

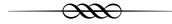
CHINO VALLEY
UNIFIED SCHOOL DISTRICT

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

BOARD OF EDUCATION AGENDA

May 10, 2012

BOARD OF EDUCATION
Charles E. Dickie, President
Sylvia Orozco, Vice President
Fred Youngblood, Jr., Clerk
David A Black, Member
James Na, Member
Sarah Shelley, Student Representative



SUPERINTENDENT
Wayne M. Joseph

5130 Riverside Drive • Chino, California 91710
909.628.1201 • www.chino.k12.ca.us

Corrected

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
5130 Riverside Drive, Chino, CA
4:45 p.m. – Closed Session • 7:00 p.m. – Regular Meeting
May 10, 2012

AGENDA

Corrected

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

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:45 P.M.

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

Discussion and possible action:

- a. Student Discipline Matters (Education Code 35146, 48918 (c) & (j)): Student expulsion cases 11/12-46, 11/12-47, 11/12-48, 11/12-49, and 11/12-50. (40 minutes)
- b. Student Admission Matter (Education Code 35146, 48916 (c)): Case 11/12-07A (10 minutes)
- c. Conference with Labor Negotiators (Government Code 54957.6): A.C.T. and CSEA negotiations. Agency designated representatives: Dr. Norm Enfield, Sandra Chen, Dr. Michelle Harold, and Dr. Heather Williams. (60 minutes)
- d. Public Employee Discipline/Dismissal/Release (Government Code 54957): (15 minutes)

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

1. Report Closed Session Action
2. Pledge of Allegiance
3. Invocation

I.C. PRESENTATIONS

1. Student Showcase: Rolling Ridge Elementary School
2. Chino Rotary
3. School Portraits by Adams Photography
4. Make a Child Smile
5. Community Matters, Safe School Ambassadors

The proceedings of this meeting are being recorded.

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

In accordance with Board Bylaw 9323 Bylaws of the Board – Meeting Conduct, please: a) limit remarks to three minutes (total for all remarks); b) if a topic has been covered, limit remarks to new points; and c) please contact the Superintendent’s Office for procedures regarding complaints against employees, or see the Administrative Secretary, Board of Education, for the form.

I.E. COMMENTS FROM STUDENT REPRESENTATIVE

I.F. COMMENTS FROM EMPLOYEE REPRESENTATIVES

I.G. COMMENTS FROM COMMUNITY LIAISONS

I.H. CHANGES AND DELETIONS

II. ACTION

II.A. CURRICULUM AND INSTRUCTION

II.A.1. Foreign Language Immersion Program
Page 1 Recommend the Board of Education approve the implementation of a Foreign Language Immersion Program for the school years 2012/2013 through 2018/2019 for Student Cohort 1. Option _____.

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

II.B. EDUCATIONAL SERVICES

II.B.1. International Student Program
Page 3 Recommend the Board of Education approve the International Student Program to begin in the 2012/2013 school year.

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

II.D. FACILITIES, PLANNING, AND OPERATIONS

II.D.1. Public Hearing Regarding the Neighborhood Arts and Sciences Academy Charter Petition
Page 4 Recommend the Board of Education conduct a public hearing regarding the Neighborhood Arts and Sciences Academy charter petition.

Open Hearing _____
Close Hearing _____

III. CONSENT

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

III.A. ADMINISTRATION

III.A.1. Minutes of the Regular Meeting of April 5, 2012

Page 5 Recommend the Board of Education approve the minutes of the regular meeting of April 5, 2012.

III.A.2. Revision of Bylaws of the Board 9310 Policy Manual; Deletion of Bylaws of the Board and Administrative Regulation 9311 Board Policies; Deletion of Bylaws of the Board 9312 Board Bylaws; Deletion of Bylaws of the Board 9313 Administrative Regulations; Deletion of Bylaws of the Board 9314 Suspension of Policies, Bylaws, Administrative Regulations

Page 14 Recommend the Board of Education approve the revision of Bylaws of the Board 9310 Policy Manual; deletion of Bylaws of the Board and Administrative Regulation 9311 Board Policies; deletion of Bylaws of the Board 9312 Board Bylaws; deletion of Bylaws of the Board 9313 Administrative Regulations; deletion of Bylaws of the Board 9314 Suspension of Policies, Bylaws, Administrative Regulations.

III.B. BUSINESS SERVICES

III.B.1. Purchase Order Register

Page 25 Recommend the Board of Education approve/ratify the purchase order register, provided under separate cover.

III.B.2. Warrant Register

Page 26 Recommend the Board of Education approve/ratify the warrant register, provided under separate cover.

III.B.3. Fundraising Activities

Page 27 Recommend the Board of Education approve/ratify the fundraising activities.

III.B.4. Donations

Page 32 Recommend the Board of Education accept the donations.

III.B.5. Legal Services

Page 36 Recommend the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Chidester, Margaret A. & Associates; Fagen, Friedman & Fulfrost, LLP; Parker & Covert, LLP; and Thompson & Colegate, LLP.

III.B.6. Cal Aero Preserve Academy Application to Operate Fundraising Activities and Other Activities as the Preserve Academy Flight Crew

Page 37

Recommend the Board of Education approve/ratify the Cal Aero Preserve Academy application to operate fundraising activities and other activities as the Preserve Academy Flight Crew.

III.C. CURRICULUM AND INSTRUCTION

III.C.1. School Sponsored Trips

Page 38

Recommend the Board of Education approve the following school sponsored trips: Rhodes ES and Ayala HS.

III.C.2. New Course: Expository Reading and Writing Course

Page 40

Recommend the Board of Education approve the new course Expository Reading and Writing Course.

III.C.3. New Board Policy 1114 Community Relations—District-Sponsored Social Media

Page 49

Recommend the Board of Education approve new Board Policy 1114 Community Relations—District-Sponsored Social Media.

III.C.4. Designation of California Interscholastic Federation Representatives to League for 2012/2013

Page 54

Recommend the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2012/2013.

III.D. EDUCATIONAL SERVICES

III.D.1. Student Expulsion Cases 11/12-46, 11/12-47, 11/12-48, 11/12-49, and 11/12-50

Page 57

Recommend the Board of Education approve the student expulsion cases 11/12-46, 11/12-47, 11/12-48, 11/12-49, and 11/12-50.

III.D.2. Student Admission Case 11/12-07A

Page 58

Recommend the Board or Education approve the student admission case 11/12-07A.

III.D.3. Waiver of Requirement to Successfully Pass the California High School Exit Exam Cases 12-35, 12-36, 12-37, 12-38, 12-39, 12-40, 12-41, 12-42, 12-43, 12-44, 12-45, and 12-46

Page 59

Recommend the Board of Education approve the waiver of requirement to successfully pass the California High School Exit Exam Cases 12-35, 12-36, 12-37, 12-38, 12-39, 12-40, 12-41, 12-42, 12-43, 12-44, 12-45, and 12-46.

III.D.4. San Bernardino Countywide Plan for Provisions of Educational Services to Expelled Students 2012/2015
Page 61

Recommend the Board of Education approve the San Bernardino Countywide Plan for Provisions of Educational Services to Expelled Students 2012/2015.

III.D.5. California Department of Education Child Development Agency Annual Report and Parent Handbook
Page 73

Recommend the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook.

III.D.6. Proclamation for National Physical Fitness and Sports Month in May 212
Page 83

Recommend the Board of Education adopt the proclamation for National Physical Fitness and Sports Month in May 2012.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Agreements for Contractor/Consultant Services

Page 85
Recommend the Board of Education approve/ratify the Agreements for Contractor/Consultant Services with West Coast University, Health Services; TYR I.O.R. Services, Maintenance/Operations/Construction; Team Inspections, Maintenance/Operations/Construction; San Bernardino County Superintendent of Schools, Transportation; master contracts with Jennifer West, Purchasing; Glen Anderson, Purchasing; Jon Stuart Pearson, Purchasing; Kids Art Fairs, Purchasing; and contracts to be ratified with Eileen Kostyk, Butterfield Ranch ES (two contracts); and Diverspack of California, Facilities/Planning.

III.E.2. Surplus/Obsolete Property

Page 87
Recommend the Board of Education declare the District property surplus/obsolete and authorize the Purchasing Department to sell/dispose of said property.

III.E.3. District Acceptance of Bond for Release of Stop Notice for Bid 10-11-16, Construction of One Classroom Wing at Cattle ES
Page 89

Recommend the Board of Education accept the Bond for Release of Stop Notice for Bid 10-11-16, Construction of One Classroom Wing at Cattle ES.

III.F. HUMAN RESOURCES

III.F.1. Certificated/Classified Personnel Items

Page 90
Recommend the Board of Education approve/ratify the certificated/classified personnel items.

III.F.2. Resolution 2011/2012-50 Classified Employees Week/Semana de Empleados Clasificados
Page 96

Recommend the Board of Education adopt Resolution 2011/2012-50 Classified Employees Week/Semana de Empleados Clasificados.

III.F.3. Supervised Fieldwork Agreement—Athletic Training Education Program
Page 98

Recommend the Board of Education approve the supervised fieldwork agreement with Chapman University.

III.F.4. New Job Descriptions for Elementary Intervention Specialist—Teacher on Assignment and Secondary Intervention Specialist—Teacher on Assignment
Page 107

Recommend the Board of Education approve the new job descriptions for:

- a) Elementary Intervention Specialist—Teacher on Assignment, and
- b) Secondary Intervention Specialist—Teacher on Assignment.

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Administrative Regulation 1340 Community Relations—Access to District Records
Page 116

Recommend the Board of Education receive for information the revision of Administrative Regulation 1340 Community Relations—Access to District Records.

IV.B. CURRICULUM AND INSTRUCTION

IV.B.1. Revised Courses: Computer Applications and Keyboarding and Document Processing
Page 125

Recommend the Board of Education receive for information the revised courses Computer Applications and Keyboarding and Document Processing.

IV.B.2. New Courses: Computer Programming Basics and Computer Programming 2
Page 133

Recommend the Board of Education receive for information the new courses Computer Programming Basics and Computer Programming 2.

IV.C. EDUCATIONAL SERVICES

IV.C.1. Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January Through March 2012
Page 142

Recommend the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January through March 2012.

IV.C.2. San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 Schools Third Quarter 2011/2012
Page 144

Recommend the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Report of findings decile 1-3 schools third quarter 2011/2012.

V. COMMUNICATIONS

BOARD MEMBERS AND SUPERINTENDENT

VI. ADJOURNMENT

Date posted: May 7, 2012
Prepared by: Patricia Kaylor, Administrative Secretary, Board of Education

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
Grace Lee, Coordinator, English Language Learner Program
SUBJECT: FOREIGN LANGUAGE IMMERSION PROGRAM

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BACKGROUND

Chino Valley Unified School District's (CVUSD) enrollment is decreasing by approximately 500 students each year. While there are several reasons for this attrition, one of the reasons parents indicate is the lack of foreign language offerings within our schools. Attaining a second or third language is crucial to attracting parents and students and achieving global competency and being college and career ready in the 21st century.

The implementation of a foreign language immersion program in CVUSD can be a viable way to retain families from leaving while attracting new students from neighboring districts. Several districts began this venture decades ago while other districts are introducing similar programs. These programs create high parent interest and high student academic achievement.

A foreign language academy in CVUSD will bring additional revenue in the form of average daily attendance (ADA) and anticipated state and federal grants when No Child Left Behind sunsets in 2014 and the Elementary and Secondary Education Act is reauthorized. With the belief that countries that out-educate us today will out-compete us tomorrow, foreign language proficiency is a strong focus for current educational initiatives.

In addition to positive fiscal impact from increased ADA and additional revenue (grants and scholarships) for CVUSD, there are academic benefits in a foreign language academy for students. Research indicates students who learn a foreign language outperform their counterparts on standardized tests and gain an advantage towards college and university entrance.

While there is a cost to implementing any meaningful program, it is anticipated that much of this program can be implemented with current infrastructure and restricted categorical funds. Students will be placed into classrooms of CVUSD foreign language program teachers or English only teachers thus not truly creating an additional cost but rather a change in the type of instructor.

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

The following two options for the implementation of the Foreign Language Immersion Program are provided:

OPTION 1: One Foreign Language Immersion Kindergarten Classroom - Approving a single Foreign Language Immersion classroom at the Kindergarten level will generate additional revenue by providing opportunities for District and neighboring district's students to attend. Collaborative teacher planning could take place between CVUSD and neighboring district's teachers.

OPTION 2: Two Foreign Language Immersion Kindergarten Classrooms - Approving two Foreign Language Immersion classrooms at the Kindergarten level will generate additional revenue by providing further opportunities for District and neighboring district's students to attend. Furthermore, collaborative teacher planning would be possible which would optimize the success of teachers and students.

RECOMMENDATION

It is recommended the Board of Education approve the implementation of a Foreign Language Immersion Program for the school years 2012/2013 through 2018/2019 for Student Cohort 1. Option _____.

FISCAL IMPACT

Option 1 – 2012/2013: The approximate \$65,000 for one Foreign Language Immersion Program Mandarin teacher will be cost neutral to the General Fund. Approximately \$8,500 from Categorical Funding for materials, professional development, etc., will be needed for one classroom.

Option 2 – 2012/2013: The approximate \$130,000 for two Foreign Language Immersion Program Mandarin teachers will be cost neutral to the General Fund. Approximately \$16,500 from Categorical Funding for materials, professional development, etc., will be needed for two classrooms.

WMJ:VLB:jaf

Chino Valley Unified School District

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DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
SUBJECT: INTERNATIONAL STUDENT PROGRAM

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BACKGROUND

At the request of the Board of Education, the Chino Valley Unified School District has applied for and received certification to enroll F-1 nonimmigrant students. The department of homeland security has authorized the District to issue Form I-20, a certificate for student status, to perspective students. Beginning May 2012 perspective students will be able to apply through the District website to receive their Form I-20 for enrollment beginning in the 2012/2013 school year.

The Principal Designated School Official(s) serve as a link between the nonimmigrant students, the schools, and the Department of Homeland Security and play a crucial role in ensuring the nonimmigrant student maintain lawful status while in the United States.

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

RECOMMENDATION

It is recommended the Board of Education approve the International Student Program to begin in the 2012/2013 school year.

FISCAL IMPACT

Potential revenue generating (\$14,500 per student enrolled).

WMJ:PMM:lmc

**FACILITIES, PLANNING,
AND OPERATIONS**

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
**SUBJECT: PUBLIC HEARING REGARDING THE NEIGHBORHOOD ARTS
AND SCIENCES ACADEMY CHARTER PETITION**

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BACKGROUND

California Education Code 47605 establishes the procedures and timelines for charter school petitions. Pursuant to Education Code 47605, the Neighborhood Arts and Sciences Academy submitted a charter school petition on April 20, 2012.

Section 47605 provides that no later than 30 days after receiving a petition, the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.

The Neighborhood Arts and Sciences Academy charter petition will be returned for Board action at the Board of Education meeting on June 14, 2012.

RECOMMENDATION

It is recommended the Board of Education conduct a public hearing regarding the Neighborhood Arts and Sciences Academy charter petition.

FISCAL IMPACT

None.

WMJ:GJS:ljt

CONSENT

CHINO VALLEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION
April 5, 2012

MINUTES

I. OPENING BUSINESS

I.A. CALL TO ORDER – 4:40 P.M.

1. President Dickie called to order the regular meeting of the Board of Education, Thursday, April 5, 2012, at 4:40 p.m. with Na, Orozco, Youngblood, and Dickie present. Mr. Black was absent.

Administrative Personnel

Wayne M. Joseph, Superintendent
Victoria L. Broberg, Assistant Superintendent, Curriculum and Instruction
Sandra H. Chen, Assistant Superintendent, Business Services (absent)
Norm Enfield, Ed.D., Assistant Superintendent, Human Resources
Patricia M. Miller, Assistant Superintendent, Educational Services
Gregory J. Stachura, Assistant Supt., Facilities, Planning, and Operations

Student Representative

Sarah Shelley (absent)

2. Public Comment on Closed Session Items

None.

3. Closed Session

President Dickie adjourned to closed session at 4:40 p.m. regarding conference with legal counsel-existing litigation; student expulsions; a student readmission; a student admission; conference with labor negotiators; and public employee discipline/dismissal/release.

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

1. Report Closed Session Action

President Dickie reconvened the regular meeting of the Board of Education at 7:00 p.m. The Board met in closed session from 4:40 p.m. to 6:29 p.m. regarding conference with legal counsel-existing litigation; student expulsions; a student readmission; a student admission; conference with labor negotiators; and public employee discipline/dismissal/release. The Board approved a settlement agreement concerning a certificated employee identified by employee number 123 by

the following vote: Na, yes; Orozco, yes; Youngblood, yes; and Dickie, yes; Black absent. No further action was taken that required public disclosure.

2. Pledge of Allegiance
Don Lugo HS's Engineering and Design LEAD Academy students led the Pledge of Allegiance.
3. Invocation
Carl Hampton, Interim Director of Curriculum and Instruction, gave the invocation.

I.C. PRESENTATIONS

1. Student Showcase: Don Lugo High School
Students from Don Lugo HS's Engineering and Design LEAD Academy showcased a robot, which was built as part of a class project.
2. F1 Visa
Colleen Alton, Coordinator of Child Welfare and Attendance, presented the F1 Visa program.
3. Foreign Language Academy
Grace Lee, Coordinator of English Learners, presented Part II of the Foreign Language Academy program.

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

Cynthia Burks, Diana Saavedra, Barbara James, Luke Hackney, Al Calzada, Cherry Lomeli, Ying Huo, Rose Ruppert, and Dina Schon addressed the Board on the foreign language program. Art Bennett, Peter Attwood, Vivian Campagnolo, William Mecutcheon, Steve Huff, Sammy Knapp, Sindi Wasserman, Stacia Lewis addressed the Board on budget reductions.

President Dickie called for a recess from 8:50 p.m. to 8:59 p.m.

I.E. COMMENTS FROM STUDENT REPRESENTATIVE

None.

I.F. COMMENTS FROM EMPLOYEE REPRESENTATIVES

Justine Cunningham, A.C.T. President, thanked unit members who continue to work through the budget cuts, layoffs, negotiations, and state of the economy.

Denise Arroyo, CSEA President, addressed the Board regarding the resolution to lay off 90 classified employees; said the District continues to eliminate jobs, services, and programs, which affect students; and spoke about the ending balance. Danny Torres addressed the Board regarding budget reductions, said that CSEA disagrees with the District regarding the budget, and said cuts are unnecessary; requested the Board restore the \$370.00 from revenue taken out for next year, restore services and programs proposed for next year; and asked the Board to sign and support *The Schools and Local Public Safety Protection Act of 2012*.

Michael Vaughn, CHAMP President, congratulated Cal Aero Preserve Academy, Chaparral, Oak Ridge, Rolling Ridge, and Wickman Elementary Schools for receiving California Distinguished School status, and acknowledged staff for their work in attaining the honor; commended CHAMP members for receiving awards from the Association of California School Administrators as follows: Christine Hischar, Secondary Co-administrator of the Year; Kitty Louie, Elementary Co-administrator of the Year; Beverly Beemer, Curriculum and Instruction Administrator of the Year; Colleen Alton, Pupil Personnel Administrator of the Year; and Imelda Carrisoza for receiving a multilingual award from the San Bernardino County Superintendent of Schools for her work with English learners.

I.G. COMMENTS FROM COMMUNITY LIAISONS

None.

I.H. CHANGES AND DELETIONS

The following changes were read into the agenda: Item II.B.2., Resolution 2011/2012-46, under Fiscal Impact, struck the word “General Fund” and inserted the word “District”; Item III.F.2., Certificated/Classified Personnel, under Appointment, Christina Gonzalez, struck the words “Noon Ground Supervisor” and inserted the words “Instructional aide-computer assisted instruction”; Item III.D.1., Student Expulsion case 11/12-40, amended placement to Chaffey West Community Day School; case 11/12-44, amended placement to Chaffey West Community Day School; and case 11/12-45, amended to a full expulsion with placement at CVLA.

II. ACTION**II.A. FACILITIES, PLANNING, AND OPERATIONS****II.A.1. Public Hearing on the Increase of Statutory Developer Fees (Level 1) and Adoption of Resolution 2011/2012-41 Approving a Change in Statutory School Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code 17620 and Government Code 65995**

President Dickie opened the public hearing at 9:11 p.m. There were no speakers. President Dickie closed the public hearing at 9:11 p.m. Moved (Youngblood) seconded (Orozco) motion carried (4-0, Black absent) to adopt Resolution 2011/2012-41 Approving a Change in Statutory School Fees Imposed on New Residential and Commercial/Industrial Construction Pursuant to Education Code 17620 and Government Code 65995.

II.B. HUMAN RESOURCES**II.B.1. Public Notice and Hearing Regarding the California School Employees Association, Chapter No. 102, Initial Bargaining Proposal to the Chino Valley Unified School District for a Successor Collective Bargaining Agreement, Effective, July 1, 2012**

Moved (Na) seconded (Orozco) motion carried (4-0, Black absent) to give public notice regarding the California School Employees Association, Chapter No. 102, Initial Bargaining Proposal to the Chino Valley Unified School District for a Successor Collective Bargaining Agreement, effective, July 1, 2012. President Dickie opened the public hearing at 9:13 p.m. There were no speakers. President Dickie closed the public hearing at 9:13 p.m.

II.B.2. Resolution 2011/2012-46 Notice of Layoff to Certain Classified Staff Pursuant to Education Code 45117 and 45298

Moved (Orozco) seconded (Youngblood) to discuss the item. Sindi Wasserman addressed the Board on this item. Moved (Youngblood) seconded (Orozco) motion carried (3-1, Na voted no, Black absent) to amend the motion by inserting the word "or" after the word "and" in the first paragraph of the resolution so that it reads, "Whereas, due to lack of funds and/or lack of work..." Moved (Orozco) seconded (Youngblood) motion carried (3-1, Na voted no, Black absent) to adopt Resolution 2011/2012-46 Notice of Layoff to Certain Classified Staff Pursuant to Education Code 45117 and 45298, as amended.

III. CONSENT

Moved (Orozco) seconded (Youngblood) motion carried (4-0, Black absent) to approve the consent items, as amended. James Na pulled for separate action item III.C.3., Revision of Board Policy and Administrative Regulation 6143 Instruction—Courses of Study; and Fred Youngblood pulled for separate action Item III.F.4., New Job Description for Foreign Language Program (Dual Language Immersion)—Teacher.

III.A. ADMINISTRATION**III.A.1. Minutes of the Special Meeting of March 8 and Regular Meeting of March 15, 2012**

Approved the minutes of the special meeting of March 8 and regular meeting of March 15, 2012.

III.A.2. Revision of Bylaws of the Board 9223—Filling Vacancies

Approved the revision of Bylaws of the Board 9223—Filling Vacancies.

III.A.3. Revision of Bylaws of the Board 9320—Meetings and Notices

Approved the revision of Bylaws of the Board 9320—Meetings and Notices.

III.B. BUSINESS SERVICES**III.B.1. Purchase Order Register**

Approved/ratified the purchase order register.

III.B.2. Warrant Register

Approved/ratified the warrant register.

III.B.3. Fundraising Activities

Approved/ratified the fundraising activities.

III.B.4. Donations

Accepted the donations.

III.B.5. Legal Services

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

III.B.6. Revision of Board Policy 3290 Business and Noninstructional Operations—Gifts, Grants and Bequests

Approved the revision of Board Policy 3290 Business and Noninstructional Operations—Gifts, Grants, and Bequests.

III.B.7. Revision of Board Policy 3551 Business and Noninstructional Operations—Nutrition Services and Operations/Cafeteria Fund

Approved the revision of Board Policy 3551 Business and Noninstructional Operations—Nutrition Services Operations/Cafeteria Fund.

III.C. CURRICULUM AND INSTRUCTION

III.C.1. School Sponsored Trips

Approved the school sponsored trips for Ayala HS; Chino HS; Chino Hills HS; and Don Lugo HS.

III.C.2. Instructional Materials—Core Novel List, Grades 9-12

Approved the instructional materials—Core Novel List, Grades 9-12.

III.C.3. Revision of Board Policy and Administrative Regulation 6143 Instruction—Courses of Study

Ryan Quinn addressed the Board on this item. Moved (Orozco) seconded (Youngblood) motion carried (4-0, Black absent) to approve the revision of Board Policy and Administrative Regulation 6143 Instruction—Courses of Study.

III.D. EDUCATIONAL SERVICES

III.D.1. Student Expulsion Cases 11/12-37, 11/12-38, 11/12-39, 11/12-40, 11/12-41, 11/12-44, and 11/12-45

Approved the student expulsion cases 11/12-37, 11/12-38, 11/12-39, 11/12-40 (as amended), 11/12-41, 11/12-44 (as amended), and 11/12-45 (as amended).

