6112 - School Day)

(cf. 6158 - Independent Study)

(2/99 3/00) 10/16

Regulation: SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California

Board Bylaws

Actions By The Board

ACTIONS REQUIRING MORE THAN A MAJORITY VOTE

Actions Requiring a Two-Thirds Vote of the Board:

1. Resolution declaring intention to sell or lease real property (Education Code 17466)

(cf. 3280 - Sale or Lease of District-Owned Real Property)

2. Resolution declaring intent of Governing Board to convey or dedicate property to the state or any political subdivision for the purposes specified in Education Code 17556 (Education Code 17557)
3. Resolution authorizing and directing the Board president, or any other presiding officer, secretary, or member, to execute a deed of dedication or conveyance of property to the state or a political subdivision (Education Code 17559)
4. Lease for up to three months of school property which has a residence on it and which cannot be developed for district purposes because funds are unavailable (Education Code 17481)
5. Temporary borrowing before receipt of fiscal income, if implemented pursuant to Government Code 53820-53833 (Government Code 53821)
6. Upon complying with Government Code 65352.2 and Public Resources Code 21151.2, ordering city or county zoning ordinances inapplicable to a proposed use of the property by the district (Government Code 53094)

(cf. 7131 - Relations with Local Agencies)

(cf. 7150 - Site Selection and Development)

(cf. 7160 - Charter School Facilities)

7. Resolution to transfer excess local funds from a deferred maintenance fund when state funds are insufficient to match local funds being held in the deferred maintenance fund (Education Code 17582, 17583)
8. For districts with an ADA of 2,500 or less seeking to add a community day school on an existing school site, certification that satisfactory alternative facilities are not available for a community day school (Education Code 48661)

(cf. 6185 - Community Day School)

9. Resolution of intent to issue general obligation bonds with the approval of 55 percent of the voters of the district (Education Code 15266)

(cf. 7214 - General Obligation Bonds)

10. Resolution of intent to issue bonds within a school facilities improvement district with the approval of 55 percent of the voters of the school facilities improvement district (Education Code 15266)

(cf. 7213 - School Facilities Improvement Districts)

11. Resolution to place a parcel tax on the ballot (Government Code 53724)

12. Resolution of necessity to proceed with an eminent domain action and, if the Board desires to use the property for a different use than stated in the resolution of necessity, a subsequent resolution so authorizing the different use (Code of Civil Procedure 1245.240, 1245.245)

Actions Requiring a Two-Thirds Vote of the Board Members Present at the Meeting:

1. Determination that there is a need to take immediate action and that the need for action came to the district's attention after the posting of the agenda. If less than two-thirds of the Board members are present at the meeting, a unanimous vote of all members present is required. (Government Code 54954.2)
2. Determination that a closed session is necessary during an emergency meeting. If less than two-thirds of the Board members are present, a unanimous vote of all members present is required. (Government Code 54956.5)

(cf. 9320 - Meetings and Notices)

(cf. 9321 - Closed Session Purposes and Agendas)

Actions Requiring a Four-Fifths Vote of the Board:

1. The expenditure and transfer of necessary funds and use of district property or personnel to meet a national or local emergency created by war, military, naval, or air attack, or sabotage, or to provide for adequate national or local defense (Government Code 53790-53792)

(cf. 3110 - Transfer of Funds)

2. Resolution for district borrowing based on issuance of notes, tax anticipation warrants, or other evidences of indebtedness, in an amount up to 50 percent of the district's estimated income and revenue for the fiscal year or the portion not yet collected at the time of the borrowing (Government Code 53822, 53824)

3. Resolution, adopted between July 15 and August 30, to borrow funds of up to 25 percent of the estimated income and revenue to be received by the district during the current fiscal year from apportionments based on average daily attendance for the preceding school year (Government Code 53822-53824)
4. Declaration of an emergency in order to authorize the district to include a particular brand name or product in a bid specification (Public Contract Code 3400)

(cf. 3311 - Bids)

5. Resolution to award a contract for a public works project at \$187,500 or less to the lowest responsible bidder, when the district is using the informal process authorized under the Uniform Public Construction Cost Accounting Act for projects of \$175,000 or less, all bids received are in excess of \$175,000, and the Board determines that the district's cost estimate was reasonable (Public Contract Code 22034)

Actions Requiring a Unanimous Vote of the Board:

1. Resolution authorizing and prescribing the terms of a community lease for extraction of gas (Education Code 17510-17511)
2. Waiver of the competitive bid process pursuant to Public Contract Code 20111 when the Board determines that an emergency exists and upon approval of the County Superintendent of Schools (Public Contract Code 20113)

Action Requiring a Unanimous Vote of the Board Members Present at the Meeting:

1. Private sale of surplus property without advertisement in order to establish that such property is not worth more than \$2,500. Disposal of surplus property in the local dump or donation to a charitable organization requires the unanimous vote of the Board members present to establish that the value of such property would not defray the cost of arranging its sale. (Education Code 17546)

(cf. 3270 - Sale and Disposal of Books, Equipment and Supplies)

Exhibit SOUTH MONTEREY COUNTY JOINT UNION HIGH SCHOOL DISTRICT

Adopted: January 25, 2017

King City, California