III.D.2. Student Admission Case 11/12-06A

Approved the student admission case 11/12-06A.

III.D.3. Student Readmission Case 10/11-11

Approved the student readmission case 10/11-11.

III.D.4. Proclamation for Alcohol Awareness Month in April 2012

Adopted the proclamation for Alcohol Awareness Month in April 2012.

III.D.5. Spectrum Center, Inc. License Agreement Addendum

Approved the Spectrum Center, Inc. license agreement addendum.

III.D.6. Proclamation for National School Nurse Day on May 9, 2012

Approved the proclamation for National School Nurse Day on May 9, 2012.

III.E. FACILITIES, PLANNING, AND OPERATIONS

III.E.1. Agreements for Contractor/Consultant Services

Approved/ratified the Agreements for Contractor/Consultant Services with Fulbright & Jaworski, Facilities Planning; master contracts with Sweet Nick's Desserts, Purchasing; All Things Possible, Purchasing; Dave Bishop, Purchasing; and contract to be ratified with Omega Healthcare Staffing, Health Services.

III.E.2. Bid 11-12-09, Exterior Site Improvements at Glenmeade ES

Awarded Bid 11-12-09, Exterior Site Improvements at Glenmeade ES, to WCCR Construction.

III.E.3. Bid 11-12-10 Glenmeade ES Interior Renovation

Awarded Bid 11-12-10, Glenmeade ES Interior Renovation, to WCCR Construction.

III.E.4. Fund 35 Sub-Fund Closure for Modernization at Buena Vista Continuation HS

Approved Fund 35 Sub-Fund Closure for Modernization at Buena Vista Continuation HS.

III.F. HUMAN RESOURCES

III.F.1. Resolution 2011/2012-47 Day of the Teacher/Día Del Maestro

Adopted Resolution 2011/2012-47 Day of the Teacher/Día Del Maestro.

III.F.2. Certificated/Classified Personnel Items

Approved/ratified the certificated/classified personnel items, as amended.

III.F.3. Rejection of Claim

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

III.F.4. New Job Description for Foreign Language Program (Dual Language Immersion)—Teacher

Wendy Pennett addressed the Board on this item. Moved (Orozco) seconded (Na) motion carried (4-0, Black absent) to approve the new job description for Foreign Language Program (Dual Language Immersion)—Teacher.

III.F.5. Student Teaching Agreement—Biola University

Approved Biola University for participation in the student teaching program.

IV. INFORMATION

IV.A. ADMINISTRATION

IV.A.1. Revision of Bylaws of the Board 9310 Policy Manual; Deletion of Bylaws of the Board and Administrative Regulation 9311 Board Policies; Deletion of Bylaws of the Board 9312 Board Bylaws; Deletion of Bylaws of the Board 9313 Administrative Regulations; Deletion of Bylaws of the Board 9314 Suspension of Policies, Bylaws, Administrative Regulations

Received for information revision of Bylaws of the Board 9310 Policy Manual; deletion of Bylaws of the Board and Administrative Regulation 9311 Board Policies; deletion of Bylaws of the Board 9312 Board Bylaws; deletion of Bylaws of the Board 9313 Administrative Regulations; deletion of Bylaws of the Board 9314 Suspension of Policies, Bylaws, Administrative Regulations.

IV.B. CURRICULUM AND INSTRUCTION

IV.B.1. New Course: Expository Reading and Writing Course

Received for information the new course Expository Reading and Writing Course.

IV.B.2. New Board Policy and Administrative Regulation 1114 Community Relations—District-Sponsored Social Media

Received for information new Board Policy and Administrative Regulation 1114 Community Relations—District-Sponsored Social Media.

V. COMMUNICATIONS

James Na visited the youngest son of Luis Diaz, classified unit member who recently passed away, and said he is adjusting well to his new home and new school; and said he agrees with union presidents who said certificated and classified staff are working hard during the budget crisis.

Fred Youngblood spoke about concerns raised at the last Relationship Council regarding the effects of cuts on District services to our students; said that we need patience and understanding when things don't go as we would like; said that it is his hope and prayer that employees will be doing the same jobs in September that they are doing now; thanked Sandra Chen and her staff for the work they have done for him regarding the budget, and said the process the District is using is sound; and thanked all personnel working in this economic climate for their professionalism.

Sylvia Orozco spoke about submitting budgets to the County; welcomed Mel Ewald from the Chino Champion; said that every person and position is important, but it is important to maintain services to children, and that the Board is looking to save positions to maintain how we service our children; commended a District student for taking the time to get signatures from classmates regarding budget reductions; and wished everyone a happy Easter.

Superintendent Joseph congratulated Cal Aero Preserve Academy, and Chaparral, Oak Ridge, Rolling Ridge, and Wickman Elementary Schools for attaining 2012 California Distinguished School status; congratulated Jeannette Ingram, secretary at Wickman ES, for being named a San Bernardino County 2012 Classified School Employee of the Year, and was recognized by the County Board of Education at its meeting on April 2; said Chino Valley Unified School District is among 11 districts selected statewide as a model School Attendance Review Board, and said this year's model districts will be recognized at a ceremony on April 19 in Garden Grove; said Karon Mulligan, president of Citizens for Kids Educational Foundation, will receive a San Bernardino County Medal of Honor for her contribution as a Volunteer in Action at a banquet on April 30 at the Hilton Garden Inn in Victorville; said five employees are being recognized by the San Bernardino County Superintendent of Schools at the 25th Annual Multilingual Recognition Award Ceremony on May 4 for their outstanding contribution in promoting quality education for English Learners, which include Imelda Carrisoza, Assistant Principal at Woodcrest JHS, Lorena Coronado, Resource/Support Staff at Chino HS, Diana Desarro, PI Instructional Coach at Walnut ES, Pilar Garcia, Testing Aide at the Language Assessment Center, and Norma Mendoza, teacher at Marshall ES; said the Accrediting Commission for Schools visited Buena Vista HS and reaffirmed the schools accreditation through the end of the six-year term ending in June 2015; said Chino Hills HS staff heard a complimentary summary upon completion of the accreditation visit last week; attended Don Lugo HS's musical presentation of Frankenstein; and closed by saying there are good people in the Chino Valley and we'll get through this difficult time.

President Dickie said that he wore the pin he found on a card announcing April as National Child Abuse Prevention and Awareness Month; said that he hopes everyone finds as many tax deductions as they can claim; said he reflected about being a Board member, and being responsible for the 29,000 students in our schools; and wished everyone who has next week off a pleasant time.

VI. ADJOURNMENT

President Dickie adjourned the regular meeting of the Board of Education at 9:55 p.m.

Charles E. Dickie, President

Fred Youngblood, Jr., Clerk

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

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

SUBJECT: **REVISION OF BYLAWS OF THE BOARD 9310 POLICY MANUAL; DELETION OF BYLAWS OF THE BOARD AND ADMINISTRATIVE REGULATION 9311 BOARD POLICIES; DELETION OF BYLAWS OF THE BOARD 9312 BOARD BYLAWS; DELETION OF BYLAWS OF THE BOARD 9313 ADMINISTRATIVE REGULATIONS; DELETION OF BYLAWS OF THE BOARD 9314 SUSPENSION OF POLICIES, BYLAWS, ADMINISTRATIVE REGULATIONS**

=====

BACKGROUND

Board policies, administrative regulations, and Bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Bylaws of the Board 9310 Policy Manual has been revised to reflect updated laws and current District practice and incorporates Bylaws of the Board 9311, 9312, 9313, and 9314 succinctly. This item was presented to the Board of Education on April 5, 2012, as information.

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

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

RECOMMENDATION

It is recommended the Board of Education approve the revision of Bylaws of the Board 9310 Policy Manual; Deletion of Bylaws of the Board and Administrative Regulation 9311 Board Policies; Deletion of Bylaws of the Board 9312 Board Bylaws; Deletion of Bylaws of the Board 9313 Administrative Regulations; Deletion of Bylaws of the Board 9314 Suspension of Policies, Bylaws, Administrative Regulations.

FISCAL IMPACT

None.

WMJ:pk

~~POLICY MANUAL BOARD POLICIES~~

THE BOARD OF EDUCATION SHALL ADOPT WRITTEN POLICIES TO CONVEY ITS EXPECTATIONS FOR ACTIONS THAT WILL BE TAKEN IN THE DISTRICT, CLARIFY ROLES AND RESPONSIBILITIES OF THE BOARD AND SUPERINTENDENT, AND COMMUNICATE BOARD PHILOSOPHY AND POSITIONS TO THE STUDENTS, STAFF, PARENTS/GUARDIANS AND THE COMMUNITY. BOARD POLICIES ARE BINDING ON THE DISTRICT TO THE EXTENT THAT THEY DO NOT CONFLICT WITH FEDERAL OR STATE LAW AND ARE CONSISTENT WITH THE DISTRICT'S COLLECTIVE BARGAINING AGREEMENTS.

(cf. 0000 - Concepts and Roles)
(cf. 0100 - Philosophy)
(cf. 9000 - Role of the Board and Members)

THE BOARD RECOGNIZES THE IMPORTANCE OF MAINTAINING A POLICY MANUAL THAT IS UP TO DATE AND REFLECTS THE MANDATES OF LAW. POLICIES SHALL BE REGULARLY REVIEWED AT A TIME ALLOCATED FOR THIS PURPOSE ON THE AGENDA OF PUBLIC BOARD MEETINGS.

(cf. 9320 - Meetings and Notices)
(cf. 9322 - Agendas/Meeting Materials)

THE BOARD SHALL REVIEW CERTAIN POLICIES ANNUALLY, AS REQUIRED BY EDUCATION CODE 35160.5. IF NO REVISIONS ARE DEEMED NECESSARY, THE BOARD MINUTES SHALL NEVERTHELESS INDICATE THAT THE REVIEW WAS CONDUCTED. OTHER POLICIES SHALL BE MONITORED AND REVIEWED AS SPECIFIED IN THE POLICY ITSELF OR AS NEEDED TO REFLECT CHANGES IN LAW OR DISTRICT CIRCUMSTANCES.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 6145 - Extracurricular and Cocurricular Activities)

~~The Superintendent or designee shall maintain a district policy manual for the purpose of communicating to all interested parties the policies and regulations within which our schools will operate. The Board of Education encourages members of the public to acquaint themselves with the district's policy manual.~~

~~(cf. 9311 - Policies)
(cf. 9312 - Bylaws)
(cf. 9313 - Administrative Regulations)~~

~~The Superintendent or designee shall insure that the community and all District employees have access to the policy manual. A public copy of the manual shall be maintained in the District central office, and at each school site and the public libraries within the District.~~

BOARD POLICIES (cont.)

~~(cf. 1340 - Access to District Records)~~

~~The Superintendent or designee shall establish procedures for distributing to all authorized manual holders copies of new or revised policies, bylaws and regulations as they are adopted. Annually, before the Board's organizational meeting, the superintendent or designee shall have all district policy manuals reviewed to ensure that they are up-to-date and complete.~~

POLICY DEVELOPMENT AND ADOPTION PROCESS

THE DISTRICT'S POLICY DEVELOPMENT PROCESS SHALL INCLUDE THE FOLLOWING BASIC STEPS:

1. THE BOARD AND/OR SUPERINTENDENT OR DESIGNEE SHALL IDENTIFY THE NEED FOR A NEW POLICY OR REVISION OF AN EXISTING POLICY. THE NEED MAY ARISE FROM A CHANGE IN LAW, A NEW DISTRICT VISION OR GOALS, EDUCATIONAL RESEARCH OR TRENDS, OR A CHANGE IN THE SUPERINTENDENCY OR BOARD MEMBERSHIP. THE NEED MAY ALSO OCCUR AS A RESULT OF AN INCIDENT THAT HAS ARISEN IN THE DISTRICT OR A RECOMMENDATION OR REQUEST FROM STAFF OR OTHER INTERESTED PERSONS.
2. AS NEEDED, THE SUPERINTENDENT OR DESIGNEE SHALL GATHER FISCAL AND OTHER DATA, STAFF AND PUBLIC INPUT, RELATED DISTRICT POLICIES, SAMPLE POLICIES FROM OTHER ORGANIZATIONS OR AGENCIES, AND OTHER USEFUL INFORMATION TO FULLY INFORM THE BOARD ABOUT THE ISSUE.

~~(cf. 1220 - Citizen Advisory Committees)~~

3. THE BOARD MAY HOLD DISCUSSIONS DURING A PUBLIC BOARD MEETING TO GAIN AN UNDERSTANDING OF THE ISSUE AND PROVIDE INITIAL DIRECTION TO THE SUPERINTENDENT OR DESIGNEE. THE DISCUSSION MAY INCLUDE, BUT NOT BE LIMITED TO, HOW THE PROPOSED POLICY MAY AFFECT STUDENT LEARNING, COMMUNITY EXPECTATIONS, STAFF RECOMMENDATIONS, FISCAL IMPACT, AS WELL AS THE POLICY'S IMPACT ON GOVERNANCE AND OPERATIONAL EFFICIENCY.
4. THE BOARD OR SUPERINTENDENT MAY REQUEST THAT LEGAL COUNSEL REVIEW THE DRAFT POLICY AS APPROPRIATE.

BOARD POLICIES (cont.)

5. THE SUPERINTENDENT OR DESIGNEE SHALL DEVELOP AND PRESENT A DRAFT POLICY FOR A FIRST READING AT A PUBLIC BOARD MEETING. AT ITS SECOND READING, THE BOARD MAY TAKE ACTION ON THE PROPOSED POLICY. THE BOARD MAY WAIVE THE SECOND READING OR MAY REQUIRE AN ADDITIONAL READING IF NECESSARY.

(cf. 9323 - Meeting Procedures)

ONLY POLICIES FORMALLY ADOPTED BY A MAJORITY VOTE OF THE BOARD SHALL CONSTITUTE OFFICIAL BOARD POLICY.

(cf. 9322 - Agenda/Meeting Materials)
(cf. 9323.2 - Actions by the Board)

THE DISTRICT'S POLICY DEVELOPMENT PROCESS MAY BE REVISED OR EXPANDED AS NEEDED BASED ON THE ISSUE BEING CONSIDERED, THE NEED FOR MORE INFORMATION, OR TO PROVIDE GREATER OPPORTUNITIES FOR CONSULTATION AND PUBLIC INPUT.

POLICIES SHALL BECOME EFFECTIVE UPON BOARD ADOPTION OR AT A FUTURE DATE DESIGNATED BY THE BOARD AT THE TIME OF ADOPTION.

THE BOARD SHALL PRESCRIBE AND ENFORCE RULES FOR ITS OWN GOVERNMENT CONSISTENT WITH STATE LAW AND REGULATIONS. (EDUCATION CODE 35010)

BYLAWS GOVERNING BOARD OPERATIONS MAY BE DEVELOPED, ADOPTED, AND AMENDED FOLLOWING THE SAME PROCEDURES AS THOSE USED FOR THE ADOPTION OR AMENDMENT OF BOARD POLICY.

ADMINISTRATIVE REGULATIONS

THE SUPERINTENDENT OR DESIGNEE SHALL BE RESPONSIBLE FOR DEVELOPING AND ENFORCING ADMINISTRATIVE REGULATIONS FOR THE OPERATION OF THE DISTRICT. ADMINISTRATIVE REGULATIONS SHALL BE CONSISTENT WITH LAW AND BOARD POLICY AND SHALL BE DESIGNED TO PROMOTE THE ACHIEVEMENT OF DISTRICT GOALS AND OBJECTIVES. ADMINISTRATIVE REGULATIONS MAY DESCRIBE SPECIFIC ACTIONS TO BE TAKEN, ROLES AND RESPONSIBILITIES OF STAFF, TIMELINES, AND/OR OTHER NECESSARY PROVISIONS. THE SUPERINTENDENT OR DESIGNEE ALSO MAY DEVELOP PROCEDURES MANUALS, HANDBOOKS, OR OTHER GUIDES TO CARRY OUT THE INTENT OF BOARD POLICY.

BOARD POLICIES (cont.)

WHEN BOARD POLICIES ARE AMENDED, THE SUPERINTENDENT OR DESIGNEE SHALL REVIEW CORRESPONDING REGULATIONS TO ENSURE THAT THEY CONFORM TO THE INTENT OF THE REVISED POLICY. IN CASE OF CONFLICT BETWEEN ADMINISTRATIVE REGULATION AND BOARD POLICY, POLICY SHALL PREVAIL.

THE BOARD MAY REVIEW AND/OR APPROVE REGULATIONS FOR THE PURPOSE OF ENSURING CONFORMITY WITH THE INTENT OF BOARD POLICY.

MONITORING AND EVALUATION

AT THE TIME A POLICY IS ADOPTED, THE BOARD AND SUPERINTENDENT OR DESIGNEE SHALL DETERMINE WHETHER AN EVALUATION OF THE POLICY SHOULD BE SCHEDULED AND, IF SO, SHALL AGREE UPON A TIMELINE AND MEASURES FOR EVALUATING THE EFFECTIVENESS OF THE POLICY IN ACHIEVING ITS PURPOSE.

(cf. 0500 - Accountability)

ACCESS TO POLICIES

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT ALL DISTRICT EMPLOYEES AND THE PUBLIC HAVE ACCESS TO AN UP-TO-DATE DISTRICT POLICY MANUAL. A PUBLIC COPY OF THE POLICY MANUAL SHALL BE MAINTAINED AT THE DISTRICT CENTRAL OFFICE AND AT EACH SCHOOL SITE. THESE COPIES SHALL BE MAINTAINED EITHER ELECTRONICALLY OR BY PAPER COPY.

(cf. 1113 - District and School Websites)

(cf. 1340 - Access to District Records)

AS NECESSARY, THE SUPERINTENDENT OR DESIGNEE SHALL NOTIFY STAFF, PARENTS/GUARDIANS, STUDENTS, AND OTHER STAKEHOLDERS WHENEVER A POLICY THAT AFFECTS THEM IS ADOPTED OR REVISED. HE/SHE MAY DETERMINE THE APPROPRIATE COMMUNICATIONS STRATEGY DEPENDING ON THE ISSUE.

(cf. 1112 - Media Relations)

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

(cf. 5145.6 - Parental Notifications)

(cf. 6020 - Parent Involvement)

BOARD POLICIES (cont.)

SUSPENSION OF POLICIES

NO BOARD POLICY, BYLAW, OR ADMINISTRATIVE REGULATION, OR ANY PORTION THEREOF, SHALL BE OPERATIVE IF IT IS FOUND TO BE IN CONFLICT WITH APPLICABLE FEDERAL OR STATE LAW OR REGULATIONS OR COURT DECISIONS. IF ANY PORTION OF A POLICY IS FOUND TO BE INVALID, THAT INVALIDITY SHALL NOT AFFECT OTHER PROVISIONS OF THE POLICY.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

Legal Reference:

EDUCATION CODE

35010 Control of district; prescription and enforcement of rules
35160 Authority of governing boards
35160.5 Annual review of school district policies
35163 Official actions, minutes and journal
35164 Vote requirements

Management Resources:

CALIFORNIA SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Targeting Student Learning: The School Board's Role as Policymaker, 2005
Maximizing School Board Leadership: Policy, 1996

WEBSITES

California School Boards Association, Policy Services, including Policy Update Service, Governance and Management Using Technology (GAMUT Online™), Policy Audit Program, Individual District Policy Workshops, Agenda Online, and Manual Maintenance: www.csba.org/ps
National School Boards Association: www.nsba.org

Chino Valley Unified School District

Bylaw adopted: August 17, 1995

REVISED:

BOARD POLICIES

The Board of Education recognizes that it has an important responsibility to establish policies which communicate its direction for the operation of the schools. Policies are written statements adopted by the Board which communicate the guidelines within which the Superintendent or designee and staff may take discretionary action.

(cf. 2210 Administrative Leeway in Absence of Board Policy)

The Superintendent or designee shall present drafts or suggestions for new policy and policy revisions when changes in law occur and when specific needs arise.

The Board encourages members of the community to contribute information and opinions for the Board's consideration and to propose revisions to policy. When drafting or revising policies which affect other governmental agencies, the Board welcomes input from these agencies and will cooperate with them in addressing matters of mutual concern.

The Superintendent or designee shall provide for the continuous orderly review of existing policies at a time allocated for this purpose on the agenda of regular Board meetings.

The Board shall review certain policies annually, as required by law. (Education Code 35160.5)

(cf. 1312.1 Complaints Concerning District Employees)

(cf. 4116 Probationary/Permanent Status)

(cf. 4315.1 Competence in Evaluation of Teachers)

(cf. 5116.1 Intradistrict Open Enrollment)

(cf. 6145 Extracurricular and Co-curricular Activities)

The adoption of policy shall conform with Board bylaws governing agendas, meetings, and voting. Only those written statements adopted and recorded in the minutes shall constitute official Board policy.

Before adoption, policies shall normally be given two readings by the Board.

At its second reading, the policy may be adopted by a majority vote of all members of the Board. The Board may waive the second reading or may require additional readings.

When policies are amended, the Superintendent or designee shall review corresponding administrative regulations to ensure that they conform to the intent of the revised policy.

BOARD POLICIES (cont.)

~~Legal Reference:~~

~~EDUCATION CODE~~

~~35010 Control of district; prescription and enforcement of rules~~

~~35160 Authority of governing boards~~

~~35160.5 Annual review of school district policies~~

~~35163 Official actions, minutes and journal~~

~~35164 Vote requirements~~

Chino Valley Unified School District

~~Bylaw adopted: August 17, 1995~~

~~Reviewed: February 17, 2011~~

~~BOARD BYLAWS~~

~~The Board of Education shall adopt Board bylaws to govern the internal operations of the Board. When the need for a new bylaw or modification of an existing bylaw is recognized, the Superintendent or designee shall draft a new or modified bylaw for consideration by the Board.~~

~~Bylaws may be adopted and amended by a majority vote of all members of the Board, following the same procedures as those used for the adoption or amendment of policy.~~

~~(cf. 9311 – Formulation, Adoption, Amendment of Policies)~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~35010 Control of district; prescription and enforcement of rules~~

~~35163 Official actions, minutes and journals~~

~~35164 Vote requirements~~

~~Chino Valley Unified School District~~

~~Bylaw adopted: August 17, 1995~~

~~Reviewed: February 17, 2011~~

~~ADMINISTRATIVE REGULATIONS~~

~~In accordance with Board of Education policy, the Superintendent shall specify required actions and design detailed arrangements under which the schools will be operated. The Superintendent shall develop administrative regulations when required by law or Board policy or when, in his/her judgment, Board endorsement of District procedures is desired.~~

~~Only those administrative regulations approved by the Board shall be included in the District's policy manual. District and site level procedures will be maintained in other appropriate District and/or site documents.~~

~~Administrative regulations shall be consistent with Board policies, the California Education Code, education-related laws, negotiated employee contracts, and rules and regulations of the State Board of Education. The Board may direct the revision of any regulations which it finds inconsistent with Board policy.~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~35010 Control of district; prescription and enforcement of rules~~

~~35163 Official actions, minutes and journals~~

~~35164 Vote requirements~~

~~Chino Valley Unified School District~~

~~Bylaw adopted: August 17, 1995~~

~~Reviewed: February 17, 2011~~

~~SUSPENSION OF POLICIES, BYLAWS, ADMINISTRATIVE REGULATIONS~~

~~Policies, bylaws and administrative regulations may be suspended for a specific purpose and limited time by majority vote.~~

~~(cf. 9323.2—Actions by the Board)~~

~~(cf. 9322—Agenda/Meeting Materials)~~

~~Suspension of any policy, bylaw or administrative regulation shall undergo the following consideration:~~

- ~~1. Policies, bylaws or administrative regulations shall be reviewed on their own merits rather than the circumstances of the moment.~~
- ~~2. The Board of Education shall decide whether the policy, bylaw or administrative regulation still reflects the intent of the Board and the law. If so, the suspension will be denied and the policy, bylaw or administrative regulation reaffirmed in the minutes.~~

~~Superintendent's Authority~~

~~The Superintendent may suspend all or part of any policy, bylaw or administrative regulation when it conflicts with state or federal law or regulations. The Superintendent shall report the suspension to the Board. Suspension shall be valid until the policy, bylaw or administrative regulation is rescinded, amended or reaffirmed by the Board.~~

~~Legal Reference:~~

~~EDUCATION CODE~~

~~35010 Control of district; prescription and enforcement of rules~~

~~35163 Official actions, minutes and journal~~

~~35164 Vote requirements~~

~~Chino Valley Unified School District~~

~~Bylaw adopted: August 17, 1995~~

~~Reviewed: February 17, 2011~~

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: PURCHASE ORDER REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$1,583,201.89 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: WARRANT REGISTER

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

\$7,994,650.70 to all District funding sources.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: FUNDRAISING ACTIVITIES

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Butterfield Ranch ES</u>		
ASB - 6th Grade	Pancake Breakfast	5/11/12
PTA	Newspaper Subscription Sale	5/16/12 - 5/30/12
PTA	Art Auction	5/17/12
<u>Cattle ES</u>		
PTA	Change for a Cure	5/14/12 - 5/18/12
PTA	World's Finest Chocolate Bar Sale	5/14/12 - 5/29/12
<u>Cortez ES</u>		
PFA	Cannataro's Family Fun Night	5/22/12
<u>Glenmeade ES</u>		
PTA	Gift Card Sale	5/11/12 - 6/8/12
PTA	Jack-In-The-Box Family Nights Out	5/11/12 - 6/8/12
PTA	McDonald's Family Nights Out	5/11/12 - 6/8/12
<u>Hidden Trails ES</u>		
PTA	Pacific Fish Grill Days	5/11/12 - 6/15/12
ASB	Recycling Program	8/1/12 - 6/28/13
ASB	Penny Collection	8/27/12 - 6/28/13
ASB - Student Council	Movie Nights	8/27/12 - 6/28/13
ASB	Valentine Paper Gram Sale	1/7/13 - 2/28/13
<u>Liberty ES</u>		
ASB - 6th Grade	Community Discount Card Sale	5/11/12 - 5/25/12
<u>Newman ES</u>		
PTA	Spring Carnival	5/16/12
ASB - 6th Grade	Pancake Breakfast Ticket Sale	8/27/12 - 9/8/12
ASB	Fall Catalog Sale	9/10/12 - 10/5/12
ASB	See's Candy Sale	11/12/12 - 12/14/12

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Newman ES (cont.)</u>		
ASB - 6th Grade	Popcorn Palace Sale	10/8/12 - 11/2/12
<u>Oak Ridge ES</u>		
ASB	After School Shaved Ice Sale	8/27/12 - 6/10/13
ASB	After School Wetzel Pretzel Sale	8/27/12 - 6/10/13
ASB	Coin Drive	11/1/12 - 12/15/12
<u>Rhodes ES</u>		
PEP Club	Track Team DVD Sale	5/11/12 - 6/10/12
PEP Club	Quakes Baseball Family Night Out	5/18/12
<u>Rolling Ridge ES</u>		
PTA	Walk-a-Thon Pledges/Donations	5/21/12 - 5/23/12
<u>Cal Aero K-8</u>		
Flight Crew	After School Smoothie Sale	5/11/12 - 6/6/12
Flight Crew	Spring Carnival/Silent Auction	5/11/12
Flight Crew	Pencil Sale	5/16/12 - 6/9/12
Flight Crew	Spirit Wear Sale	5/16/12 - 6/9/12
ASB	Assistant Principal Duct Tape Stick-Up	5/18/12 - 6/7/12
ASB	Principal Pie in the Face	5/18/12 - 6/8/12
Flight Crew	Book Fair	5/21/12 - 5/24/12
Flight Crew	Skate Express Night	5/24/12
Flight Crew	Box Tops for Education	5/30/12 - 6/9/12
<u>Canyon Hills JHS</u>		
ASB	Fall Catalog Sale	9/5/12 - 9/30/12
<u>Magnolia JHS</u>		
ASB	Student Planner Sale	8/13/12 - 8/16/12
ASB	Student Agenda Sale	8/13/12 - 8/24/12

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Townsend JHS</u>		
ASB	Fall Catalog Sale	9/6/12 - 9/28/12
<u>Woodcrest JHS</u>		
ASB	Catalog Sale	8/31/12 - 9/28/12
<u>Ayala HS</u>		
Girls Basketball Boosters	Tickets to Los Angeles Sparks Game Sale	6/24/12
Football	Donation Letters	7/1/12 - 8/24/12
Football	Bulldog Community Discount Card Sale	7/1/12 - 11/16/12
BAC Boosters	Carl's Jr. Coupon Book Sale	7/1/12 - 6/30/13
BAC Boosters	iGive.com	7/1/12 - 6/30/13
BAC Boosters	e-Scrip	7/1/12 - 6/30/13
BAC Boosters	Event Concession Stands	7/1/12 - 6/30/13
BAC Boosters	Scrip Card Sale	7/1/12 - 6/30/13
BAC Boosters	SMG Catering	7/1/12 - 6/30/13
BAC Boosters	One Cause On-Line Shopping	7/1/12 - 6/30/13
BAC Boosters	Aramark Concession Stands	7/1/12 - 6/30/13
BAC Boosters	Band Merchandise Sale	7/1/12 - 6/30/13
Football Boosters	Pancake Breakfast and Bench-a-Thon	7/14/12
Football Boosters	Goodwill Donations	7/14/12
BAC Boosters	Event Opportunity Drawings	8/1/12 - 6/30/13
BAC Boosters	New/Used Shoe Collection	8/7/12 - 8/24/12
BAC Boosters	Coin Collection	8/8/12 - 8/24/12
BAC Boosters	Potluck and Silent Auction	8/23/12
BAC Boosters	e-Waste Recycling Drive	11/24/12
BAC Boosters	Sharp Seating - Rose Parade Ushers	1/1/13
<u>Chino HS</u>		
Music Boosters	Golden Spoon Family Night	5/11/12
Music Boosters	Opportunity Drawing	5/11/12 - 5/26/12
Track & Field	Track Clinic	5/26/12
Music Boosters	See's Candy Sale	6/4/12 - 6/22/12
Boys Basketball	Summer League	6/11/12 - 8/27/12
Football	Applebee's Monthly Family Nights Out	7/1/12 - 12/15/12

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>SITE/DEPARTMENT</u>	<u>ACTIVITY/DESCRIPTION</u>	<u>DATE</u>
<u>Chino HS (cont.)</u>		
Football	BJ's Restaurant Monthly Nights Out	7/1/12 - 12/15/12
Football	Cannataro's Monthly Family Nights Out	7/1/12 - 12/15/12
Football	Chili's Monthly Family Nights Out	7/1/12 - 12/15/12
Football	Chino Burger Monthly Family Nights Out	7/1/12 - 12/15/12
Football	Islands Restaurant Monthly Family Nights Out	7/1/12 - 12/15/12
Football	Michael Angelo's Pizza Monthly Nights Out	7/1/12 - 12/15/12
Football	New York Pizza Weekly Family Nights Out	7/1/12 - 12/15/12
Football	Sizzler Weekly Family Nights Out	7/1/12 - 12/15/12
Football	Program and Calendar Sale	8/24/12 - 12/15/12
AP Club	After School Weekly Pizza Sale	9/4/12 - 6/2/13
Football	Football Games Preferred Parking Sale	9/24/12 - 12/15/12
Football	Athletic Spirit Wear Sale	9/24/12 - 12/15/12
AP Club	Off Campus Candy Sale	2/4/13 - 2/8/13
<u>Chino Hills HS</u>		
Football Boosters	Lift-a-Thon Sponsorship	5/11/12 - 7/1/12
Football Boosters	Golf Tournament Sponsorship	5/11/12 - 7/25/12
Football Boosters	Opportunity Drawing	5/11/12 - 8/1/12
Theatre Club	Theatre Day Camp	7/16/12 - 7/20/12
<u>Don Lugo HS</u>		
Floriculture	Student Floral Design Showcase	6/1/12
PTSA	Goodwill Donations	6/2/12
Girls Basketball	Summer Basketball Camp	6/11/12 - 7/31/12
Leadership	Fireworks Booth	7/4/12
Performing Arts Boosters	Carl's Jr. Coupon Book Sale	8/5/12 - 8/13/12
Performing Arts Boosters	Carl's Jr. Coupon Book Sale	10/1/12 - 10/8/12
Performing Arts Boosters	Carl's Jr. Coupon Book Sale	2/4/13 - 2/11/13

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
SUBJECT: DONATIONS

=====

BACKGROUND

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

Approximate values are determined by the donor.

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

RECOMMENDATION

It is recommended the Board of Education accept the donations.

FISCAL IMPACT

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

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Educational Services</u>		
San Manuel Band of Mission Indians	Cash	\$16,250.00
<u>Office of Communications</u>		
Barnes & Noble	Books	\$1,500.00
Pomona Valley Hospital	Cash	\$5,000.00
<u>Butterfield Ranch ES</u>		
Butterfield Ranch PTA	Cash	\$2,000.00
<u>Cattle ES</u>		
Kristie Cramer	Cash	\$28.86
<u>Hidden Trails ES</u>		
Kimberly Denton	Cash	\$325.00
Sekero Int'l, Inc.	Cash	\$375.00
<u>Rolling Ridge ES</u>		
Christopher & Regielour Holgado	Cash	\$50.00
Soo J. Hong	Cash	\$50.00
Suk Bong Kang & Jin Choi	Cash	\$50.00
Soo Lee	Cash	\$50.00
Jaehoon Seong	Cash	\$50.00
Kelly Soon	Cash	\$50.00
Moon Jeong Kim	Cash	\$50.00
Chia Yang, David & Vivian Chow	Cash	\$50.00
Frank Szczesniak III	Cash	\$50.00
Hung Yu Chen	Cash	\$75.00
Robert Bonelli & Amy Kok	Cash	\$100.00
Maria DeLaRosa	Cash	\$100.00

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Rolling Ridge ES (cont.)</u>		
Paul Donato	Cash	\$100.00
Elizabeth Duenas	Cash	\$100.00
Mark Kha	Cash	\$100.00
Daniel & Cherie Lalumandier	Cash	\$100.00
Suganya Senthil Kumar	Cash	\$100.00
Senthil Arumugham	Cash	\$100.00
Zirong Xu	Cash	\$100.00
Vincent Tristan	Cash	\$200.00
Charles & Arlene Woo	Cash	\$1,000.00
<u>Wickman ES</u>		
Alithia Vargas Flores	Cash	\$140.00
Pacific Life Foundation	Cash	\$1,500.00
Wickman PTO	Cash	\$2,000.00
<u>Briggs K-8</u>		
Jessie Andrade	Cash	\$5.00
Briggs PFA	Cash	\$80.17
<u>Magnolia JHS</u>		
Kroger - Ralphs Grocery Co.	Cash	\$25.00
<u>Townsend JHS</u>		
Townsend PTSA	Cash	\$280.00
Townsend PTSA	Cash	\$550.00
<u>Ayala HS</u>		
Mimi's Restaurant	2 Dozen Muffins	\$27.90

CHINO VALLEY UNIFIED SCHOOL DISTRICT
May 10, 2012

<u>DEPARTMENT/SITE DONOR</u>	<u>ITEM DONATED</u>	<u>APPROXIMATE VALUE</u>
<u>Chino HS</u>		
Martha Munoz	Cash	\$60.00
Abel Hernandez	Cash	\$120.00
Robert Johnson	Cash	\$210.00
Jose Valdez	Cash	\$540.00
<u>Chino Hills HS</u>		
Wayne Scaggs	Oscilloscope	\$100.00

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

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

SUBJECT: LEGAL SERVICES

=====

BACKGROUND

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

FIRM	MONTH	INVOICE AMOUNTS	2011/2012 YEAR-TO-DATE
Atkinson, Andelson, Loya, Ruud & Romo	March 2012	\$ 615.00	\$ 18,771.55
Chidester, Margaret A. & Associates	March 2012	\$26,764.90	\$215,709.81
Fagen, Friedman & Fulfroost, LLP	March 2012	\$ 108.00	\$ 3,723.58
Parker & Covert, LLP	March 2012	\$ 58.50	\$ 7,253.52
Thompson & Colegate, LLP	February 2012	\$ 68.44	\$ 2,309.80
			Total \$247,768.26

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

RECOMMENDATION

It is recommended the Board of Education approve payment for legal services to the law offices of Atkinson, Andelson, Loya, Ruud & Romo; Chidester, Margaret A. & Associates; Fagen, Friedman & Fulfroost, LLP; Parker & Covert, LLP; and Thompson & Colegate, LLP.

FISCAL IMPACT

\$27,614.84 to the General Fund.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Sandra H. Chen, Assistant Superintendent, Business Services
Liz Pensick, Director, Business Services
**SUBJECT: CAL AERO PRESERVE ACADEMY APPLICATION TO OPERATE
FUNDRAISING ACTIVITIES AND OTHER ACTIVITIES AS THE
PRESERVE ACADEMY FLIGHT CREW**

=====
BACKGROUND

Administrative Regulation 1230 Community Relations – School Connected Organizations requires that any person or group of people desiring to raise money to benefit a student or students at one or more schools within the District shall request authorization to operate by applying to the Chino Valley Unified School District Board of Education.

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

RECOMMENDATION

It is recommended the Board of Education approve/ratify the Cal Aero Preserve Academy application to operate fundraising activities and other activities as the Preserve Academy Flight Crew.

FISCAL IMPACT

None.

WMJ:SHC:LP:wc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

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DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
SUBJECT: SCHOOL SPONSORED TRIPS

=====

BACKGROUND

Board Policy 6153 Instruction – School Sponsored Trips, states that field trips are to be considered a method of instruction and shall be planned as such, with definite instructional objectives to advance the learning of the District’s adopted course of study. The purpose of student travel is to provide the student with educational experiences other than those provided within the regular classroom setting and/or experiences.

School Sponsored Trips requires Board approval for all overnight trip(s) and trip(s) in excess of 250 miles (one way). Resources will be identified and established at the school site to assist economically disadvantaged students in obtaining funding for field trips and, in some cases, student travel.

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

RECOMMENDATION

It is recommended the Board of Education approve/ratify the following student travel:

School Sponsored Trips	Date	Fiscal Impact
Site: Rhodes ES Event: Odyssey of the Mind Place: Ames, IA Chaperone Ratio: 7 students/2 chaperones	May 22-26, 2012	Cost: \$931.00 per student Funding Source: Parent/GATE
Site: Ayala HS Event: FBLA Conference Place: Irvine, CA Chaperone Ratio: 18 students/2 chaperones	April 19-22, 2012	Cost: \$180.00 per student Funding Source: Parent
Site: Ayala HS Event: FBLA State Board Meeting Place: San Jose, CA Chaperone Ratio: 1 student/2 chaperones	May 17-28, 2012	Cost: \$520.00 per student Funding Source: FBLA funds

School Sponsored Trips	Date	Fiscal Impact
Site: Ayala HS Event: FBLA National Leadership Conference Place: San Antonio, TX Chaperone Ratio: 2 students/2 chaperones	June 29-July 3, 2012	Cost: \$760.00 per student Funding Source: Parent/FBLA funds
Site: Ayala HS Event: Rumble at the Rock Tournament Place: Morro Bay, CA Chaperone Ratio: 12 students/4 chaperones	July 11-14, 2012	Cost: \$671.00 per student Funding Source: Parent/USB Trust Account
Site: Ayala HS Event: FBLA Summer Officer Summit Place: San Jose, CA Chaperone Ratio: 3 students/2 chaperones	July 13-15, 2012	Cost: \$660.00 per student Funding Source: FBLA funds
Site: Ayala HS Event: San Diego Basketball Tournament Place: San Diego, CA Chaperone Ratio: 12 students/4 chaperones	July 19-22, 2012	Cost: \$615.00 per student Funding Source: Parent/USB Trust Account
Site: Ayala HS Event: Cheyenne Football Game Place: La Vegas, NV Chaperone Ratio: 178 students/24 chaperones	September 6-8, 2012	Cost: \$215.00 per student Funding Source: Parent/Booster Club

FISCAL IMPACT

As indicated above.

WMJ:VLB:jaf

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
Carl W. Hampton, Interim Director, Curriculum and Instruction
SUBJECT: NEW COURSE: EXPOSITORY READING AND WRITING COURSE

=====
BACKGROUND

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

The Expository Reading and Writing Course (ERWC) is a California State University (CSU) designed full year college preparatory English course for high school seniors. The ERWC aligns with the California English Language Arts Content Standards, and addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares students to meet the expectations to fulfill “conditionally ready” status on the CSU’s Early Assessment Program. Course assignments are based mainly on non-fiction texts, and emphasize in-depth study of expository, analytical, and argumentative reading and writing. This course was presented to the Curriculum Council and A.C.T. has been consulted.

This item was presented to the Board on April 5, 2012, for information.

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

RECOMMENDATION

It is recommended the Board of Education approve the new course Expository Reading and Writing Course.

FISCAL IMPACT

None.

WMJ:VLB:CWH:ede

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
Expository Reading and Writing Course (ERWC)

Course Number	
Department	English
Prerequisite	English 11
Length of Course	Two (2) semesters/One (1) year
Grade Level	12
Credit	5 units per semester/10 total units – English
Repeatable	No
UC/CSU	Meets the “b” English requirement
Board Approved	

Description of Course – The Expository Reading and Writing Course (ERWC) is a California State University (CSU) designed full year college preparatory English course for high school seniors. The ERWC aligns with the California English Language Arts Content Standards, and addresses critical reading and writing problems identified by the CSU English Placement Test Committee, and prepares student to meet the expectations to fulfill “conditionally ready” status on the CSU’s Early Assessment Program. Course assignments are based mainly on non-fiction texts, emphasize in depth study of expository, analytical, and argumentative reading and writing.

The goal of the Expository Reading and Writing Course is to prepare college bound seniors for the literacy demands of higher education. Through a sequence of rigorous instructional modules, students in this yearlong, rhetoric based course develop advanced proficiencies in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to non-fiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors, and to apply those strategies in their own writing. They will read closely to examine the relationship between an author’s argument or theme and his or her audience and purpose, to analyze the impact of structural and rhetorical strategies, and to examine the social, political, and philosophical assumptions that underlie the text. By the end of the course, students will be expected to use this process independently when reading unfamiliar texts and writing in response to them. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other non-fiction texts.

Rationale for Course – The modules provide a recursive approach to the teaching of reading and writing that aims to support the students’ developing abilities to negotiate a variety of complex texts—texts that are representative of those they are likely to encounter in college and in the diverse communities where they live and work. The sequence of modules, which focuses on a wide variety of expository, non-fiction, and literary texts, aims to create connections between what the students already know and the new rhetorical skills and knowledge they are striving to develop in order to be successful in college and beyond. Students will understand and use the terminology of logic and argumentation, including ethos, pathos, logos, claim and warrant, thesis and support, inductive and deductive reasoning, and will be able to articulate logic and logical fallacies. Students in ERWC will demonstrate proficiency in mastering these standards.

Reading

Standard 1 – Word Analysis, Fluency, and Systematic Vocabulary Development: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and to use those words accurately.

Vocabulary and Concept Development

- 1.1 Objective: Trace the etymology of significant terms used in political science and history.
 - 1.1.1 Performance Indicator: Given key words and phrases from a text, students will create semantic map to categorize, group, and organize the words and phrases based on the historical context of the text.
 - 1.1.2 Performance Indicator: Students will maintain a log of key words by creating word trees, with word roots at the base, and building the word bank incorporating etymology of the words.
- 1.2 Objective: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meanings of terms, including mathematical and scientific terminology.
 - 1.2.1 Performance Indicator: Given a list of words, students will link prior knowledge about word parts to make predictions about the word’s meanings, describe its attributes, compare and contrast it to other related meanings, provide examples for it, and explain why the example is appropriate.
- 1.3 Objective: Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences (e.g., synonyms/antonyms, connotation/denotation, homonyms, and other confusing word pairs).

- 1.3.1 Performance Indicator: Given a list of words, students will create a synonym/antonym chart with examples for each word. Students will identify synonyms for the new word given, increasing their list of words that are similar but also enhancing their own understanding of the word in relation to other words that share the meaning. To further their understanding of the word, students will also look at antonyms. To conclude, students will provide examples of the word in sentences or give the context.
- 1.3.2 Performance Indicator: Given related pairs of words in a text, students will predict word meanings based on their denotations and connotations.

Standard 2 – Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level appropriate material. They analyze the organization patterns, arguments, and positions advanced.

- 2.1 Objective: Analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the ways in which authors use those features and devices.
 - 2.1.1 Performance Indicator: Given a text, students will survey the text and make predictions about the text on the basis of the textual features. Students will also identify textual features that are relevant to that particular genre and rhetorical situation based on their predictions.
 - 2.1.2 Performance Indicator: Given two samples of expository writing on the same topic, students will compare and contrast the rhetorical features of both selection and determine the effectiveness of each author’s purpose.
 - 2.1.3 Performance Indicator: Given a text, students will closely examine the text and determine if the structure of the text enhances the purpose of the author’s argument.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Objective: Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in text.
 - 2.2.1 Performance Indicator: Given a text, students will use descriptive outlining to map the organizational pattern of the text and discuss the major parts of the text and their purposes.
 - 2.2.2 Performance Indicator: Given two texts of similar content, but dissimilar syntax and diction, students will identify and analyze the differences and connect their findings to understanding the texts’ meanings.

- 2.2.3 Performance Indicator: Given a text, students will create marginal notations that follow the author's introduction, main arguments, examples, and the conclusion. Students will then analyze the way in which clarity of the text is affected by the hierarchical structure of the text.
- 2.3 Objective: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
 - 2.3.1 Performance Indicator: Given a text, students will summarize the main ideas, questions or objections, and connections between the ideas.
 - 2.3.2 Performance Indicator: Given a text, students will make specific predictions about the text, and then survey the text for verification.
- 2.4 Objective: Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
 - 2.4.1 Performance Indicator: Given a text, students will extract appropriate examples to support their assertions regarding significant elements of the text.
 - 2.4.2 Performance Indicator: Given a text, students will investigate traditional rhetorical appeals as they progress from literal to an analytical understanding of the text.
 - 2.4.3 Performance Indicator: Given a text, students will chart the author's choice of words, details, and events to analyze the author's intent and purpose for describing it that way.
- 2.5 Objective: Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.
 - 2.5.1 Performance Indicator: Given a text, students will critique the author's philosophical assumptions about the subject based on the claims and the counter-arguments presented in the text.
 - 2.5.2 Performance Indicator: Given a text, students will discuss the author's implicit and explicit beliefs about the subject through critical evaluation of the author's background, knowledge, style, and audience.

Expository Critique

- 2.6 Objective: Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos and emotions).
- 2.6.1 Performance Indicator: Given a text, students will evaluate the validity of the arguments presented and determine whether the author remains objective or biased in representing the arguments. Students will also evaluate the author's appeal to logos, pathos, and ethos to determine the effectiveness of his/her arguments.
- 2.6.2 Performance Indicator: Given a text, students will analyze the logic and support of the arguments, the character and intentions of the author, and the emotional effects on the reader of the language used and the details provided through a critical reading of the text.

Literary Response and Analysis

- 3.3 Objective: Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.3.1 Performance Indicator: Given a text students will be able to draw inferences and conclusions in regards to the author's intent based on author's style (irony, tone, and mood).
- 3.3.2 Performance Indicator: Students will be able to compare two different texts with different tone and they will be able to analyze and distinguish the differences between the two texts.

Writing

Standard 1 – Writing Strategies: Students write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and the use of the stages of the writing process, as needed.

- 1.1 Objective: Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.1.1 Performance Indicator: Given a written assignment, students will adjust their tone, vocabulary, and methods to appeal to a variety of readers and shift their writing from writer-based to reader-based prose.

- 1.1.2 Performance Indicator: Given a topic, students will write an essay, utilizing the appropriate essay form.
- 1.1.3 Performance Indicator: Given a written assignment, students will incorporate evidences in the form of examples, illustrations, statistics, etc. and analyze the meaning of the evidences in the body paragraphs that support the focused thesis.
- 1.2 Objective: Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.
 - 1.2.1 Performance Indicator: Given a topic, students will write a paper utilizing a point of view appropriate to that topic.
 - 1.2.2 Performance Indicator: Given a topic, students will utilize specific devices in order to persuade or inspire the reader.
- 1.3 Objective: Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
 - 1.3.1 Performance Indicator: Given a topic, students will write a position paper which presents an argument and uses implicit and explicit examples.
 - 1.3.2 Performance Indicator: Given a completed draft, students will revise their work, focusing on the unity and coherence of their argument.
- 1.4 Objective: Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
 - 1.4.1 Performance Indicator: Given a topic, students will write a paper that incorporates a sustained pattern of two or more stylistic devices and breaks the pattern for a rhetorical purpose.
 - 1.4.2 Performance Indicator: Given a completed paper, students will compare their use of parallelism and repetition to that of a published author and make appropriate changes to their own text.
- 1.5 Objective: Use language in natural, fresh, and vivid ways to establish a specific tone.
 - 1.5.1 Performance Indicator: Given examples of sentence patterns from authors, students will refine and enhance those patterns in their writing.
 - 1.5.2 Performance Indicator: Given a peer text, students will recognize and eliminate clichés and jargon.

Research and Technology

- 1.6 Objective: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, historiographies, interviews, experiments, electronic sources).
 - 1.6.1 Performance Indicator: Given a text, students will record language patterns, noting the possible purposes for those patterns, and report their findings to the class or in writing.
 - 1.6.2 Performance Indicator: Given access to Internet sources, students will collect materials relevant to a subject and write a meta-cognitive paper on their research process.
- 1.7 Objective: Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
 - 1.7.1 Performance Indicator: Given a research topic, students will log information on note cards to prepare for a report/presentation.
 - 1.7.2 Performance Indicator: Given a research topic, students will create an outline that organizes their research material.
 - 1.7.3 Performance Indicator: Given a research topic, students will create an annotated Works Cited page.

Revising and Evaluating Strategies

- 1.8 Objective: Revise writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and genre.
 - 1.8.1 Performance Indicator: Given a completed draft and rubric, students will engage in peer revision.
 - 1.8.2 Performance Indicator: Given a completed draft, students will confer with teachers for purposes of revision.

Written and Oral English Language Conventions

Standard 1 – Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions.

- 1.1 Objective: Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.

- 1.1.1 Performance Indicator: Given a topic, students will write a response that demonstrates control of grammar, paragraph and sentence structure, diction, and usage.
- 1.1.2 Performance Indicator: Given a topic, students will deliver a brief, formal speech, which demonstrates control of grammar, diction, and usage.
- 1.2 Objective: Produce legible work that shows accurate spelling and correct punctuation and capitalization.
 - 1.2.1 Performance Indicator: Given a topic, students will produce legible work that shows accurate spelling, correct use of the conventions of punctuation and capitalization.
- 1.3 Objective: Reflect appropriate manuscript requirements in writing.
 - 1.3.1 Performance Indicator: Given a topic, students will produce legible work that reflects appropriate manuscript requirements (e.g., Modern Language Association).

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
Michael Bement, Director, Technology Services
Julie Gobin, Director, Office of Communications
Colleen Alton, Coordinator, Child Welfare and Attendance

**SUBJECT: NEW BOARD POLICY 1114 COMMUNITY RELATIONS -
DISTRICT-SPONSORED SOCIAL MEDIA**

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BACKGROUND

Board policies, administrative regulations, and bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. New Board Policy 1114 Community Relations - District-Sponsored Social Media has been written in accordance to reflect current law and District practice. This item was presented to the Board on April 5, 2012, for information.

New language is provided in UPPER CASE.

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

RECOMMENDATION

It is recommended the Board of Education approve the new Board Policy 1114 Community Relations - District-Sponsored Social Media.

FISCAL IMPACT

None.

WMJ:VLB:MB:JG:CA:jaf

DISTRICT-SPONSORED SOCIAL MEDIA

THE BOARD OF EDUCATION RECOGNIZES THE IMPORTANCE OF SOCIAL MEDIA AS AN EFFECTIVE COMMUNICATION METHOD TO INFORM THE PUBLIC ABOUT ISSUES IMPACTING PUBLIC EDUCATION AND SERVICES PROVIDED BY THE DISTRICT. THE DISTRICT USES SOCIAL MEDIA TO MORE EFFECTIVELY COMMUNICATE WITH STUDENTS, PARENTS/GUARDIANS, STAFF AND COMMUNITY MEMBERS, AND SUPPORTS THE USE OF SOCIAL MEDIA PLATFORMS TO HELP SHAPE CONVERSATIONS, BUILD COMMUNITY COLLABORATIONS, PROMOTE LEARNING AND PROFESSIONAL DEVELOPMENT AND CREATE AWARENESS. THE DISTRICT IS COMMITTED TO SUPPORTING RESPONSIBLE USE OF THE INTERNET AND SOCIAL MEDIA AS A TOOL FOR SHARING OF INFORMATION AND RESOURCES, AND BUILDING KNOWLEDGE.

FOR THE PURPOSE OF THIS POLICY, SOCIAL MEDIA IS DEFINED AS WEB-BASED OR MOBILE FORMS OF ELECTRONIC COMMUNICATION THROUGH WHICH USERS CREATE ONLINE SPACES FOR SHARING INFORMATION, IDEAS AND CONTENT. ALL OFFICIAL DISTRICT RELATED COMMUNICATION THROUGH SOCIAL MEDIA PLATFORMS SHALL COMPLY WITH ESTABLISHED DISTRICT POLICIES AND PROCEDURES FOR SOCIAL MEDIA AND BE IN ACCORDANCE WITH DISTRICT EMPLOYEE USE OF TECHNOLOGY BP 4040.

OFFICIAL DISTRICT SOCIAL MEDIA PLATFORMS SHALL BE USED ONLY FOR THEIR STATED PURPOSES AND IN A MANNER CONSISTENT WITH THIS POLICY AND THE MISSION AND GOALS OF THE DISTRICT. IN USING SOCIAL MEDIA, THE SUPERINTENDENT DOES NOT INTEND TO CREATE A LIMITED PUBLIC FORUM OR OTHERWISE GUARANTEE AN INDIVIDUAL'S RIGHT TO FREE SPEECH.

AUTHORIZATION AND ADMINISTRATION OF OFFICIAL DISTRICT SOCIAL MEDIA PLATFORMS

THE SUPERINTENDENT OR DESIGNEE SHALL AUTHORIZE THE DEVELOPMENT OF ANY OFFICIAL DISTRICT SOCIAL MEDIA PLATFORM AND SHALL ESTABLISH PROCEDURES AND CONTENT GUIDELINES FOR THE ADMINISTRATION AND USE OF AUTHORIZED DISTRICT SOCIAL MEDIA TO ENSURE APPROPRIATE AND RESPONSIBLE USE IN COMPLIANCE WITH DISTRICT POLICIES AND PROCEDURES, AND ALL FEDERAL AND STATE LAWS AND REGULATIONS.

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT THE PURPOSE OF THE OFFICIAL SOCIAL MEDIA PLATFORMS IS CLEARLY COMMUNICATED TO USERS. EACH SITE SHALL CONTAIN A STATEMENT THAT SPECIFIES THE SITE'S PURPOSES ALONG WITH A STATEMENT THAT USERS ARE EXPECTED TO USE THE SITE ONLY FOR THOSE PURPOSES, AND ARE PERSONALLY RESPONSIBLE FOR THE CONTENT OF THEIR POSTS.

DISTRICT-SPONSORED SOCIAL MEDIA (cont.)

PRIVACY

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT OFFICIAL DISTRICT SOCIAL MEDIA CONTENT AND POSTINGS PROTECT THE PRIVACY RIGHTS OF STUDENTS, PARENTS/GUARDIANS, STAFF, BOARD MEMBERS, AND OTHER INDIVIDUALS.

DISTRICT SOCIAL MEDIA AND NETWORKING SITES AND OTHER ONLINE PLATFORMS SHALL NOT BE USED BY EMPLOYEES TO TRANSMIT CONFIDENTIAL INFORMATION ABOUT STUDENTS, EMPLOYEES, OR DISTRICT OR SCHOOL OFFICE OPERATIONS.

THE SUPERINTENDENT OR DESIGNEE SHALL ENSURE THAT COPYRIGHT LAWS ARE NOT VIOLATED IN THE USE OF MATERIAL ON OFFICIAL DISTRICT SOCIAL MEDIA PLATFORMS.

APPROPRIATE USE OF SOCIAL MEDIA

ALL OFFICIAL DISTRICT RELATED COMMUNICATION THROUGH SOCIAL MEDIA PLATFORMS SHOULD ALWAYS BE CONDUCTED IN ACCORDANCE WITH DISTRICT POLICIES AND PROCEDURES. OFFICIAL DISTRICT SOCIAL MEDIA PLATFORMS MAY NOT CONTAIN CONTENT THAT IS OBSCENE, LIBELOUS, HARASSING, INTIMIDATING, THREATENING, OR DISCRIMINATORY. STAFF OR STUDENTS WHO POST PROHIBITED CONTENT SHALL BE SUBJECT TO DISCIPLINE IN ACCORDANCE WITH DISTRICT POLICIES AND PROCEDURES.

USERS OF OFFICIAL DISTRICT SOCIAL MEDIA PLATFORMS SHOULD BE AWARE OF THE PUBLIC NATURE AND ACCESSIBILITY OF SOCIAL MEDIA AND THAT INFORMATION POSTED MAY BE CONSIDERED A PUBLIC RECORD SUBJECT TO DISCLOSURE UNDER THE PUBLIC RECORDS ACT AND FEDERAL DISCLOSURE LAWS.

DISTRICT SOCIAL MEDIA SITE ARTICLES AND COMMENTS CONTAINING ANY OF THE FOLLOWING FORMS OF CONTENT SHALL NOT BE PERMITTED:

1. COMMENTS IN SUPPORT OF OR OPPOSITION TO POLITICAL CAMPAIGNS OR BALLOT MEASURES;
2. PROFANE LANGUAGE OR CONTENT THAT IS HARASSING, INTIMIDATING, OR THREATENING;
3. CONTENT THAT PROMOTES, FOSTERS, OR PERPETUATES;

DISTRICT-SPONSORED SOCIAL MEDIA (cont.)

DISCRIMINATION OR HARASSMENT ON THE BASIS OF RACE, CREED, COLOR, AGE, RELIGION, GENDER, MARITAL STATUS, STATUS WITH REGARD TO PUBLIC ASSISTANCE, NATIONAL ORIGIN, PHYSICAL OR MENTAL DISABILITY, OR SEXUAL ORIENTATION;

4. SEXUAL CONTENT OR LINKS TO SEXUAL CONTENT;
5. SOLICITATIONS OF COMMERCE;
6. CONDUCT OR ENCOURAGEMENT OF CRIMINAL OR ILLEGAL ACTIVITY;
7. INFORMATION AND/OR COMMENTS THAT MAY COMPROMISE THE SAFETY, WELL-BEING, OR SECURITY OF DISTRICT EMPLOYEES, BOARD MEMBERS, OR STUDENTS, THE PUBLIC OR PUBLIC SYSTEMS; OR,
8. CONTENT THAT VIOLATES A LEGAL OWNERSHIP INTEREST OF ANY OTHER PARTY.

THESE GUIDELINES MUST BE DISPLAYED TO USERS OR MADE AVAILABLE BY HYPERLINK. ANY CONTENT REMOVED BASED ON THESE GUIDELINES MUST BE RETAINED, INCLUDING THE TIME, DATE AND IDENTITY OF THE POSTER WHEN AVAILABLE.

DISTRICT RESERVES THE RIGHT TO RESTRICT OR REMOVE ANY CONTENT THAT IS DEEMED IN VIOLATION OF THIS SOCIAL MEDIA POLICY OR ANY APPLICABLE LAW.

- (cf. 0000 - Vision)
- (cf. 0440 - District Technology Plan)
- (cf. 1100 - Communication with the Public)
- (cf. 1112 - Media Relations)
- (cf. 1113 - District and School Web Sites)
- (cf. 6020 - Parent Involvement)
- (cf. 5145.2 - Freedom of Speech/Expression)
- (cf. 6145.5 - Student Organizations and Equal Access)
- (cf. 5131 - Conduct)
- (cf. 4040 - Employee Use of Technology)
- (cf. 4119.21/4219.21/4319.21 - Professional Standards)
- (cf. 4218 - Dismissal/Suspension/Disciplinary Action)
- (cf. 5144 - Discipline)
- (cf. 5144.1 - Suspension and Expulsion/Due Process)
- (cf. 6163.4 - Student Use of Technology)
- (cf. 1340 - Access to District Records)
- (cf. 9012 - Board Member Electronic Communications)

DISTRICT-SPONSORED SOCIAL MEDIA (cont.)

(cf. 5125.1 - Release of Directory Information)
(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)
(cf. 5022 - Student and Family Privacy Rights)
(cf. 5125 - Student Records)

Legal References:

EDUCATION CODE

32261 School safety, definitions of bullying and electronic act
35182.5 Contracts for advertising
48900 Grounds for suspension and expulsion
48907 Exercise of free expression; rules and regulations
48950 Speech and other communication
49061 Definitions, directory information
49073 Release of directory information
60048 Commercial brand names, contracts or logos

GOVERNMENT CODE

6250-6270 Public Records Act
6254.21 Publishing addresses and phone numbers of officials

UNITED STATES CODE, TITLE 17

101-1101 Federal copyright law

UNITED STATES CODE, TITLE 20

1232 Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

157 Employee rights to engage in concerted, protected activity
794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
POLICY ADOPTED:**

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
Carl W. Hampton, Interim Director, Curriculum and Instruction
**SUBJECT: DESIGNATION OF CALIFORNIA INTERSCHOLASTIC FEDERATION
REPRESENTATIVES TO LEAGUE FOR 2012/2013**

=====

BACKGROUND

Each year, the California Interscholastic Federation (CIF) requires the Designation of CIF Representatives to League. It is a legal requirement that league representatives be designated and approved by the Board of Education.

Education Code 33353 gives the governing board of school districts specific authority to select their athletic league representatives. These representatives are responsible for voting on issues, within the league that impact athletics.

Approval of this item supports the District's Strategic Plan by increasing student achievement each year.

RECOMMENDATION

It is recommended the Board of Education approve the Designation of California Interscholastic Federation Representatives to League for 2012/2013.

FISCAL IMPACT

None.

WMJ:VLB:CWH:ede



MARIE M. ISHIDA, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF STATE OFFICE - 4650 DUCKHORN DRIVE - SACRAMENTO, CA 95834 - (916) 239-4477 - FAX (916) 239-4478 - CIFSTATE.ORG

2012-2013 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than July 2, 2012.

Chino Valley Unified School District/Governing Board at its May 10, 2012 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2012-2013 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Ayala High School

NAME OF REPRESENTATIVE Diana Yarboi POSITION Principal

ADDRESS 14255 Pevton Avenue CITY Chino Hills ZIP 91709

PHONE (909) 627-3584 FAX (909) 464-9939 E-MAIL diana_yarboi@chino.k12.ca

NAME OF SCHOOL Chino High School

NAME OF REPRESENTATIVE Felix Melendez POSITION Principal

ADDRESS 5472 Park Place CITY Chino ZIP 91710

PHONE (909) 627-7351 FAX (909) 548-0004 E-MAIL felix_melendez@chino.k12

NAME OF SCHOOL Chino Hills High School

NAME OF REPRESENTATIVE Jacqueline Perez POSITION Principal

ADDRESS 16150 Pomona Rincon Road CITY Chino Hills ZIP 91709

PHONE (909) 606-7540 FAX (909) 548-6041 E-MAIL jacqueline_perez@chino.k12


NAME OF SCHOOL Don Lugo High School

NAME OF REPRESENTATIVE Don Jones POSITION Principal

ADDRESS 13400 Pipeline Avenue CITY Chino ZIP 91710

PHONE (909) 591-3902 FAX (909) 548-6020 E-MAIL don_jones@chino.k12.ca.us

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Wayne M Joseph Signature 

Address 5130 Riverside Drive City Chino Zip 91710

Phone (909) 628-1201, ext. 1100 Fax (909) 590-4911

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE. SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.



MARIE M. ISHIDA, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF STATE OFFICE • 4650 DUCKHORN DRIVE • SACRAMENTO, CA 95834 • (916) 239-4477 • FAX (916) 239-4470 • CIFSTATE.ORG

2012-2013 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than July 2, 2012.

Chino Valley Unified School District/Governing Board at its May 10, 2012 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2012-2013 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Ayala High School

NAME OF REPRESENTATIVE Steve Martin POSITION Athletic Director

ADDRESS 14255 Peyton Avenue CITY Chino Hills ZIP 91709

PHONE (909) 627-3584 FAX (909) 464-9939 E-MAIL steve_martin@chino.k12.ca

NAME OF SCHOOL Chino High School

NAME OF REPRESENTATIVE Matt McCain POSITION Athletic Director

ADDRESS 5472 Park Place CITY Chino ZIP 91710

PHONE (909) 627-7351 FAX (909) 548-0004 E-MAIL matt_mccain@chino.k12.ca

NAME OF SCHOOL Chino Hills High School

NAME OF REPRESENTATIVE Derek Bub POSITION Athletic Director

ADDRESS 16150 Pomona Rincon Road CITY Chino Hills ZIP 91709

PHONE (909) 606-7540 FAX (909) 548-6041 E-MAIL derek_bub@chino.k12.ca

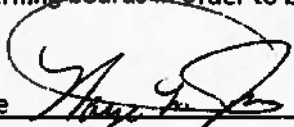
NAME OF SCHOOL Don Lugo High School

NAME OF REPRESENTATIVE Joe Marcos POSITION Athletic Director

ADDRESS 13400 Pipeline Avenue CITY Chino ZIP 91710

PHONE (909) 591-3902 FAX (909) 548-6020 E-MAIL ioe_marcos@chino.k12.ca

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. NOTE: League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Wayne M Joseph Signature 

Address 5130 Riverside Drive City Chino Zip 91710

Phone (909) 628-1201, ext. 1100 Fax (909) 590-4911

PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE. SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.

Chino Valley Unified School District
Our Motto:
Student Achievement • Safe Schools • Positive School Climate
Humility • Civility • Service

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Stephanie Johnson, Director, Student Support Services

**SUBJECT: STUDENT EXPULSION CASES 11/12-46, 11/12-47, 11/12-48,
11/12-49, AND 11/12-50**

=====

BACKGROUND

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

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

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

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

RECOMMENDATION

Based upon the recommendation of the Expulsion Hearing Administrative Panel, it is recommended the Board of Education approve the student expulsion cases 11/12-46, 11/12-47, 11/12-48, 11/12-49, and 11/12-50.

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Stephanie Johnson, Director, Student Support Services
SUBJECT: STUDENT ADMISSION CASE 11/12-07A

=====

BACKGROUND

The Board of Education may admit students expelled from other districts in accordance with law when consistent with the Board's goal to provide a safe and secure school environment for students and staff.

The District shall not enroll a student expelled by another district for any of the offenses listed in Education Code 48915(a) or (c) (mandatory expulsion offenses) during the term of the student's expulsion, unless the enrollment is at a community day school. A student expelled for an act specified in Education Code 48915(a) or (c) may enroll in the District after the term of his/her expulsion if the Board finds, at a hearing, that the student does not pose a continuing danger to students or staff.

The Board, when making its determination whether to enroll an individual who has been expelled from another school district for any of the acts mentioned above, may consider the following options: deny enrollment, permit enrollment, or permit conditional enrollment in a regular school program or another educational program.

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

RECOMMENDATION

Based upon the evidence presented to the Expulsion Hearing Administrative Panel, it is recommended the request regarding admission to the Chino Valley Unified School District be approved for case 11/12-07A.

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Shawna Petit-Dinkins, Ed.D., Director, Special Education

SUBJECT: WAIVER OF REQUIREMENT TO SUCCESSFULLY PASS THE CALIFORNIA HIGH SCHOOL EXIT EXAM CASES 12-35, 12-36, 12-37, 12-38, 12-39, 12-40, 12-41, 12-42, 12-43, 12-44, 12-45, AND 12-46

=====

BACKGROUND

Senate Bill 1476 requires a school principal to submit to the governing board of the school district a request for a waiver of the requirement to successfully pass the high school exit examination for a pupil with a disability who has taken the high school exit exam with modifications that alter what the test measures and has received the equivalent of a passing score on one or both subject matter parts of the exam.

This waiver can be granted if the principal certifies that the pupil has all of the following:

- A current Individualized Education Plan that requires modifications to be provided to the pupil when taking the high school exit exam.
- High school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit exam.
- An individual score report for the pupil showing that the pupil has received the equivalent of a passing score (350) on the high school exit exam while using a modification that fundamentally alters what the high school exit exam measures.

The student cases included in this agenda item have met the requirements specified above as described in SB 1476.

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

RECOMMENDATION

It is recommended the Board of Education approve the waiver of requirement to successfully pass the California High School Exit Exam Cases 12-35, 12-36, 12-37, 12-38, 12-39, 12-40, 12-41, 12-42, 12-43, 12-44, 12-45, and 12-46.

FISCAL IMPACT

None.

WMJ:PMM:SPD:lmc

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Stephanie Johnson, Director, Student Support Services

SUBJECT: SAN BERNARDINO COUNTYWIDE PLAN FOR PROVISIONS OF EDUCATIONAL SERVICES TO EXPELLED STUDENTS 2012/2015

=====

BACKGROUND

As required by AB 922 (Chapter 974, Statutes of 1995; Education Code 48926), the County Superintendent, in conjunction with district superintendents, developed a plan for providing education services to all expelled students in the county. The plan was adopted by the governing board of each school district and the County Board of Education. The original plan was subsequently submitted to the Superintendent of Public Instruction on June 30, 1997. Updates to the plan are due triennially.

The plan enumerates existing alternatives for expelled students, identifies gaps in educational services to expelled students, and provides strategies for filling those service gaps. The plan also identified alternative placements for students who were expelled and placed in district community day school programs, but who failed to meet the terms and conditions of their rehabilitation plan or posed a danger to other district students.

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

RECOMMENDATION

It is recommended the Board of Education approve the San Bernardino Countywide Plan for Provisions of Educational Services to Expelled Students 2012/2015.

FISCAL IMPACT

None.

WMJ:PMM:SJ:imc

**San Bernardino County Superintendent of Schools
Countywide Plan for Providing Services to Expelled Youth
Triennial Update for Years 2012 -2015**

This signature page is to verify that _____
(Name of School District)
is a participant in the San Bernardino Superintendent of Schools Countywide Plan for
Providing Services to Expelled Youth in compliance with Education Code 48926.

District Superintendent

Date

Please return completed form by fax or mail to:

Randy Elphic
Area Director, Student Services
1060 E. Cooley Dr, Colton
92324

FAX – (909) 777=0904



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

SAN BERNARDINO COUNTY PLAN
FOR PROVIDING EDUCATIONAL
SERVICES TO
EXPELLED STUDENTS
2012 – 2015

Coordinated Plan for Providing Educational Services to All Expelled Students Amongst the San Bernardino County Superintendent of Schools and

Adelanto School District
Alta Loma School District
Apple Valley Unified School District
Baker Valley Unified School District
Barstow Unified School District
Bear Valley Unified School District
Central School District
Chaffey Joint Union High School District
Chino Valley Unified School District
Colton Joint Unified School District
Cucamonga School District
Etiwanda School District
Fontana Unified School District
Helendale School District
Hesperia Unified School District
Lucerne Valley Unified School District
Morongo Unified School District
Mountain View School District
Mt. Baldy Joint School District
Needles Unified School District
Ontario-Montclair School District
Oro Grande School District
Redlands Unified School District
Rialto Unified School District
Rim of the World Unified School District
San Bernardino City Unified School District
Silver Valley Unified School District
Snowline Joint Unified School District
Trona Joint Unified School District
Upland Unified School District
Victor Elementary School District
Victor Valley Union High School District
Yucaipa-Calimesa Joint Unified School District

San Bernardino County Plan for Providing Educational Services to Expelled Students

I. Introduction

As required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926), the County Superintendent, in conjunction with district superintendents within the county, shall develop a plan for providing education services to all expelled students in the county. The plan was adopted by the governing board of each school district and the County Board of Education. The original plan was subsequently submitted to the Superintendent of Public Instruction by the deadline of June 30, 1997. Updates to the plan are due triennially.

The plan enumerates existing alternatives for expelled students, identifies gaps in educational services to expelled students, and provides strategies for filling those service gaps. The plan also identifies alternative placements for students who were expelled and placed in district community day school programs, but who failed to meet the terms and conditions of their rehabilitation plan or posed a danger to other district students, as determined by the governing board.

E.C. 48916.1 requires that “at the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of expulsion.”

Therefore, every San Bernardino County school district governing board will refer each expelled student to an appropriate educational placement for the period of the expulsion. The educational placement will be determined on an individual basis by the school district’s governing board based on 1) seriousness of offense, 2) available educational alternatives, and 3) other related factors.

The 11 elementary school districts, 20 unified school districts, and 2 high school districts in San Bernardino County provide services to students in the largest geographic county in the contiguous United States. These school districts range in size from the smallest with 85 pupils to the largest with a student enrollment of over 54,000 pupils.

Educational programs within San Bernardino County provide numerous opportunities for students who are in need of traditional and/or alternative education programs. School districts within the county offer a broad spectrum of educational alternatives, and the San Bernardino County Superintendent of Schools offers additional options via its Court School, Community School/Community Day School programs and its Special Education SUCCESS/SDC programs. Resource Specialist Programs (RSP) are provided for special education students served in the San Bernardino County Superintendent of Schools Court and Community School/Community Day School programs. Special Day Classes are also provided by SBCSS for expelled students requiring a full day special education program. Other services, such as Designated Instruction and Services (DIS) are provided per the student’s Individual Education Plan (IEP). In some cases, the districts provide the special education services directly. Other specialized services required by 504 Plans or for English Learners are also made available by either the district or the County Office. Working in partnership, the districts and the San Bernardino County Superintendent of Schools provide a wide range of services for expelled students.

All educational alternatives provided by the San Bernardino County school districts are not available to all expelled students. Seriousness of offense, location of offense, and grade level of the student all

have the potential to restrict the district level educational alternatives available to the student during the period of expulsion. Students expelled from school for any of the offenses listed in subdivision (a) or (c) of Section 48915 of the California Education Code shall not be permitted to enroll in any other school or school district during the period of expulsion unless it is a county community school pursuant to subdivision (c) of Section 1981, or a juvenile court school, as described in Section 48645.1, or a community day school pursuant to Article 3 (commencing with Section 48660) of Chapter 4 of Part 27. All expelled students shall be referred to an educational placement that is 1) not situated at a comprehensive elementary, middle, junior or senior high school, and 2) not housed at the school site attended by the student at the time of the offense (E.C. 48915). In addition to the requirements stated above, such factors as district size, district level alternatives, county level alternatives and district philosophy can influence the decisions by a district board of education regarding what educational alternatives are appropriate for the students who are expelled.

II. Existing San Bernardino County Superintendent of Schools Office Educational Alternatives for Expelled Students

The San Bernardino County Superintendent of Schools office is committed to providing an educational option for students expelled from San Bernardino County school districts. Educational alternatives are provided through the San Bernardino County Superintendent of Schools Court and Community School/Community Day School programs and its Special Education SUCCESS/SDC programs. RSP services are provided for special education students enrolled in County Court and Community School/Community Day School programs. Court schools require the formal placement of students into the program by the juvenile court or its probation department representatives. These programs can be either residential or non-residential. Each of these two county-level programs will be available to San Bernardino County district expelled students at the discretion of the juvenile court or its probation representatives. San Bernardino County district governing boards may refer expelled students to County Community School/Community Day School programs pursuant to the Education Code. The SUCCESS program serves as an option to non-public school placement for eligible special education students in the Desert-Mountain geographical region. Special Day Classes for students referred for community day school placement operated by the County are available in the West End and East Valley regions. Many local districts offer district-operated community day school and special education placements as well.

The San Bernardino County Superintendent of Schools provides the following options for expelled youth:

<u>Court School</u>	<u>Community School</u>	<u>Independent Alternative Education (IAE)</u> (Independent Study) Offered regionally
West Valley Juvenile Court School Burton Thrall Court School High Desert Juvenile Court School Regional Boys Education Facility	Galaxy Youth Justice Center	
<u>Community Day Schools:</u>		
Adelanto		
Apple Valley (SDC/SUCCESS offered)		
Barbara Phelps		
Bear Valley		
Bob Murphy (SDC offered)		
Chaffey North		

David Stine Chaffey West (SDC offered)
Civic Center
Galaxy / Youth Justice Center
Highland
Ingles Elementary
Tri-City (SDC offered)
Upland
Victorville
Vision
Yucca Valley

All classroom instruction is delivered daily for 240-360 minutes and is aligned with the State Frameworks and content performance standards. Contracted independent study programs are available to those students and parents who elect not to participate in daily classroom instruction programs. These contracted Independent Alternative Education (IAE) programs require students to complete a minimum of 20 hours per week of educational product.

III. Existing School District Educational Alternatives for Expelled Students

Each school district ensures that services are provided for students who have an expulsion hearing. A student whose behavior has resulted in expulsion shall be given a rehabilitation plan designed by the district of residence. Any recommended placement should be monitored and appropriate documentation maintained. This plan may involve one or more of the options outlined below.

The governing board of each school district will determine which educational alternatives are appropriate and available. Educational alternatives throughout San Bernardino County for students recommended for expulsion include, but are not limited to, the following options:

1. Expulsion, suspended order, with placement on the same school campus.
[E.C. 48917(a)].
2. Expulsion, suspended order, with placement on a different school campus within the district
[E.C. 48917(a)].
3. Expulsion, suspended order, with voluntary enrollment in District Independent Study, if the parent and student consent. (Classroom instruction must be available upon parent or student request).
4. Expulsion, suspended order, with subsequent transfer to another district.
5. Expulsion with referral to a District Community Day School program, if available.
6. Expulsion with subsequent transfer to another district.
7. Expulsion with referral to the San Bernardino County Superintendent of Schools Court and Community School/Community Day School programs or SUCCESS/SDC programs.

Parents may also elect to enroll their student in a charter school or private school. Costs for private school or charter school, if any, are the responsibility of the parent. School districts will offer a public school option for expelled students.

IV. Existing District / County Interventions Prior to Suspension / Expulsion

Consulting with the Student Programs and Services Steering Committee (SPSSC) of the California County Superintendents Educational Services Association, it was recommended, that starting 2012, with the support of SPSSC, the plans address behavioral intervention approaches used to minimize the number of suspensions and expulsions, including a focus on how such practices relate to the disproportionate number of minority students being suspended or expelled.

The districts and county provide a wide range of progressive steps to intervene prior to a student's suspension/expulsion. A survey of the districts demonstrates a common theme of their process to provide interventions. Listed below is a summary of the various interventions provided to all students with special focus on minority students.

- * For truancy and other behavior issues, district personnel will make home visits before being referred to SARB.
- * Students are referred to the district and county Student Study Team. 504 plans will be developed as needed.
- * Students in districts/county classes are placed on a behavioral contract with input from parents.
- * School counselors are provided to students that are struggling with personal issues that are interfering with their school achievement.
- * School resource officers are to provide support to the schools and parents.
- * Schools provide a peer leadership and counseling program.
- * Students are referred to support classes, including: gang awareness, drug and alcohol awareness, anger management.
- * Provide an opportunity to the students that they can voluntarily transfer to another school, with parental permission.
- * Juvenile Probation Department is providing probation officers to schools to assist with security, truancy, communication to parents and the student's probation officer.

V. Gaps in Educational Services to Expelled Students and Strategies for Filling Those Gaps

1. A student who has been expelled from a district under E.C. 48915 and referred to either a District Community Day School or a San Bernardino County Superintendent of Schools Community School/Community Day School program could commit another violation of E.C. 48915.

County/District Strategy for Addressing This Gap

- ❖ If the expelled student commits another mandatory expulsion offense while enrolled in a district community day school, the student shall be referred to the San Bernardino County Superintendent of Schools Community School/Community Day School program. If the expelled student commits another violation of E.C. 48915 while enrolled in the San Bernardino County Superintendent of Schools Community School/Community Day School programs, the student will be placed in another Community School/Community Day School program, or be placed in the IAE program (with parental/student consent), operated by the San Bernardino County Superintendent of Schools or referred to the County Probation Department for appropriate intervention.
- ❖ If the expelled student who commits another violation of E.C. 48915 is a resident of a county other than San Bernardino County, the caseworker may be contacted to discuss alternate placements that may be available in the county of residence.

Were the strategies successful?

Yes. The districts report that their experience with the county programs is positive. County programs provide a continuum of services and programs and they have been WASC Accredited. The group will continue to work on the above gap/strategies in the development of program options. However, if the student has exhausted all programs in close proximity, transportation to another program is problematic. Alternate strategies include transportation, IAE, and behavior intervention shall be implemented.

2. It is possible for a student to fail his/her placement in a county or district community day school program.

County/District Strategy for Addressing This Gap

- ❖ The San Bernardino County Superintendent of Schools will continue to provide educational services to those eligible students placed in its Court and Community Schools/Community Day School programs.
- ❖ Districts will continue to use existing district educational alternatives and strategies to meet the needs of expelled students. Districts may also choose to refer students to the County Community Day School program.
- ❖ Districts and County may offer independent study as a program option. Students will only be placed in independent study programs (IAE) with parent/student consent.

Were the strategies successful?

The programs have been largely successful in addressing this gap. The county programs have developed Student Study Teams and students can be placed on 504 Plans to assist in their success. The county also uses Response to Intervention strategies. Student’s educational programs are promoted through Odysseyware, Saturday bootcamps for CAHSEE prep, GED prep, EL instruction, and tutoring. Some students may continue to fail in successive placements. Counseling will be available in attempt to address and remediate the underlying causes of failure.

3. Small districts within San Bernardino County generally expel very few students during the course of the year. Providing a program for expelled students, in each district, may not be financially or geographically possible.

County/District Strategy for Addressing This Gap

- ❖ Regional Community Day School programs or regional San Bernardino County Superintendent of Schools Community School/Community Day School programs may be developed to respond to geographical or limited student numbers concerns.
- ❖ Districts may apply for small school waivers to enable operation of a local program.

Were the strategies successful?

There have been gains, yet the strategies need to continue. This situation has necessitated the operation of some very small and fiscally prohibitive classes. The county will need to work with districts to establish alternate instructional models for these settings.

County/District Strategy for Addressing This Gap

4. Students who are expelled by individual small school districts, and by the contiguous small school districts within San Bernardino County, vary as to age, grade level and expulsion offenses. The wide range of age, grade level and seriousness of offense makes it difficult to provide appropriate alternatives for students.

County/District Strategy for Addressing This Gap

- ❖ Regional Community Day School programs or regional San Bernardino County Superintendent of Schools Community School/Community Day School programs do exist, but could be expanded if sufficient numbers warrant.
- ❖ Districts and County may offer independent study (IAE) as a program option. Students will only be placed in independent study programs with parent/student consent.

Were the strategies successful?

Yes. These strategies need to continue while districts and county continue to develop alternate programs. This situation has necessitated the operation of some very small and fiscally prohibitive classes.

5. Students in elementary grades who are expelled countywide may not have the same educational options available as do expelled youth in secondary grades. There are a limited number of K-6 programs operated by districts and the county for expelled students. Elementary students cannot attend District Community Day School programs or San Bernardino County Superintendent of Schools Community School/Community Day School programs designed for 7-12 grade students. The numbers of K-6 expelled students in San Bernardino County are small and fluctuate from year to year and therefore, need to be addressed countywide. There is a county operated program in the Desert-Mountain region. There are district operated elementary programs in the East Valley and West End.

County/District Strategy for Addressing This Gap

- ❖ Where available, districts may refer a K-6 student to its Community Day School program for elementary students.
- ❖ If a district has sufficient numbers of elementary students expelled the San Bernardino County Superintendent of Schools may establish an elementary community day school program.
- ❖ Regional district community day school programs or regional San Bernardino County Superintendent of Schools programs may be developed.
- ❖ Districts may develop alternative programs to serve elementary aged students.
- ❖ Independent Alternative Education (IAE) may be offered, with placement contingent on parent/student consent.
- ❖ Districts may choose to provide transportation when necessary to meet the needs in exceptional circumstances.

Were the strategies successful?

Yes, in the Desert-Mountain region. The districts, county, along with partner agencies will continue to explore other grade 3-6 program in the West End and East Valley.

6. Transportation to school is a challenge due to the large geographic area covered by San Bernardino County. Regional programs for expelled students may serve a number of surrounding districts, and

district transportation may not be available to program sites. Expelled students may not be eligible to receive transportation services, or may present safety issues for other students.

County/District Strategy for Addressing This Gap

- ❖ Information can be shared with parents/students about access to public transportation. Discount rates can be negotiated with Public Transportation providers for students.
- ❖ Independent study programs can be offered to parents/students with a desire to participate.
- ❖ Some funding for transportation is available through the county's Child Assistance Fund.

Were strategies successful?

Yes. Also, the districts have implemented the McKinney-Vento Act. The above strategies need to continue.

VI. County and District Alternative Placements for District Community Day School Programs

The final requirement of the county plan for educational services to expelled pupils pertains to alternative placements for District Community Day School programs. Per E.C. 48926, "The plan shall also identify alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils, as determined by the governing board." The following options are available within San Bernardino County.

Option I

The school district of residence continues to maintain responsibility for developing a rehabilitation plan for the student, referring the student to an appropriate educational setting, and ensuring that an educational program is provided either within or outside the school district.

Option II

Expelled students who fail to meet the terms and conditions of the district rehabilitation plan may be referred to a different district school, another district program, a district community day school program, or the San Bernardino County Superintendent of Schools Court and Community School/Community Day School programs. If accepted, a SBCSS Enrollment Plan will be developed with the student, parent(s) or legal guardian(s), and appropriate staff. Part of this plan may include a goal of returning to the school district of residence after the district expulsion term.

VII. Regional Articulation Between Districts And The County Office Of Education

The consistent regional articulation between districts and the San Bernardino County Superintendent of Schools has been occurring over the past fifteen years. The County Office provides monthly Pupil Services administrators meetings for the 33 school districts and San Bernardino County schools. The meeting is chaired by the Child Welfare and Attendance Coordinator. These meetings provide opportunities for articulation and coordination between the county office and school districts. County principals attend the district SARB meetings, as needed. In addition, school districts have on-going communication with the county principals that supervise the alternative education program.

VIII. Appendix Education Code 48926

As required by AB 922 (Chapter 974, Statutes of 1995; E.C. 48926), the County Superintendent, in conjunction with district superintendents, developed a plan for providing educational services to all expelled students in the county. The plan was adopted by the governing board of each school district and the County Board of Education. The plan was subsequently submitted to the Superintendent of Public Instruction by the deadline of June 30, 1997.

The plan enumerated existing alternatives for expelled students, identified gaps in educational services to expelled students, and provided strategies for filling those service gaps. The plan also identified alternative placements for students who were expelled and placed in district community day school programs, but who failed to meet the terms and conditions of their rehabilitation plan or posed a danger to other district students.

AB 922 requires the County Superintendent, in conjunction with district superintendents, to submit a triennial update to the plan to the Superintendent of Public Instruction on June 30th thereafter. The first update was due June 30, 2000. This plan reflects the 2012 update.

Education Code 48916.1

(a) At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion, but only to the extent funds are appropriated for this purpose in the annual Budget Act or other legislation, or both.

(b) Notwithstanding any other provision of law, any educational program provided pursuant to subdivision (a) may be operated by the school district, the County Superintendent of Schools, or a consortium of districts or in joint agreement with the County Superintendent of Schools.

(c) Any educational program provided pursuant to subdivision (b) shall not be situated within or on the grounds of the school from which the pupil was expelled.

(d) If the pupil who is subject to the expulsion order was expelled from any of kindergarten or grades 1 to 6, inclusive, the educational program provided pursuant to subdivision (b) shall not be combined or merged with educational programs offered to pupils in any of grades 7 to 12, inclusive. The district or county program is the only program required to be provided to expelled pupils as determined by the governing board of the school district.

(e) If the pupil who is subject to the expulsion order was expelled from any of grades 7 to 12, inclusive, the school district or the County Superintendent of Schools may offer the pupil independent study in order to satisfy the requirement of subdivision (a). In order to offer IAE to a pupil who is subject to an expulsion order and in addition to any other requirements set forth in Article 5.5 (commencing with Section 51745) of Chapter 5 of Part 28 for independent study, the parent or guardian of the pupil and the pupil shall provide the written consent for placement in IAE. A school district or the County Superintendent of Schools shall notify the expelled pupil of the option of classroom instruction pursuant to paragraph (7) of subdivision (c) of Section 51747.

(f) Each school district shall maintain data for reporting to the State Department of Education pertaining to:

- 1) The number of pupils recommended for expulsion,
- 2) The grounds for each recommended expulsion,
- 3) Whether the pupil was subsequently expelled,
- 4) Whether the expulsion order was suspended,
- 5) The type of referral made after the expulsion.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Laurel Mullally, Ed.D., Director, Health Services/Child Development

**SUBJECT: CALIFORNIA DEPARTMENT OF EDUCATION CHILD
DEVELOPMENT AGENCY ANNUAL REPORT AND PARENT
HANDBOOK**

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BACKGROUND

The Chino Valley Unified School District contracts with the California Department of Education to provide general child care to children of low income families in the community. To comply with the funding terms and conditions, an Agency Annual Report has been completed for each contract using the Categorical Program Monitoring/Contract Monitoring Review Summary of Findings, the Environment Rating Scale Summary of Findings, and the Desired Results Program Action Plan. A parent handbook of operational provisions, policies, and procedures is provided under separate cover.

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

RECOMMENDATION

It is recommended the Board of Education approve the California Department of Education Child Development Agency Annual Report and Parent Handbook.

FISCAL IMPACT

None.

WMJ:PMM:LM:imc

Program Self-Evaluation Annual Report Instructions

Prepare **one** Program Self-Evaluation Annual Report (CD 4000) form for **each** applicable packet for center-based contract type by age group, education network by age group, and/or Cal-SAFE program.

Contract Types:

CSPP: California State Preschool Program

CCTR: California Center-based

CHAN: California Severely Handicapped

CFCC: California Family Child Care Home Education Network

CMIG: California Migrant

Cal-SAFE: California School-Age Families Education- a program providing child care services for children of students, through state funding sources other than the contracts listed above.

Instructions for CD 4000

- Insert the Contractor's legal name.
- Insert the Vendor Number for center-based contract. For Cal-SAFE programs, check the box and enter the CDS Code.
- Check the contract type by age group, education network by age group, or Cal-SAFE.
- Insert the date the PSE Annual Report was completed.
- Insert the number of classrooms for the identified contract type, as applicable.
- Insert the number of family child care homes, as applicable.
- Describe the PSE Process
 - Use this space to write an overview of the self-assessment process used by the contractor to evaluate its program quality, including activities for all contract types. Describe the role of parents, staff, and board members in the PSE process, and how they were involved with the DRDP, ERS, and Parent Survey Summary of Findings. Include the start and completion date. **Note: This information should be comprehensive and include a reference to all applicable contract types. This section may then be duplicated for each packet submission.**
- Insert the date(s) the PSE will be or has been presented to the governing board, parents, and teaching/program staff. This may be a range of dates if more than one meeting will be held, i.e. four meetings July through August 2012.
- Complete the Statement of Completion with a signature, date, and phone number.

Program Self-Evaluation Annual Report

Contractor's Legal Name Chino Valley Unified School District			
Vendor Number		<input checked="" type="checkbox"/> Cal-SAFE CDS Code 36-6767	
Contract and Age Cal-SAFE 6-36 months	<input type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 4, 2012	
Number of Classrooms	1	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process			
<p>ANNUAL REPORT PROCESS: The self-evaluation process for the Chino Valley Unified School District was conducted in several phases for each contract type. Child Development District and Center staff collaborated to achieve the self-evaluation process over the course of several months. This report is for the Cal-SFE contract.</p> <p>PHASE 1: In August 2011, Child Development District Office and Center staffs reviewed the 2010-11 Agency Annual Report, Environment Rating Scale Summary of Findings and Desired Results Program Action Plan. Staffs examined evidence of completion, denoted changes necessary to the plan, and agreed to a schedule for routinely surveying our achievement toward meeting all improvements. The site supervisor posted action plans in each room as a tool to inform teen parents of steps toward continuous program improvement, and to inform and remind center staffs of ongoing goals and objectives to be achieved and maintained.</p> <p>At enrollment intakes, parent orientation meeting, and PAC meetings, teen parents are informed about the Desired Results system and the DR tools we use to measure quality in our programs.</p> <p>PHASE 2: The Desired Results system consisting of the DRDP-IT, ITERS and Parent Survey was implemented in all rooms by the site supervisor. The initial DRDP-IT was completed within 60 calendar days of the child's first day of enrollment. All center staffs participated by documenting their observations of infants and toddlers during their routine daily activities. Parent observations were also used to inform the site supervisor about the child's development. The site supervisor collected and analyzed the evidence (anecdotal observations, parent observations, pictures, etc.); the findings were then used to determine the development level of each child. The site supervisor completed the DRDP-IT, and held parent conferences in November 2011 and March 2012. At parent conferences, the site supervisor worked with teen parents to identify educational goals for their child, brainstorm ideas on learning activities for home and childcare, and provide needed guidance and resources discovered during the parent conference. Ongoing observation and discovery by center staffs continued September-May to document children's progress toward reaching educational goals. Child Development District staff reviewed the DRDP-ITs in October 2011, with follow-up from February through May 2012 to ensure completion, timeliness, and progress toward agency goals.</p>			

PHASE 3: An outside consultant from Orange County Office of Education, Barbara Easton, was hired to perform environment ratings in each classroom using the ITERS instrument. ITERS was completed 12/09/2011 and results were provided to center staffs 12/15/2011. Using the Summary of Findings, center staffs and the site supervisor collaborated to develop action plans to correct subscales scoring below "5". Action plans were implemented immediately and are ongoing. Center staffs and District staffs reference the action plans for ongoing follow-up, review and reflection on the effectiveness, and to identify additional changes necessary. Follow-up actions are recorded by the site supervisor on the Summary of Findings, and center staffs are responsible for noting and maintaining the action plans. The site supervisor submitted documentation of completion to the Child Development office as proof of completion. In cases where products or trainings were necessary as identified on the action plan, purchase orders and packing slips were maintained as evidence of correction, and training attendance is documented by registration confirmations. Child Development staffs conducted random, unannounced visits to all rooms to monitor and verify completion and ongoing maintenance of the action plan.

The DR Parent Survey was administered December 2011. Parent Survey results were summarized on the Parent Survey Summary of Findings. Center staffs and site supervisor utilized the key findings to identify trends and address areas for improvement. The site supervisor shared parent survey results with teen parents at a PAC meeting. A minimum of two PAC meetings are held per year where teen parents participate in reviewing the findings of the environment rating scale and parent surveys. Teen parents help to identify areas where improvements are necessary, and make suggestions to correct. The PAC meetings for teen parents were held on 08/11/2011 (parent orientation and PAC Committee nominations); 11/28/2011 (Child Health and Safety); 02/09/2012 (present Summary of Findings and Agency Action Plan.)

A second Parent Survey was distributed in April 2012, and the results were used to compare and monitor progress towards achieving improvements in the areas identified for program improvement.

PHASE 4: The Summary of Findings from the DRDP-ITs, ITERS and Parent Surveys were used to identify and target trends for improvement on an agency wide level. Center staffs and District staffs collaborated on development and completion of the Desired Results Developmental Profile Summary of Findings And Program Action Plan. The Action Plan establishes educational goals for the children with clear objectives to achieve the targeted common goals. From February-May, ongoing formal and informal meetings were held for site supervisors to review and reflect on agency progress. Changes suggested as necessary to achieving improvements were documented on the CD4001A Follow-Up and Reflection column. Center staffs are routinely informed of changes to ensure the action plan is fully implemented.

Teen parents supported the DR System by attending PAC meetings where Summary of Findings were shared and discussed. Teen parents were given opportunity to provide suggestions and ideas for improvement.

The Board of Education will receive the final Agency Annual Report at the May 10, 2012, Board meeting.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature Name, Title, and Phone Number	Date

Program Self-Evaluation Annual Report

Contractor's Legal Name Chino Valley Unified School District			
Vendor Number		<input type="checkbox"/> Cal-SAFE CDS Code 36-6767	
Contract and Age CCTR 2-6 months and 5-10 years old	<input type="checkbox"/> CSPP <input checked="" type="checkbox"/> CCTR – (Infant/Toddler) <input checked="" type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 4, 2012	
Number of Classrooms	1	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process			
<p>ANNUAL REPORT PROCESS: The self-evaluation process for the Chino Valley Unified School District was conducted in several phases for each contract type. Child Development District and Center staff collaborated over the course of several months to complete the self-evaluation. This report is for the CCTR contract.</p> <p>PHASE 1: In July 2011, Child Development District Office and Center staffs reviewed the 2010-11 Agency Annual Report, ERS Summary of Findings and Desired Results Program Action Plan. Collectively, staffs evaluated the progress toward completing the 2010-11 Program Goals and Objectives. Staff examined evidence of completion, identified changes necessary to the plan, and agreed on a schedule of routine survey toward progress through formal and informal meetings. Site Supervisors posted Action Plans at each center as a tool to inform parents of steps toward continuous program improvement, and to inform and remind staffs of the identified goals and objectives to be achieved and maintained.</p> <p>At the enrollment intakes, parent orientation meeting, and PAC meetings, parents are informed about the Desired Results system and the DR tools we use to measure quality in our programs.</p> <p>PHASE 2: The Desired Results system consisting of the DRDP, ERS and Parent Survey was implemented at all centers by the Site Supervisors. The initial DRDP-R for school-age and DRDP-IT for infants and toddlers were completed within 60 calendar days of the child's first day of enrollment; and every six thereafter. All center staffs participated by documenting their observations of children during their routine daily learning activities. Parent observations were also used to inform teachers about the child's development. Teachers collected and analyzed the evidence (anecdotal observations, parent observations, pictures, work samples, etc.); the findings were then used to determine the developmental level of each child. The teachers completed DRDPs, and held parent conferences in November 2011 and March 2012 to share their findings on the Child's Developmental Progress Report. Teachers and parents worked together at conference time to idea gather/share and to review the child's educational goals. DRDPs were summarized collectively and a summary was provided to each Site Supervisor. Child Development District staffs formally reviewed all DRDPs in September-October 2011, followed by ongoing randomized checks January-May 2012 to check for completion, timeliness, and progress toward children meeting their educational goals.</p>			

In addition to monthly site meetings, center staffs participate in professional development opportunities based on their interests and needs. Trainings offered consist of CPIN trainings, trainings organized by San Bernardino County Child Care Planning Council, and WestEd training as the budget permits. All school-age staffs attended Classroom Management and Effective Homework Help training conducted by an outside consultant on 03/31/2012. One site supervisor attended DR System Continuous Program Improvement Training Session on 04/10/2012 conducted by Nancy DeArmond. All site supervisors attended an agency-led training on the DR System on 04/24/2012.

PHASE 3: An outside consultant from Orange County Office of Education, Barbara Easton, was hired to perform environment ratings at all centers using the appropriate ERS instrument, SACERS for school-age and ITERS for infant/toddler. Liberty and Buena Vista Infant/Toddler Centers were completed on 12/09/2011, and Newman was completed on 01/09/2012. Teacher meetings were held to share ERS results on 12/15/2011 at Liberty and Buena Vista Infant/Toddler Center, and on 01/15/2012 at Newman. Using the Summary of Findings, teachers and center staffs collaborated in developing action plans to correct subscales scoring below "5". Action plans were implemented immediately and are ongoing. Center staffs and District staffs reference the action plans for ongoing follow-up, review and reflection on the effectiveness, and to identify additional changes necessary. Follow-up actions are recorded by teachers on the ERS Summary of Findings. Teachers provide documentation to give proof of completion to the Office of Child Development. In cases where products must be ordered, the purchase order and packing slips are maintained as proof of completion. Child Development staff randomly conducted unannounced site visits to verify that all action steps and/or follow-up changes identified are implemented on a routine basis.

The DR Parent Survey was administered December 2011. Parent Survey results were summarized on the Parent Survey Summary of Findings. Teachers utilized key findings from the survey to identify trends and address areas for improvement. Teachers also shared the survey results with parents at a PAC meeting. Parents, center staffs and teachers brainstormed possible solutions. A minimum of two PAC meetings are held per year with parents choosing the topics. Other PAC meetings provide program information, policy changes, and community resources of potential interest.

Buena Vista Infant/Toddler Center:

08/11/2011 (Parent Orientation and PAC Committee nominations)

11/28/2011 (Child Health and Safety)

02/09/2012 (Share ERS and Parent Survey Summary of Findings, and Agency Action Plan)

Liberty Child Development Program:

09/08/2011 (Parent Orientation and PAC Committee nominations)

02/29/2012 (Share ERS and Parent Survey Summary of Findings, and Agency Action Plan)

04/14/2012 (Ontario PD presentation on Child Safety)

Newman Child Development Program:

09/28/2011 (Parent orientation and PAC Committee nominations)

02/07/2012 (Share ERS and Parent Survey Summary of Findings and Agency Action Plan)

A second Parent Survey was distributed in April 2012. The findings from the second Parent Survey were distributed to center staffs and used to compare and reflect on our progress towards achieving improvements in the areas targeted for improvement on our Parent Survey Summary of Findings.

PHASE 4: The Summary of Findings from DRDP-Rs, ERS and Parent Surveys were used to identify and target trends for improvement on an agency wide level. Center staffs and District staffs actively collaborated to develop and complete the Desired Results Developmental Profile Summary of Findings And Program Action Plan. The Action Plan establishes educational goals for the children, with clear objectives to achieve those goals. All staffs are actively involved in the implementation of the Action Plan. Continuous monitoring, reflection and articulation by all staffs at DR meetings was required to ensure steady progress toward achieving improvement was met and/or implementing changes to reach improvement goals.

Parents supported the Desired Results System process by attending and actively participating in PAC meetings when summaries of findings were shared and discussed.

The Board of Education will receive the final Agency Annual Report at the May 10, 2012, Board meeting.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature Name, Title, and Phone Number	Date

Program Self-Evaluation Annual Report

Contractor's Legal Name Chino Valley Unified School District			
Vendor Number		<input type="checkbox"/> Cal-SAFE CDS Code 36-6767	
Contract and Age CSPP 3-4 years old	<input checked="" type="checkbox"/> CSPP <input type="checkbox"/> CCTR – (Infant/Toddler) <input type="checkbox"/> CCTR – (School-Age) <input type="checkbox"/> Education Network (Infant/Toddler) <input type="checkbox"/> Education Network (Preschool) <input type="checkbox"/> CHAN <input type="checkbox"/> CMIG - (Infant/Toddler) <input type="checkbox"/> CMIG - (Preschool)		
Date Program Self-Evaluation Completed		May 4, 2012	
Number of Classrooms	1	Number of Family Child Care Homes	0
Describe the Program Self-Evaluation Process			
<p>ANNUAL REPORT PROCESS: The self-evaluation process for the Chino Valley Unified School District was conducted in several phases for each contract type. Child Development District and Center staffs collaborated to complete the self-evaluation process over the course of several months. This report is for the CSPP contract.</p> <p>PHASE 1: In July 2011, Child Development District Office staffs and Center staffs reviewed the 2010-11 Agency Annual Report, ERS Summary of Findings and Desired Results Program Action Plan. Staffs discussed the agency Program Goals and Objectives to follow-up on success toward meeting and maintaining the identified goals. Adjustments were documented and Action Plans were posted as a tool to remind parents and staffs of our efforts toward continuous program improvement. Also, in July, our CSPP moved to a new physical location. Center staffs setup the new environment using All About ECERs as a guide. Child Development District Office contracted with an outside consultant from Orange County Office of Education to formally assess the environment using the ERS instrument.</p> <p>At the enrollment intakes, parent orientation meeting, and PAC meetings, center parents are informed about the Desired Results system and the DR tools we use to measure quality in our program.</p> <p>PHASE 2: The Desired Results system consisting of the DRDP-PS, ERS and Parent Survey was implemented by Center staff. The initial DRDP-PS was completed within 60 calendar days of the child's first day of enrollment; and every six months after the initial DRDP-PS. All center staffs participated by documenting their observations of children during their routine daily learning activities. The site supervisor collected and analyzed the evidence (anecdotal, parent observations, pictures, work samples, etc.); the findings were then used to determine the developmental level of each child. The site supervisor completed the DRDP-PS and held parent conferences in November 2011, with a follow-up parent conference in March 2012. Parent conferences are a collaborative time for the site supervisor and parent to share observations of the child's development, to identify educational goals for the child, and to encourage parent engagement and involvement in their child's development. Conferences also provide additional opportunity for identifying family resources as needed. The DRDP-PSs were summarized collectively and a summary given to the site supervisor. Child Development District staffs and administrators formally reviewed DRDP-PSs in September 2011, followed by ongoing randomized checks January through May 2012. The purpose of the random checks is to ensure completion, timeliness, and progress toward children meeting the educational goals set for them.</p>			

In addition to monthly site meetings, center staffs participated in professional development opportunities based on their interests and needs. All staff may attend CPIN trainings, trainings offered through the San Bernardino Child Care Planning Council, local CAEYC trainings, and (as the budget permits) WestEd trainings. The site supervisor also attends director meetings organized by San Bernardino Child Care Planning Council, which provide training and networking. Director meeting topics included Quality Outdoor Learning Environments and Preschool Learning Through Play-Based Curriculum. Trainings attended by center staffs included: Activity Planning in the Preschool Classroom training by WestEd; Curriculum Extenders: Big Ideas For Little Learners conference by SCAEYC; CPIN presentation on the California Preschool Learning Foundations Volume 2; Facilitating Early Learning: Let's Play Follow The Leader, Kids Lead...Teachers Follow, a training conducted by WestEd Center for Child and Family Studies Trainer, Partners for Quality, Linda Drew; and Reflective Curriculum Planning Process: The Cycle of Observe-Document-Reflect-Plan-Implement, a training by Cecelia Thay, WestEd Regional Coordinator, Center for Child & Families Studies, Partners for Quality.

PHASE 3: An outside consultant from Orange County Office of Education, Barbara Easton, was hired to conduct the environment rating using the ERS instrument. ERS was conducted on 11/15/2011. As a follow-up to CPM findings, our CDE Consultant also conducted ERS on 12/07/2011. Results were provided to the site supervisor on 11/29/2011 and 12/09/2011. Center staffs began to collaborate on a correction plan for all subscales scored below "5". Child Development administration closely monitored progress by meeting with site supervisor and staffs, both formally and informally, in December-January toward ensure an effective plan for program improvements was developed. Center and District staffs continuously evaluated the environment to follow-up, review and reflect on the effectiveness of the action plan, to collaborate on and identify further adjustments necessary and follow-up actions were routinely documented on the ERS Summary of Findings. Child Development staff and administration performed random, unannounced visits to verify completion of action steps and ongoing maintenance.

The DR Parent Survey was administered in December 2011. Parent Survey results were summarized on the Parent Survey Summary of Findings. The site supervisor utilized key findings from the survey to identify trends and address areas for needed improvement. The site supervisor shared the survey results with center staffs and parents at a PAC meeting in March 2012. PAC meetings are held a minimum of two per year. Parents are encouraged to actively participate in identifying areas for needed improvement, and strategize ways to resolve with center staffs. PAC meetings were held 08/25/2011 for parent orientation and PAC Committee nominations, and 03/29/2012 to present Summary of Findings on the Environment Rating Scale, Parent Survey, and Agency Action Plan.

A second Parent Survey was distributed in April 2012, and results were used to compare and reflect on our progress towards improvements in the areas targeted for improvement.

PHASE 4: The Summary of Findings from the DRDP-PSs, ERS and Parent Surveys were used to identify and target trends for improvement on an agency wide level. Teachers and District staffs collaborated over the course of several meetings February-April 2012, to develop our agency Desired Results Developmental Profile Summary of Findings and Program Action Plan. Center staffs met to review the agency action plan, and the plan was immediately implemented at the CSPP program. Ongoing monitoring of the plan was accomplished by random visits by District Office staff and administration, as well as site supervisors monitoring center staffs implementation to ensure effective maintenance of the action plan.

Parents supported the Desired Results System process by attending and actively participating in PAC meetings where summaries of findings were shared and discussed. Parents provided suggestions and ideas for program improvement.

The Board of Education will receive the final Agency Annual Report at the May 10, 2012, Board meeting.

A copy of the Program Self-Evaluation will be/has been presented to the Governing Board.		Date
A copy of the Program Self-Evaluation will be/has been presented to teaching/program staff.		Date
A copy of the Program Self-Evaluation will be/has been presented to parents.		Date
Statement of Completion I certify that a Program Self-Evaluation was completed.	Signature Name, Title, and Phone Number	Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Laurel Mullally, Ed.D., Director, Health Services/Child Development
**SUBJECT: PROCLAMATION FOR NATIONAL PHYSICAL FITNESS AND
SPORTS MONTH IN MAY 2012**

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BACKGROUND

Almost half of young people aged 12-21 and more than a third of high school students do not participate in vigorous physical activity on a regular basis, a contributing factor to obesity over a lifetime, according to the Center for Disease Control. As part of National Physical Fitness and Sports Month, the National Association for Sport and Physical Education (NASPE) is kicking off national Physical Education and Sport Week May 1-7, encouraging parents to help their children explore a wide variety of physical activities to determine what they like and encourage them to participate in those activities on a regular basis.

This year the theme is again *Let's Move in School*. The goal of *Let's Move in School* is to ensure that every school provides a comprehensive school physical activity program with quality physical education as the foundation so that youth will develop the knowledge, skills, and confidence to be physically active for life. NASPE recommends that schools and families incorporate at least 60 minutes of moderate physical activity into each child's daily routine. For more information on *Let's Move in School*, visit www.LetsMoveInSchool.org.

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

RECOMMENDATION

It is recommended the Board of Education adopt the proclamation for National Physical Fitness and Sports Month in May 2012.

FISCAL IMPACT

None.

Chino Valley Unified School District
Proclamation
National Physical Fitness and Sports Month
May 2012

WHEREAS, childhood obesity has reached epidemic proportions in the United States;

WHEREAS, a decline in physical activity has contributed to the unprecedented epidemic of childhood obesity;

WHEREAS, regular physical activity is necessary to support normal and healthy growth in children;

WHEREAS, the Physical Activity Guidelines for Americans recommend that children engage in at least 60 minutes of physical activity on most, and preferably all, days of the week;

WHEREAS, children spend many of their waking hours at school and therefore need to be active during the school day to meet the recommendations of the Physical Activity Guidelines for Americans;

WHEREAS, teaching children about physical education and sports not only ensures that they are physically active during the school day, but also educates them on how to be physically active and its importance;

WHEREAS, research shows that fit and active children are more likely to thrive academically; and

WHEREAS, participation in sports and physical activity improves self-esteem and body image in children and adults.

NOW THEREFORE BE IT PROCLAIMED the Chino Valley Unified School District recognizes the month of May 2012 as National Physical Fitness and Sports Month and encourages students, teachers, parents, and Americans alike to take control of their health and wellness by making physical activity, fitness, and sports participation an important part of their daily lives.

Wayne M. Joseph, Superintendent
Secretary, Board of Education

**FACILITIES, PLANNING,
AND OPERATIONS**

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Carol F. Vernava, Director, Purchasing
SUBJECT: AGREEMENTS FOR CONTRACTOR/CONSULTANT SERVICES

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BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

As indicated.

WMJ:GJS:CFV:ljt

EDUCATIONAL SERVICES	FISCAL IMPACT
E-1112-081-West Coast University. To provide student nurses to work with District nurses. Submitted by: Health Services Duration of Agreement: May 11, 2012 – June 30, 2014	Contract Amount: No cost to the District Funding Source: N/A

FACILITIES, PLANNING, AND OPERATIONS	FISCAL IMPACT
F-1112-042-TYR I.O.R. Services. To provide inspection services. Submitted by: Maintenance/Operations/Construction Duration of Agreement: May 11, 2012 – June 30, 2015	Contract Amount: Per rate sheet Funding Source: Various
F-1112-043-Team Inspections. To provide inspection services. Submitted by: Maintenance/Operations/Construction Duration of Agreement: May 11, 2012 – June 30, 2015	Contract Amount: Per rate sheet Funding Source: Various
F-1112-044-San Bernardino County Superintendent of Schools. To provide transportation services to District West End Special Education Local Plan Area students. Submitted by: Transportation Duration of Agreement: June 28, 2012 – June 28, 2013	Contract Amount: \$963,849.27 Funding Source: Transportation

MASTER CONTRACTS	FISCAL IMPACT
MC-1112-173-Jennifer West. To provide caricature drawings at assemblies and events. Submitted by: Purchasing Duration of Agreement: May 11, 2012 – June 30, 2012	Contract Amount: Not to exceed \$300.00. Funding Source: Various
MC-1112-0174-Glen Anderson. To provide DJ services. Submitted by: Purchasing Duration of Agreement: May 11, 2012 – June 30, 2012	Contract Amount: Per rate sheet Funding Source: Various
MC-1112-0175-Jon Stuart Pearson. To provide creative learning assemblies. Submitted by: Purchasing Duration of Agreement: May 11, 2012 – June 30, 2012	Contract Amount: Per rate sheet Funding Source: Various
MC-1112-0176-Kids Art Fairs. To sponsor art shows at sites. Submitted by: Purchasing Duration of Agreement: May 11, 2012 – June 30, 2012	Contract Amount: Per rate sheet Funding Source: Various

CONTRACTS TO BE RATIFIED	FISCAL IMPACT
E-1112-082-Eileen Kostyk. To provide Picture Person services at Butterfield Ranch ES. Submitted by: Butterfield Ranch ES Duration of Agreement: August 29, 2011 – June 6, 2012	Contract Amount: Not to exceed \$1,000.00. Funding Source: PTA donation
E-1112-083-Eileen Kostyk. To provide services for Project Self Esteem at Butterfield Ranch ES. Submitted by: Butterfield Ranch ES Duration of Agreement: August 29, 2011 – June 6, 2012	Contract Amount: Not to exceed \$1,000.00. Funding Source: N/A
F-1112-040-Diverspack of California. Rental of District property at 4545 Danito Court, Chino, California. Submitted by: Facilities/Planning Duration of Contract: April 1, 2012 – March 31, 2014	Contract Amount: Income of \$4,500.00 per month. Funding Source: N/A

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Carol F. Vernava, Director, Purchasing
SUBJECT: SURPLUS/OBSOLETE PROPERTY

=====

BACKGROUND

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

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

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

RECOMMENDATION

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

FISCAL IMPACT

Increase to the General Fund from proceeds of sale.

WMJ:GJS:CFV:ijt

**CHINO VALLEY UNIFIED SCHOOL DISTRICT
SURPLUS/OBSOLETE PROPERTY
May 10, 2012**

<u>DESCRIPTION</u>	<u>BRAND</u>	<u>I.D./SERIAL</u>	<u>DEPT/SITE</u>
Refrigerant Recovery Device	Allied	A24985	M/O/C
Refrigerant Recovery Device	Allied	A24984	M/O/C
Enclosed Trailer	Carson	269/4HXEN1016C1123474	Transportation
Enclosed Trailer	AZ-Tex	285/4ZBUE0167YK001001	Transportation
Enclosed Trailer	AZ-Tex	286/4ZBUE0169YK001002	Transportation
Enclosed Trailer	AZ-Tex	287/4ZBUE0812YK001045	Transportation
Enclosed Trailer	AZ-Tex	288/4XBUE0180YK001044	Transportation
Tilt Trailer	Zieman	283/1ZCT29E20RZP17633	Transportation
Tilt Trailer	Zieman	273/Z209645	Transportation
Enclosed Trailer	Carson	268/4HXEN10196C112373	Transportation
Scissor Lift	N/A	A007/78918761	Transportation
CNG Compressor	Ingersoll	CNG-02/468132	Transportation
CNG Compressor	Ingersoll	CNG-03/30T309128	Transportation
½ Ton Pick-Up	Ford	141/FTCF15Y5EPA34563	Transportation
½ Ton Pick-Up	Ford	148/1FTCF15Y0GPA97864	Transportation
Single Drawer Desks (39)			Country Springs ES
25" TV	GE	A26289	Country Springs ES
25" TV	GE	A27134	Country Springs ES
25" TV	GE	A26297	Country Springs ES
Union Shelves (9)			Country Springs ES
Cushion Chairs (19)			Country Springs ES
Rolling Chairs (8)			Country Springs ES
Upper Grade Desks (7)			Country Springs ES
Student Chairs (45)			Country Springs ES
Computer		15807	Country Springs ES
Computer		01386	Country Springs ES
Monitor		1565464A24W2434	Country Springs ES
Fax Machine		MYODEION3	Country Springs ES
Printer		19867	Country Springs ES
Computer	Dell	HGX7701	Country Springs ES
Monitor	Dell	EX02601296	Country Springs ES
Dukane Film			Country Springs ES
Cassette Recorders (3)			Country Springs ES
DVD Player		CHDUD300ZS	Country Springs ES
TV		420521686	Country Springs ES
TV	Samsung	39ZR554355P	Country Springs ES
Monitor		89841CZPNU56	Country Springs ES
VHS Player		A27290	Country Springs ES
Desk		CO5316	Country Springs ES
Recorder	RCA		Country Springs ES
Monitor		10838	Country Springs ES
Student Work Stations (4)	Carousel Style		Glenmeade ES
Office Chairs (11)	Cushioned seat/back		Glenmeade ES
2' x 3' Wire Animal Cage			Glenmeade ES
File Cabinet (7)	4 drawer		Glenmeade ES
Classroom Storage	5 drawer w/counter	A02781	Glenmeade ES
Student Desks (81)	Front pocket style		Glenmeade ES
Single Door Freezer	McCall	783879	Chino Hills HS

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Gregory J. Stachura, Asst. Supt., Facilities, Planning, and Operations
Michael J. Chapko, Director, Maintenance, Operations, and Construction
Carol F. Vernava, Director, Purchasing
**SUBJECT: DISTRICT ACCEPTANCE OF BOND FOR RELEASE OF STOP
NOTICE FOR BID 10-11-16, CONSTRUCTION OF ONE CLASSROOM
WING AT CATTLE ES**

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BACKGROUND

The Board awarded Bid 10-11-16, Construction of One Classroom Wing at Cattle ES, to Pacwest Corporation on June 2, 2011. On April 16, 2012, Aldan, Inc., the HVAC subcontractor on the project, filed a Stop Notice for \$82,349.08 against Pacwest Corporation. The District has a responsibility to hold 125% of the monies declared on the Stop Notice from the contract amount, which is equivalent to \$102,936.35.

Pacwest Corporation has submitted a Bond for Release of Stop Notice for \$102,937.00. This bond will allow the District to release the retention funds to Pacwest Corporation and shift the liability from the District to the general contractor's surety.

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

RECOMMENDATION

It is recommended the Board of Education accept the Bond for Release of Stop Notice for Bid 10-11-16, Construction of One Classroom Wing at Cattle ES.

FISCAL IMPACT

None.

WMJ:GJS:MJC:CFV:ijt

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Assistant Superintendent, Human Resources
Michelle J. Harold, Ed.D., Director, Human Resources
Heather Williams, Ed.D., Director, Human Resources

SUBJECT: CERTIFICATED/CLASSIFIED PERSONNEL ITEMS

=====

BACKGROUND

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

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

RECOMMENDATION

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

FISCAL IMPACT

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

WMJ:NE:MJH:HW:jmr

CERTIFICATED PERSONNEL

HIRED AT APPROPRIATE PLACEMENT ON THE CERTIFICATED SALARY SCHEDULE AND APPROPRIATE CREDENTIAL

<u>NAME</u>	<u>POSITION</u>	<u>LOCATION</u>	<u>EFFECTIVE DATE</u>
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REHIRED FROM THE 39/24 MONTH REEMPLOYMENT LIST

MOGENSEN, Jeanette	RSP Teacher	Dickson ES 75% Cortez ES 25%	04/23/2012
VANDERLEEST, Laura	Elementary Teacher	Walnut ES	04/19/2012
MILLER, Angelin	RSP Teacher	Wickman ES 30% Liberty ES 70%	04/24/2012

RETIREMENTS

MADSEN, Barbara	Elementary Teacher	Oak Ridge ES	06/09/2012
SOUTH, Annie	Elementary Teacher	Oak Ridge ES	06/09/2012
APPEL, Rosemary	Elementary Teacher	Walnut ES	06/09/2012
DYKSTRA, Donna	Secondary Teacher	Townsend JHS	06/12/2012
FORMEL, Fred	Secondary Teacher	Townsend JHS	06/12/2012
PEARL, Vicki	Secondary Teacher	Townsend JHS	06/12/2012
SOUTH, John	Secondary Teacher	Townsend JHS	06/12/2012
SPAULDING, Carolyn	Secondary Teacher	Townsend JHS	06/12/2012
HALE, Joseph	Secondary Teacher	Woodcrest JHS	06/12/2012
LOMBARD, Deborah	Elementary Teacher	Cal Aero K-8	06/09/2012
BURROWS, Marcia	Secondary Teacher	Ayala HS	06/12/2012
ZIMMERMAN, Kathleen	Secondary Teacher	Chino HS	06/12/2012
PITTS, Lydia	Secondary Teacher	Chino Hills HS	06/12/2012
KENNEDY, Jennifer	Secondary Teacher	Don Lugo HS	06/12/2012

TEACHING OUT OF CREDENTIALLED AREA PER EDUCATION CODE 44258.7(B) EFFECTIVE JULY 1, 2011, THROUGH JUNE 30, 2012

FREEMAN, Marvin	Biology/Earth Science	Boys Republic HS	07/01/2012
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LEAVE OF ABSENCE – JOB SHARES FOR 2012/2013

STACHURA, Marlene	Second Grade – 50%	Butterfield Ranch ES	2012/2013
THOMPSON, Jennifer	Second Grade – 50%	Butterfield Ranch ES	2012/2013
REIFF, Lowell	Third Grade – 40%	Cortez ES	2012/2013

CERTIFICATED PERSONNEL (cont.)

LEAVE OF ABSENCE – JOB SHARES FOR 2012/2013 (cont.)

WATSON, Gail	Third Grade – 60%	Cortez ES	2012/2013
VOLKERT, Jennie	Third Grade – 50%	Country Springs ES	2012/2013
LEONG, Eileen	Third Grade – 50%	Country Springs ES	2012/2013
SANDVIK, Judy	Second Grade – 40%	Litel ES	2012/2013
CHAMBERLAIN, Colleen	Second Grade – 60%	Litel ES	2012/2013
WALSHE, Valerie	First Grade – 50%	Oak Ridge ES	2012/2013
WAY, Jennifer	First Grade – 50%	Oak Ridge ES	2012/2013

APPOINTMENT OF CERTIFICATED SUBSTITUTES EFFECTIVE JULY 1, 2011, THROUGH JUNE 30, 2012

ATHANS, Jennifer
BEYER, Casandra
HELMS, Dawn
HOLLYFIELD, Myla
STERN, Alexandria
WEISS, Samantha

APPOINTMENT – EXTRA DUTY

CRUZ, Jennifer (NBM)	Choir	Don Lugo HS	05/11/2012
HARREN, Ashley (NBM)	Swim (GF)	Don Lugo HS	05/11/2012

DELETED – EXTRA DUTY

KENT, Melanie	Swim	Ayala HS	04/17/2012
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CLASSIFIED PERSONNEL

HIRED AT THE APPROPRIATE PLACEMENT ON THE CLASSIFIED SALARY SCHEDULE

APPOINTMENT

BLANKENSHIP, Wendi	Noon Ground Supv. (GF)	Oak Ridge ES	05/11/2012
SANCHEZ, Kimberly	Health Technician (GF)	Oak Ridge ES	05/11/2012
MEZA, Mary	Noon Ground Supv. (GF)	Rhodes ES	05/11/2012
IOSSIF, Italia	IA/Sped. (SELPA/GF)	Ayala HS	05/11/2012

TRANSFER/DECREASE IN HOURS

KAHL, Jeanette	FROM: Central Kitchen	Woodcrest JHS	05/01/2012
	Asst. I (NS) 2.5 hrs./181 work days		
	TO: Central Kitchen	Townsend JHS	
	2 hrs./181 work days		

REHIRED FROM 39 MONTH RE-EMPLOYMENT LIST

SUAZO, Julie	Central Kitchen Asst. (NS)	Townsend JHS	04/16/2012
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PLACEMENT ON 39 MONTH RE-EMPLOYMENT LIST

PULIDO, Brenda	Account Clerk II (GF)	Transportation	04/11/2012
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PERSONAL LEAVE OF ABSENCE FOR 40% OF CONTRACT

ALCANTARA, Adrienne	Occupational Therapist	Special Education	07/01/2012 through 06/30/2013
MOORE, Kendra	Occupational Therapist	Special Education	07/01/2012 through 06/30/2013

RESIGNATION

AVILA, Monica	Noon Ground Supv. (GF)	Rhodes ES	04/20/2012
DE LA TORRE, Roxana	Noon Ground Supv. (GF)	Cal Aero K-8	04/20/2012
PITTS, Cassie	IA/Secondary (ND)	Boys Republic HS	04/05/2012

CLASSIFIED PERSONNEL (cont.)

RETIREMENT

HORSTMAN, Norma (27 years of service)	Nutrition Svcs. Mgr. I (NS)	Dickson ES	04/05/2012
ROBLES, Gloria (28 years of service)	Counseling Assistant (GF)	Canyon Hills JHS	06/27/2012
BAILEY, Donna (24 years of service)	Sec. Library/Media Assistant (GF)	Townsend JHS	06/20/2012
MUERONG JR., Salvador (23 years of service)	Custodian I (GF)	Ayala HS	08/31/2012

TERMINATION OF PROBATIONARY EMPLOYEE WITHOUT PREJUDICE

Employee #9435 05/11/2012

**APPOINTMENT OF SHORT TERM EMPLOYEES EFFECTIVE APRIL 2, 2012,
THROUGH JUNE 8, 2012**

RODIL, Maria	IA/Sped./SH (GF/SELPA)	Cortez ES
VALADEZ, Claudia	IA/Sped./SH (GF/SELPA)	Newman ES
CRONKITE, Suzzette	IA/Sped./SH (GF/SELPA)	Walnut ES
VAN RIPER, Jayne	IA/Sped./SDC (GF/SELPA)	Townsend JHS
GORIS, Margarita	IA/Bil.-Bilit. (C)	Don Lugo HS
TAPIA, Susan	IA/Bil.-Bilit. (C)	Don Lugo HS
LUNA, Nancy	Noon Ground Supv. (C)	Don Lugo HS

**APPOINTMENT OF CLASSIFIED SUBSTITUTES EFFECTIVE JULY 1, 2011,
THROUGH JUNE 30, 2012**

ARECHIGA, Norma
BRAUN, Amanda
BUENO, Xochitl
DIAZ, Diana
ESQUEDA, Alejandra
GONZALEZ, Yvonne
HORN, Sheila
MARTIN, Cecilia
ORNELAS, Priscilla
ORNELAS, Victoria
PAPPAS, Bea
REVILLA, Eva
SPEAR, Tamara
WEIK, Linda

CLASSIFIED PERSONNEL (cont.)

(504) = Federal Law for Individuals with Handicaps
(ACE) = Ace Driving School
(ASB) = Associated Student Body
(ASF) = Adult School Funded
(ATE) = Alternative to Expulsion
(BTSA) = Beginning Teacher Support & Assessment
(C) = Categorically Funded
(CAHSEE)= California High School Exit Exam
(CC) = Children's Center (Marshall)
(CDF) = Child Development Fund
(CSR) = Class Size Reduction
(CVLA) = Chino Valley Learning Academy
(E-rate) = Discount Reimbursements for Telecom.
(G) = Grant Funded
(GF) = General Fund
(HBE) = Home Base Education
(MM) = Measure M – Fund 21
(MAA) = Medi-Cal Administrative Activities
(NBM) = Non-Bargaining Member
(ND) = Neglected and Delinquent
(NS) = Nutrition Services Budget
(OPPR) = Opportunity Program
(R) = Restricted
(ROP) = Regional Occupation Program
(SAT) = Saturday School
(SB813) = Medi-Cal Admin. Activities Entity Fund
(SELPA) = Special Education Local Plan Area
(SOAR) = Students on a Rise
(SPEC) = Spectrum Schools
(SS) = Summer School
(SWAS) = School within a School
(VA) = Virtual Academy
(WIA) = Workforce Investment Act

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Assistant Superintendent, Human Resources
Michelle J. Harold, Ed.D., Director, Human Resources
Heather Williams, Ed.D., Director, Human Resources

**SUBJECT: RESOLUTION 2011/2012-50 CLASSIFIED EMPLOYEES
WEEK/SEMANA DE EMPLEADOS CLASIFICADOS**

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BACKGROUND

Classified School Employee Week began as a resolution at California Schools Employees Association’s Annual Conference in 1984. Two years later, it was adopted as California Senate Bill 1552 and decreed to be an official recognition of classified school employees.

When the legislature passed the law, making the third full week of every May Classified School Employees Week/Semana de Empleados Clasificados, it brought to light classified workers’ many contributions to education in California. The signing of the law was also a testament to the importance of the work being performed by classified employees who help to shape the future for California’s children.

The week of May 20-26, 2012, is recognized throughout the State as Classified Employees Week/Semana de Empleados Clasificados. Resolution 2011/2012-50 supports this statewide effort to recognize the contributions of more than 1000 classified employees in the Chino Valley Unified School District.

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

RECOMMENDATION

It is recommended the Board of Education adopt Resolution 2011/2012-50 Classified Employees Week/Semana de Empleados Clasificados.

FISCAL IMPACT

None.

**Chino Valley Unified School District
Resolution 2011/2012-50
Classified Employees Week/Semana De Empleados Clasificados**

WHEREAS, the services provided by classified school employees are an essential and integral part of an effective and efficient public school system;

WHEREAS, the services provided by classified school employees meet the needs of children and teachers by maintaining a safe, clean, healthy and positive environment for all students and employees;

WHEREAS, the services provided by classified school employees strive to fulfill the District's motto of "Student Achievement, Safe Schools and Positive School Climate, Humility, Civility, and Service;"

WHEREAS, all classified employees regardless of their specific duties and responsibilities are partners in providing the community with educational opportunities for all students.

NOW THEREFORE, BE IT RESOLVED the Chino Valley Unified School District hereby acknowledges and honors the contributions of all classified employees regarding their contributions toward achieving excellence in education in California and in the District, and designates the week of May 20-26, 2012, as Classified School Employees Week/Semana de Empleados Clasificados in the Chino Valley Unified School District.

BE IT FURTHER RESOLVED the Board of Education calls on the community to join with it in expressing sincere appreciation to our classified employees for a job well done.

APPROVED, PASSED, AND ADOPTED by the Board of Education of the Chino Valley Unified School District this 10th day of May 2012.

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Wayne M. Joseph, Superintendent
Secretary, Board of Education

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Assistant Superintendent, Human Resources
Michelle J. Harold, Ed.D., Director, Human Resources
Heather Williams, Ed.D., Director, Human Resources

**SUBJECT: SUPERVISED FIELDWORK AGREEMENT – ATHLETIC TRAINING
EDUCATION PROGRAM**

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BACKGROUND

Athletic training education programs, an academic major or the equivalent, are accredited by the Commission on the Accreditation of Allied Health Education programs via the Joint Review Committee – Athletic Training and lead to a bachelor’s or master’s degree. Certification is granted by the Board of Certification, Inc. The supervised fieldwork will provide a high quality of learning, support and practical classroom and clinical experience for students in training. The Chino Valley Unified School District has an opportunity to establish a supervised fieldwork agreement with Chapman University.

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

RECOMMENDATION

It is recommended the Board of Education approve the supervised fieldwork agreement with Chapman University.

FISCAL IMPACT

None.

WMJ:NE:MJH:HW:smr

**CHAPMAN UNIVERSITY
ATHLETIC TRAINING EDUCATION PROGRAM****AFFILIATED SITE AGREEMENT**

This AGREEMENT is made and entered into this **May 11, 2012**, between CHAPMAN UNIVERSITY, hereafter referred to as the "UNIVERSITY", and **CHINO VALLEY UNIFIED SCHOOL DISTRICT**, hereafter referred to as the "AFFILIATED SITE".

WHEREAS:

The UNIVERSITY has a major in Athletic Training which awards a Bachelor of Science degree in Athletic Training and is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) and the Western Association of Schools and Colleges, and;

Clinical experience is required as an integral component of the athletic training curriculum and professional preparation, and;

The UNIVERSITY desires the cooperation of the AFFILIATED SITE and its staff in the development, implementation and evaluation of the athletic training student clinical experience and professional preparation and;

The AFFILIATED SITE will benefit from the professional services provided by the athletic training students of UNIVERSITY, and;

The parties have found it to be in the public interest for the AFFILIATED SITE to join the UNIVERSITY in satisfying the curriculum requirements and professional preparation of athletic training students.

NOW, THEREFORE, UNIVERSITY and AFFILIATED SITE agree to the following terms and conditions for the establishment and operation of a clinical education program.

I. THE PARTIES MUTUALLY AGREE:

- A. This AGREEMENT shall continue in force, effect from **May 11, 2012**, to, and including **May 31, 2015**. This AGREEMENT may be renewed for a one-year period by mutual consent of both parties. This AGREEMENT may be terminated by either party with or without cause upon ninety (90) days written notice, provided that (subject to the other terms of this AGREEMENT) all students currently enrolled in the Program at the AFFILIATED SITE at the time of notice of termination shall be given the opportunity to complete the program at the AFFILIATED SITE.
- B. The parties shall follow the cognitive and psychomotor competencies and clinical proficiencies specified by CAATE for the clinical education experience, utilize methods

- for their implementation and continually evaluate the effectiveness of the clinical experience in meeting the didactic and clinical delivery of the curriculum for athletic training students.
- C. The AFFILIATED SITE Certified Athletic Trainer (ATC) must be recognized as an Approved Clinical Instructor (ACI) defined by the CAATE and Chapman University Athletic Training Education Program (CUATEP). This recognition includes the participation of the AFFILIATED SITE Certified Athletic Trainer in a five-hour clinical education instructor workshop delivered by the CUATEP Program Director and/or Clinical Education Coordinator, both of whom are Clinical Instructor Educators.
- D. The AFFILIATED SITE health-care provider (e.g., Physician, Physician Assistant, Nurse, Physical Therapist, etc.) who is not a certified athletic trainer must be recognized as a Clinical Instructor (CI) defined by the CAATE and Chapman University Athletic Training Education Program CUATEP.
- E. The period for each athletic training student's clinical experience shall be mutually agreed upon prior to beginning the clinical education program.
- F. The number of students able to participate in the AFFILIATED SITE'S clinical education program will be mutually determined by agreement of the parties and may be altered by mutual agreement, with due consideration given to the clinical space available, not to exceed the standard 5 (five) athletic training students to 1 (one) ACI/CI ratio.
- G. The Affiliated Site ACI/CI *may be* eligible for pay or remuneration for participation in this program beyond the 5.0 Continuing Education Units from the Board of Certification (BOC), Inc. for attending the CUATEP clinical instructor workshop. Criteria for pay or remuneration are as follows:
- Instructing and supervising one or more Athletic Training Student(s) (ATS) at the Affiliated Site during the semester;
 - Providing written evaluation of ATS(s) performance at the midterm and final week during the semester;
 - Positive written evaluation comments by the ATS(s) of the Affiliated Site and ACI/CI
 - Standard stipend remuneration will be:
 1. \$50 per student up to a maximum of \$250 per semesterStipends will be processed during each semester of the academic year
- H. AFFILIATED SITE may request UNIVERSITY to withdraw from AFFILIATED SITE'S clinical experience program any student who AFFILIATED SITE determines is not performing satisfactorily, or who refuses to follow AFFILIATED SITE'S administrative and patient care policies, procedures, rules and regulations. Such request shall be in writing and must include a statement of reason(s) why AFFILIATED SITE desires to have the student withdrawn. UNIVERSITY may withdraw a student from the clinical program at any time, upon written notice to the AFFILIATED SITE.

- I. Neither party shall discriminate in the assignment of athletic training students based on race, color, disability, sex, religion, national origin, sexual orientation, ancestry, or any other basis prohibited by law.
- J. The UNIVERSITY agrees to indemnify, hold harmless, and defend the AFFILIATED SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the AFFILIATED SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its trustees, agents, or employees.
- K. The AFFILIATED SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its trustees, agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the AFFILIATED SITE, its agents, or employees.
- L. The parties agree that the athletic training students are fulfilling specific requirements for the field experiences as part of a degree requirement and, therefore, regardless of the nature or extent of the acts performed by them, the students are not to be considered employees or agents of either the UNIVERSITY or the AFFILIATED SITE for any purpose including Workers' Compensation or employee benefit programs, and the students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.
- M. Notices required or permitted to be provided under this AGREEMENT shall be in writing and shall be deemed to have been duly given if mailed first class as follows:

To: **CHINO VALLEY UNIFIED SCHOOL DISTRICT:**

5130 Riverside Drive
Chino, California 91710

Attention: _____

Telephone: _____

To: **CHAPMAN UNIVERSITY:**

Athletic Training Education Program
One University Drive
Orange, California 92866

Attention: Jason Bennett, DA, ATC
CUATEP Director

Telephone: (714) 997-6567

- N. Both parties acknowledge that they are independent contractors, and nothing contained in this AGREEMENT shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties, and neither party shall so hold itself out. Neither party shall have any right to obligate or bind the other party in any manner whatsoever, and nothing contained in this AGREEMENT shall give or is intended to give any right of any kind to third persons.
- O. Neither party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this AGREEMENT without the prior written consent of the other party hereto. Subject to the foregoing, this AGREEMENT shall be binding upon and inure to the benefit of the respective successors and assigns of the UNIVERSITY and the AFFILIATED SITE.
- P. Any failure of a party to enforce that party's right under any provision of this AGREEMENT shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- Q. If any term or provision of this AGREEMENT is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this AGREEMENT shall be interpreted as if such term or provision had never been contained in this AGREEMENT.
- R. This Agreement shall be governed by the laws of the state of California. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such action shall be Orange County, California
- II. AFFILIATED SITE AGREES:
- A. To provide time and training for the ACI/CI who supervises and coordinates the clinical education experience with the CUATEP Clinical Education Coordinator. The aforementioned individual shall meet the criteria established by the Board of Certification, (BOC) Inc., and CAATE standards for the supervision of athletic training students in the clinical education setting.
- B. To provide the ACI/CI with reasonable time to plan and implement the clinical education experience including, when feasible, time to attend relevant meetings and conferences.
- C. To structure the clinical experience as needed to meet the educational competencies and clinical proficiencies specified by CAATE, utilize methods for their implementation and continually evaluate the effectiveness of the clinical experience in meeting the didactic and clinical delivery of the curriculum for athletic training students. The AFFILIATED SITE will attempt to meet the mission, goals and objectives set forth by CUATEP within the constraints of the AFFILIATED SITE'S physical environment, patient load, and clinical experience.

- D. To advise UNIVERSITY of any changes in its personnel, operation, or policies which may affect the clinical education experience.
- E. To provide the assigned athletic training student, whenever possible with the use of library resources, reference materials and other specialized learning experiences.
- F. To provide the athletic training student with a copy of the AFFILIATED SITE'S rules, regulations, policies, and procedures, with which the athletic training student is expected to comply.
- G. To provide for emergency health care of the athletic training student in case of accident at the expense of the student.
- H. Upon reasonable request, to permit UNIVERSITY and/or appropriate agencies charged with the responsibility of accrediting or approving the athletic training education program to inspect the clinical facilities, services available for clinical experience, student records and other materials pertaining to the clinical education program.
- I. To evaluate the performance of the athletic training student on a regular basis using the evaluation form provided by CUATEP at the midterm and end of semester. UNIVERSITY is to be notified, by at least midterm, of any serious deficit noted in that assigned athletic training student's ability to accomplish the objectives set forth for that clinical experience. (It will then be the mutual responsibility of the assigned student, ACI/CI to devise a plan by which the student may be assisted to achieve the stated objectives.)
- J. To forward a copy of the student's final written evaluation of clinical rotation objectives reflecting competency completion and clinical proficiency acquisition, upon completion of the clinical education experience to be received by CUATEP Director and/or Clinical Education Coordinator within five (5) working days of the end of a semester.
- K. The AFFILIATED SITE agrees to comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation laws relating to the confidentiality of student records.
- L. To promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the AFFILIATED SITE or involving employees or agents of the AFFILIATED SITE, to take prompt and effective remedial action when discrimination or harassment is found to have occurred, and to promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.

- M. To provide, upon request by any participating student, with such reasonable accommodations at the AFFILIATED SITE as required by law in order to allow qualified disabled students to participate in the program.
- N. The AFFILIATED SITE will maintain the following minimal coverage in full force and effect, at its sole expense and written by carriers acceptable to UNIVERSITY:

i. Commercial General Liability (Minimum Requirements):

Limits of Liability:

- \$1,000,000 Each Occurrence
- \$2,000,000 General Aggregate
- \$1,000,000 Products/Completed Operations Aggregate
- \$1,000,000 Personal & Advertising Injury
- \$5,000 Medical Payments

ii. Certificates of Insurance:

The AFFILIATED SITE shall supply an insurer's Certificate of Insurance (COI) on an Acord™ 25 form stating that there is insurance in effect with the minimum limits shown above. Each COI shall specify that without thirty (30) days prior written notice to UNIVERSITY (ten days notice for non-payment of premium) the policy shall not be canceled, non-renewed, or coverage and/or limits reduced or materially altered. By endorsement to all liability policies, UNIVERSITY shall be named as an additional insured as its interest may appear with regard to activity and/or operations under the Agreement. Insurance required under this Agreement shall be primary insurance as respects UNIVERSITY, its trustees, officers, employees, representatives, agents and assigns, and any insurance maintained by UNIVERSITY shall be excess and shall not contribute with it. All policies must be issued by insurers currently rated by A.M. Best as "(A-) IX" or better.

III. UNIVERSITY AGREES:

- A. To assume responsibility for the professional preparation of the athletic training student in compliance with the curriculum standards as set forth by CAATE & the BOC, Inc.
- B. To establish and maintain ongoing communication with the ACI/CI of clinical education at the AFFILIATED SITE on items pertinent to athletic training education and the clinical education of athletic training students enrolled in the CUATEP. (Such communication might include, but is not limited to, a description of the experience, student biographical information, policies, faculty qualification, etc.) On-site visits will

- be arranged when feasible or upon request by the AFFILIATED SITE Approved Clinical Instructor/ATC.
- C. To place at the AFFILIATED SITE only those athletic training students who have satisfactorily completed the prerequisite didactic portion of the curriculum.
 - D. To inform the athletic training student of the AFFILIATED SITE'S requirements for acceptance when applicable.
 - E. To provide upon request, the AFFILIATED SITE written certification concerning the student's health and any immunization against communicable diseases requested by the AFFILIATED SITE upon receipt by the CUATEP Director and/or Clinical Education Coordinator.
 - F. To provide the AFFILIATED SITE, upon request, with a Certificate of Insurance evidencing the UNIVERSITY'S general liability insurance coverage relative to bodily injury and property damage with limits as set forth in Section II.N., and to further provide evidence of professional liability insurance coverage for any participating student in connection with the student's professional activities at the AFFILIATED SITE under the AGREEMENT.
 - G. To supply the ACI/CI at an AFFILIATED SITE with all appropriate didactic and clinical syllabi and evaluation instruments reflecting the educational competencies and clinical proficiencies necessary for proper clinical education instruction, supervision and evaluation.
 - H. To have each athletic training student provide, prior to commencement of the clinical experience, such confidential information as may be required by the AFFILIATED SITE as deemed necessary for the training and guidance of the students, together with the student's authorization for release of such information, as required by law.
 - I. That the athletic training students are not employees of the AFFILIATED SITE and they will not receive compensation from said AFFILIATED SITE.
 - J. To inform the athletic training students that they must abide by existing rules and regulations of the AFFILIATED SITE.
 - K. To inform the athletic training students that they must be cleared, if required by the AFFILIATED SITE, from an absence caused by injury or illness, by a physician.
 - L. That the athletic training student will provide evidence of health insurance coverage at the beginning of the clinical experience.



This AGREEMENT fully supersedes any and all prior AGREEMENTS or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof, and no change in, modification of or addition, amendment or supplement to this AGREEMENT shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this AGREEMENT.

This AGREEMENT may be executed in one or more counterparts, each of which shall constitute one and the same agreement. Further, the Parties may execute this AGREEMENT via fax or electronic mail transmission. A true and correct copy of the AGREEMENT, as executed by the Parties, may be used in lieu of an original for all purposes permitted by law.

SIGNATURES:

CHAPMAN UNIVERSITY

Daniele C. Struppa, Ph.D.
Chancellor
Chapman University

Date

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Print Name
Affiliated Site Authorized Representative

Print Title

Signature
Affiliated Site Authorized Representative

Date

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Norm Enfield, Ed.D., Assistant Superintendent, Human Resources
Michelle J. Harold, Ed.D., Director, Human Resources
Heather Williams, Ed.D., Director, Human Resources

**SUBJECT: NEW JOB DESCRIPTIONS FOR ELEMENTARY INTERVENTION
SPECIALIST – TEACHER ON ASSIGNMENT AND SECONDARY
INTERVENTION SPECIALIST – TEACHER ON ASSIGNMENT**

=====

BACKGROUND

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

It is recommended these job descriptions be approved to better serve the goals and objectives of the District as they relate to educational and instructional achievement. New language is provided in UPPER CASE.

The District has consulted with the Associated Chino Teachers on the new job descriptions as required.

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

RECOMMENDATION

It is recommended the Board of Education approve the new job descriptions for:

- a) Elementary Intervention Specialist – Teacher on Assignment, and
- b) Secondary Intervention Specialist – Teacher on Assignment.

FISCAL IMPACT

None.

CHINO VALLEY UNIFIED SCHOOL DISTRICT

ELEMENTARY INTERVENTION SPECIALIST – TEACHER ON ASSIGNMENT

DESCRIPTION OF POSITION: ASSIST ELEMENTARY SCHOOLS IN IMPLEMENTING DISTRICT ADOPTED CURRICULUM AND INSTRUCTIONAL STRATEGIES.

MAJOR DUTIES AND RESPONSIBILITIES: UNDER THE DIRECTION OF THE PRINCIPAL, THIS POSITION PROVIDES INSTRUCTIONAL LEADERSHIP IN THE COORDINATION AND IMPLEMENTATION OF THE SCHOOL'S CURRICULUM/INSTRUCTIONAL PROGRAMS, INCLUDING TECHNICAL ASSISTANCE TO ADMINISTRATORS AND STAFF AS THEY IMPLEMENT THE INSTRUCTIONAL PROGRAM. IN ADDITION, THE INTERVENTION SPECIALIST WILL WORK DIRECTLY WITH STUDENTS TO IMPLEMENT DIFFERENTIATED INSTRUCTIONAL STRATEGIES THAT ARE DESIGNED TO INCREASE STUDENT LEARNING.

E = ESSENTIAL FUNCTION

PLANS, SCHEDULES AND HELPS CONDUCT PROFESSIONAL DEVELOPMENT AND TRAINING NECESSARY TO IMPLEMENT DISTRICT CURRICULUM AND INSTRUCTION. **(E)**

PROVIDES AND MODELS DIRECT INSTRUCTION UTILIZING BEST PRACTICES. **(E)**

PARTICIPATES IN SITE MEETINGS AND COLLABORATES WITH TEACHERS TO ENSURE A CONSISTENT AND COORDINATED ACADEMIC PROGRAM. **(E)**

WORKS IN CONJUNCTION WITH TEACHERS TO ANALYZE AND INTERPRET STUDENT DATA FOR THE PURPOSE OF DETERMINING INDIVIDUAL/GROUP INSTRUCTIONAL NEEDS. **(E)**

COLLABORATES WITH TEACHERS TO ANALYZE STUDENT WORK RELATIVE TO CONTENT STANDARDS AS A VEHICLE TO IMPROVE INSTRUCTION AND STUDENT ACHIEVEMENT. **(E)**

IMPLEMENTS RESPONSE TO INSTRUCTION AND INTERVENTION (RTII) INSTRUCTIONAL SUPPORT

**MAJOR DUTIES
AND
RESPONSIBILITIES
(CONT.):**

SERVICES FOR IDENTIFIED STUDENTS INCLUDING ACADEMIC PREVENTIONS/INTERVENTIONS INCLUDING STRATEGIC AND INTENSIVE INTERVENTIONS. **(E)**

SUPPORTS TEACHERS IN THE UTILIZATION OF STANDARDS-BASED CORE AND SUPPLEMENTAL MATERIALS. **(E)**

PROVIDES TRAINING FOR TEACHERS, LEADERSHIP TEAM, COACHES AND INSTRUCTIONAL LEADERSHIP IN MONITORING OF INSTRUCTION, STATE CONTENT STANDARDS AND STATE TESTING. **(E)**

PROVIDES ASSISTANCE IN ALIGNING CURRICULUM, INSTRUCTIONAL PRACTICE AND ASSESSMENT WITH STATE AND BOARD ADOPTED CONTENT STANDARDS. **(E)**

PROVIDES ASSISTANCE IN PLANNING, ORGANIZING AND IMPLEMENTING A SCHOOL-WIDE LITERACY PROGRAM. **(E)**

ENSURES THE APPROPRIATE IMPLEMENTATION OF AFTER-SCHOOL PROGRAM AND SATURDAY ACADEMIES. **(E)**

SUPPORTS TEACHERS WITH THE IMPLEMENTATION OF THE SINGLE SCHOOL PLAN. **(E)**

WORKS WITH TEACHERS TO ENSURE THE COORDINATION OF ALL STUDENT SUPPORT SERVICES PROVIDED WITHIN THE TOTAL SCHOOL. **(E)**

COLLABORATES WITH APPROPRIATE STAFF MEMBERS IN THE ASSESSMENT AND DEVELOPMENT OF EFFECTIVE ENGLISH LANGUAGE DEVELOPMENT INSTRUCTIONAL PROGRAMS AND PRACTICES. **(E)**

ASSIST ADMINISTRATION IN PLANNING, ORGANIZING AND IMPLEMENTING OF THE SCHOOL-WIDE PROGRAM FOR STUDENT SAFETY AND WELL-BEING TO ENSURE POSITIVE LEARNING ENVIRONMENT. **(E)**

COMMUNICATES WITH PARENTS IN A POSITIVE AND CONSTRUCTIVE MANNER. **(E)**

MAJOR DUTIES AND RESPONSIBILITIES (CONT.): MAINTAINS PROFESSIONAL COMPETENCY BY ATTENDANCE AT DISTRICT AND REGIONAL STAFF DEVELOPMENT CONFERENCES AND WORKSHOPS. **(E)**

PERFORMS OTHER RESPONSIBILITIES AND DUTIES AS ASSIGNED BY THE PRINCIPAL AS RELATED TO JOB DESCRIPTION. **(E)**

CREDENTIALS: MUST POSSESS A VALID MULTIPLE SUBJECT/STANDARD CALIFORNIA TEACHING CREDENTIAL, CLAD, BCLAD, SB169, OR SB395 CERTIFICATION. MUST MEET NO CHILD LEFT BEHIND (NCLB) CRITERIA AS A "HIGHLY QUALIFIED" TEACHER.

EDUCATION AND EXPERIENCE: BACHELOR'S DEGREE INCLUDING ALL COURSES NEEDED TO MEET REQUIREMENTS. MASTER'S DEGREE PREFERRED. BILINGUAL ENGLISH/SPANISH DESIRED.

MUST HAVE DEMONSTRATED FIVE (5) YEARS OF SUCCESSFUL CLASSROOM TEACHING EXPERIENCE WORKING WITH K-8TH GRADE STUDENTS AND STAFF; EXPERIENCE IN STAFF DEVELOPMENT TRAINING AND PRESENTING; EXPERIENCE IN STAFF TRAINING AND CURRICULUM DEVELOPMENT; MUST HAVE STRONG ORGANIZATIONAL AND LEADERSHIP SKILLS; ABILITY TO SUPPORT K-6TH GRADE CURRICULAR PROGRAMS AND INSTRUCTION THROUGH INTEGRATED LESSONS AND MULTIPLE INSTRUCTIONAL STRATEGIES; ABILITY TO ASSIST STAFF IN ATTAINING STRONG STUDENT OUTCOMES AND COORDINATING SERVICES TO MEET STUDENT NEEDS; POSSESS GOOD COMMUNICATION SKILLS.

SUPERVISION: REPORTS DIRECTLY TO THE PRINCIPAL.

WORKING CONDITIONS: SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC.

DEMANDING TIMELINES.

ENVIRONMENT: INDOOR AND OUTDOOR ENVIRONMENT.

PHYSICAL DEMANDS: BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND

PHYSICAL DEMANDS (CONT.):

RECORDS.

REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY.

DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES.

HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE.

VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS.

SITTING AND STANDING FOR EXTENDED PERIODS.

WALKING OVER ROUGH OR UNEVEN SURFACES.

CLIMBING, OCCASIONAL USE OF STEPLADDERS.

PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE MODERATE LIFTING.

HAZARDS:

EXTENDED VIEWING OF COMPUTER MONITOR.

WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.

FUNDING:

POSITION CONTINGENT UPON CONTINUED AVAILABILITY OF CATEGORICAL FUNDS.

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

SECONDARY INTERVENTION SPECIALIST – TEACHER ON ASSIGNMENT

DESCRIPTION OF POSITION: ASSIST SECONDARY SCHOOLS IN IMPLEMENTING DISTRICT ADOPTED CURRICULUM AND INSTRUCTIONAL STRATEGIES.

MAJOR DUTIES AND RESPONSIBILITIES: UNDER THE DIRECTION OF THE PRINCIPAL, THIS POSITION PROVIDES INSTRUCTIONAL LEADERSHIP IN THE COORDINATION AND IMPLEMENTATION OF THE SCHOOL'S CURRICULUM/INSTRUCTIONAL PROGRAMS, INCLUDING TECHNICAL ASSISTANCE TO ADMINISTRATORS AND STAFF AS THEY IMPLEMENT THE INSTRUCTIONAL PROGRAM. IN ADDITION, THE INTERVENTION SPECIALIST WILL WORK DIRECTLY WITH STUDENTS TO IMPLEMENT DIFFERENTIATED INSTRUCTIONAL STRATEGIES THAT ARE DESIGNED TO INCREASE STUDENT LEARNING.

E = ESSENTIAL FUNCTION

PLANS, SCHEDULES AND HELPS CONDUCT PROFESSIONAL DEVELOPMENT AND TRAINING NECESSARY TO IMPLEMENT DISTRICT CURRICULUM AND INSTRUCTION. **(E)**

PROVIDES AND MODELS DIRECT INSTRUCTION UTILIZING BEST PRACTICES. **(E)**

PARTICIPATES IN SITE MEETINGS AND COLLABORATES WITH TEACHERS TO ENSURE A CONSISTENT AND COORDINATED ACADEMIC PROGRAM. **(E)**

WORKS IN CONJUNCTION WITH TEACHERS TO ANALYZE AND INTERPRET STUDENT DATA FOR THE PURPOSE OF DETERMINING INDIVIDUAL/GROUP INSTRUCTIONAL NEEDS. **(E)**

COLLABORATES WITH TEACHERS TO ANALYZE STUDENT WORK RELATIVE TO CONTENT STANDARDS AS A VEHICLE TO IMPROVE INSTRUCTION AND STUDENT ACHIEVEMENT. **(E)**

IMPLEMENTS RESPONSE TO INSTRUCTION AND INTERVENTION (RTII) INSTRUCTIONAL SUPPORT

**MAJOR DUTIES
AND
RESPONSIBILITIES
(CONT.):**

SERVICES FOR IDENTIFIED STUDENTS INCLUDING ACADEMIC PREVENTIONS/INTERVENTIONS INCLUDING STRATEGIC AND INTENSIVE INTERVENTIONS. **(E)**

SUPPORTS TEACHERS IN THE UTILIZATION OF STANDARDS-BASED CORE AND SUPPLEMENTAL MATERIALS. **(E)**

PROVIDES TRAINING FOR TEACHERS, LEADERSHIP TEAM, COACHES AND INSTRUCTIONAL LEADERSHIP IN MONITORING OF INSTRUCTION, STATE CONTENT STANDARDS AND STATE TESTING. **(E)**

PROVIDES ASSISTANCE IN ALIGNING CURRICULUM, INSTRUCTIONAL PRACTICE AND ASSESSMENT WITH STATE AND BOARD ADOPTED CONTENT STANDARDS. **(E)**

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SUPPORTS TEACHERS WITH THE IMPLEMENTATION OF THE SINGLE SCHOOL PLAN. **(E)**

WORKS WITH TEACHERS TO ENSURE THE COORDINATION OF ALL STUDENT SUPPORT SERVICES PROVIDED WITHIN THE TOTAL SCHOOL. **(E)**

COLLABORATES WITH APPROPRIATE STAFF MEMBERS IN THE ASSESSMENT AND DEVELOPMENT OF EFFECTIVE ENGLISH LANGUAGE DEVELOPMENT INSTRUCTIONAL PROGRAMS AND PRACTICES. **(E)**

ASSIST ADMINISTRATION IN PLANNING, ORGANIZING AND IMPLEMENTING OF THE SCHOOL-WIDE PROGRAM FOR STUDENT SAFETY AND WELL-BEING TO ENSURE POSITIVE LEARNING ENVIRONMENT. **(E)**

COMMUNICATES WITH PARENTS IN A POSITIVE AND CONSTRUCTIVE MANNER. **(E)**

MAJOR DUTIES AND RESPONSIBILITIES (CONT.): MAINTAINS PROFESSIONAL COMPETENCY BY ATTENDANCE AT DISTRICT AND REGIONAL STAFF DEVELOPMENT CONFERENCES AND WORKSHOPS. **(E)**

PERFORMS OTHER RESPONSIBILITIES AND DUTIES AS ASSIGNED BY THE PRINCIPAL AS RELATED TO JOB DESCRIPTION. **(E)**

CREDENTIALS: MUST POSSES A VALID SINGLE SUBJECT/STANDARD CALIFORNIA TEACHING CREDENTIAL, CLAD, BCLAD, SB169, OR SB395 CERTIFICATION. MUST MEET NO CHILD LEFT BEHIND (NCLB) CRITERIA AS A "HIGHLY QUALIFIED" TEACHER.

EDUCATION AND EXPERIENCE: BACHELOR'S DEGREE INCLUDING ALL COURSES NEEDED TO MEET REQUIREMENTS. MASTER'S DEGREE PREFERRED. BILINGUAL ENGLISH/SPANISH DESIRED.

MUST HAVE DEMONSTRATED FIVE (5) YEARS OF SUCCESSFUL CLASSROOM TEACHING EXPERIENCE WORKING WITH 7TH-12TH GRADE STUDENTS AND STAFF; EXPERIENCE IN STAFF DEVELOPMENT TRAINING AND PRESENTING; EXPERIENCE IN STAFF TRAINING AND CURRICULUM DEVELOPMENT; MUST HAVE STRONG ORGANIZATIONAL AND LEADERSHIP SKILLS; ABILITY TO SUPPORT 7TH-12TH GRADE CURRICULAR PROGRAMS AND INSTRUCTION THROUGH INTEGRATED LESSONS AND MULTIPLE INSTRUCTIONAL STRATEGIES; ABILITY TO ASSIST STAFF IN ATTAINING STRONG STUDENT OUTCOMES AND COORDINATING SERVICES TO MEET STUDENT NEEDS; POSSESS GOOD COMMUNICATION SKILLS.

SUPERVISION: REPORTS DIRECTLY TO THE PRINCIPAL.

WORKING CONDITIONS: SUBJECT TO FREQUENT INTERRUPTIONS AND EXTENSIVE CONTACT WITH STUDENTS, STAFF, PARENTS, AND THE PUBLIC.

DEMANDING TIMELINES.

ENVIRONMENT: INDOOR AND OUTDOOR ENVIRONMENT.

PHYSICAL DEMANDS: BENDING AT THE WAIST, KNEELING OR CROUCHING, AND REACHING TO RETRIEVE AND MAINTAIN FILES AND

PHYSICAL DEMANDS (CONT.):

RECORDS.

REACHING OVERHEAD, ABOVE THE SHOULDERS AND HORIZONTALLY.

DEXTERITY OF HANDS AND FINGERS TO OPERATE STANDARD OFFICE EQUIPMENT, COMPUTER KEYBOARD, AND OTHER EQUIPMENT NECESSARY TO COMPLETE THE REQUIRED DUTIES.

HEARING AND SPEAKING TO EXCHANGE INFORMATION IN PERSON AND ON THE TELEPHONE.

VISUAL ABILITY TO READ, AND TO PREPARE/PROCESS DOCUMENTS.

SITTING AND STANDING FOR EXTENDED PERIODS.

WALKING OVER ROUGH OR UNEVEN SURFACES.

CLIMBING, OCCASIONAL USE OF STEPLADDERS.

PHYSICAL ACTIVITY MAY BE REQUIRED, WHICH COULD INCLUDE MODERATE LIFTING.

HAZARDS:

EXTENDED VIEWING OF COMPUTER MONITOR.

WORKING AROUND AND WITH OFFICE EQUIPMENT HAVING MOVING PARTS.

FUNDING:

POSITION CONTINGENT UPON CONTINUED AVAILABILITY OF CATEGORICAL FUNDS.

BOARD APPROVED:

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Julie Gobin, Director, Office of Communications
**SUBJECT: REVISION OF ADMINISTRATIVE REGULATION 1340
COMMUNITY RELATIONS—ACCESS TO DISTRICT RECORDS**

=====

BACKGROUND

Board policies, administrative regulations, and Bylaws of the Board are routinely developed and revised as a result of changes in law, mandates, federal regulations, and current practice. Administrative Regulation 1340 Community Relations—Access to District Records has been revised to reflect updated laws and current District practice.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revision of Administrative Regulation 1340 Community Relations—Access to District Records.

FISCAL IMPACT

None.

WMJ:JG:pk

ACCESS TO DISTRICT RECORDS

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)

A member of the public includes 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.

~~Board of Education members shall have the ability to access public records permitted by law in the administration of their duties. Notwithstanding, board members are entitled access to district public records on the same basis as any other person. (Government Code 6252, 6252.5)~~

Public Records

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

1. Proposed and approved DISTRICT budgets and annual audits. ~~of the district (Government Code 5252;~~ (Education Code 41020, 42103)

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

2. Statistical compilations ~~(Government Code 6252)~~
3. Reports and memoranda ~~(Government Code 6252)~~
4. Notices and bulletins ~~(Government Code 6252)~~
5. Minutes of public meetings ~~(Government Code 6252)~~ (Education Code 35145)

ACCESS TO DISTRICT RECORDS (cont.)

(cf. 9324 - minutes and recordings)

6. Meeting agendas (Government Code ~~6252~~, 54957.5)

(cf. 9322 - Agenda/Meeting Materials)

7. Official communications between THE DISTRICT AND OTHER governmental branches AGENCIES (~~Government Code 6252~~)

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

(cf. 0420 - School Plan/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

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

(cf. 0420 - School Plans/Site Councils)

(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. ~~For~~ Claims filed against the District and records pertaining to pending litigation which predate the filing of the litigation, unless protected by some other provision of law (Government Code 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))

(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)

13. EMPLOYMENT contracts ~~of employment~~ and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)

(cf. 4141/4241 - Collective Bargaining Agreement)

14. INSTRUCTIONAL MATERIALS INCLUDING, BUT NOT LIMITED TO, TEXTBOOKS (64 OPS.CAL.ATTY.GEN.186 (1981))

ACCESS TO DISTRICT RECORDS (cont.)

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

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)

The Superintendent or designee shall ensure that any 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.

Confidential Records

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

1. Preliminary drafts, notes, interdistrict 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 ~~unless~~ the records are protected by some other provision of law (Government Code 6254, 6254.25; Fairley v. Superior Court; 71Ops.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 ~~only~~ as follows: (Government Code 5254.3)

- a. To an agent or a family member of the EMPLOYEE ~~individual to whom the information pertains~~

ACCESS TO DISTRICT RECORDS (cont.)

- 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 its 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 (Government Code 6254.3)

(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. 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)

- 5. 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)

- 6. 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)

- 7. Library circulation AND PATRON USE records ~~kept for the purpose of identifying the borrower of items available in the library~~ 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)

ACCESS TO DISTRICT RECORDS (cont.)

8. 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 - Legal Services)

9. 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)

10. Recall petitions or 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)

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

(cf. 9321 - Closed Session Purposes and Agendas)

12. Computer software developed by the District (Government Code 6254.9)

13. 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) ~~Written instructional textbooks or other materials which, when providing a copy, would infringe a copyright or would constitute an unreasonable burden on the operation of the district. (65 Ops.Cal.Atty.Gen. 185 (1981))~~

14. 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)

15. Any other record listed as exempt from public disclosure in the California Public Records Act or other statutes

16. Records for which the District can demonstrate that, based on the particular facts of the case, the public interest served by not making the record public clearly

ACCESS TO DISTRICT RECORDS (cont.)

outweighs the public interest served by disclosure of the record (Government Code 6255)

Inspection of Records and Requests for Copies

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

ACCESS TO DISTRICT RECORDS (cont.)

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)

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.

If any person requests 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

ACCESS TO DISTRICT RECORDS (cont.)

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 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)

Chino Valley Unified School District

Regulation approved: November 21, 1996

Revised: February 3, 2000

Revised: March 5, 2009

REVISED:

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

DATE: May 10, 2012

TO: Members, Board of Education

FROM: Wayne M. Joseph, Superintendent

PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
Carl W. Hampton, Interim Director, Curriculum and Instruction

**SUBJECT: REVISED COURSES: COMPUTER APPLICATIONS AND
KEYBOARDING AND DOCUMENT PROCESSING**

=====

BACKGROUND

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

Computer Applications reinforces keyboarding and formatting skills acquired in a keyboarding course and introduces word processing, database management, spreadsheets, and presentations. Graphics and telecommunications may be a part of this course.

Keyboarding and Document Processing is an introductory course emphasizing the mastery of the alphabetic and numeric keyboard and proper touch typing techniques. The course teaches the operations of a computer and its word processing program. This course is recommended for college preparation as well as vocational and personal use. Students may test out of keyboarding by demonstrating proficiency at 35 words per minute for three minutes with three errors or less.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the revised courses Computer Applications and Keyboarding and Document Processing.

FISCAL IMPACT

None.

WMJ:VLB:CWH:ede

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
COMPUTER APPLICATIONS

Course Number	5827
Department	Business
Prerequisite	Keyboarding and Document Processing or teacher approval
Length of Course	One (1) Semester
Grade Level	9-12
Credit	5 units per semester - elective
Repeatable	Not repeatable for credit
UC/CSU	Does not meet a-g requirement
Board Approved	December 10, 2009

Description of Course – Computer Applications reinforces keyboarding and formatting skills acquired in a keyboarding course and introduces word processing, database management, spreadsheets, and presentations. Graphics and telecommunications may be a part of this course. This course is aligned to standards developed by the Business Education Resource Consortium.

Rationale for Course – To live, learn, and work successfully in an increasingly complex and information-rich society, students must use technology effectively. This course is intended to introduce students to the basics of computer operation as well as technology productivity tools based on the National Educational Technology Standards for students as well as California Career Technology Education Model Curriculum Standards. Students will also develop an understanding of the ethical and legal issues that will enable them to become informed technology users of the future.

Standard 1 – Understand the use of computer software programs.

1.1 Objective: Master keyboarding skills.

1.1.1 Performance Indicator: Students will perform timed writing tests in keyboarding with a recommended keyboarding speed of not less than 25 words per minute.

1.2 Objective: Understand the basic components and operating systems of computer.

1.2.1 Performance Indicator: Students will define common computer technology.

1.2.2 Performance Indicator: Students will identify computer components and the functions of each.

- 1.3 Objective: Understand the essential knowledge and skills common to all pathways in the information technology sector.
 - 1.3.1 Performance Indicator: Students will identify major technological advancements that led to the development of the computer.
 - 1.3.2 Performance Indicator: Students will identify the applications of computers in personal and work situations.
 - 1.3.3 Performance Indicator: Students will learn and demonstrate the basic operating system commands of the computer.
- 1.4 Objective: Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - 1.4.1 Performance Indicator: Students will identify ethical issues such as invasion of privacy, copyright infringement, and computer crime.
 - 1.4.2 Performance Indicator: Students will define district policy concerning software protection.
- 1.5 Objective: Use a word processing program to produce letters, memos, tables, flyers, and reports.
 - 1.5.1 Performance Indicator: Students will master the following word processing skills: loading and saving, setting margins, centering, spell checking, merging, editing and printing files.
 - 1.5.2 Performance Indicator: Students will demonstrate their ability to use word processing applications to produce a variety of documents.
 - 1.5.3 Performance Indicator: Students will complete a real-life word processing simulation project.
- 1.6 Objective: Use a database management program to create a database, sort and print a variety of reports.
 - 1.6.1 Performance Indicator: Students will master the following data base skills: loading and saving, setting up record layouts, arranging, formatting, editing and printing records.
 - 1.6.2 Performance Indicator: Students will demonstrate their ability to use database applications in a variety of areas.
 - 1.6.3 Performance Indicator: Students will complete a real-life database simulation project such as creating mailing address labels.

- 1.7 Objective: Develop and produce simple spreadsheet documents.
 - 1.7.1 Performance Indicator: Students will master the following specific spreadsheet skills: loading and saving formats, mathematics formulas, entries, sorting, totals, editing and printing.
 - 1.7.2 Performance Indicator: Students will demonstrate their ability to use spreadsheet applications by producing spreadsheets to solve specific problems.
 - 1.7.3 Performance Indicator: Students will complete a real-life spreadsheet simulation project.
- 1.8 Objective: Produce graphic representations of spreadsheet files.
 - 1.8.1 Performance Indicator: Students will demonstrate their ability to create a graphic representation of spreadsheet data.
- 1.9 Objective: Produce documents merging word processing, database, spreadsheet and graphic files.
 - 1.9.1 Performance Indicator: Students will gain exposure to the integration of graphics into word processing and spreadsheet documents.
 - 1.9.2 Performance Indicator: Students will integrate database and spreadsheet into word processing documents.
- 1.10 Objective: Successfully complete a comprehensive, integrated simulation involving word processing, database, spreadsheet, presentations, and graphics concepts.
 - 1.10.1 Performance Indicator: Students will demonstrate the ability to use integrated software applications to produce a variety of documents.
- 1.11 Objective: Describe and demonstrate the use of a computer for telecommunications and the use of media technology.
 - 1.11.1 Performance Indicator: Students will gain exposure to media technology by using, searching, editing, capturing and printing text and graphics from various forms of media storage.
 - 1.11.2 Performance Indicator: Students will demonstrate knowledge of Internet searching skills.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
KEYBOARDING AND DOCUMENT PROCESSING

Course Number	5810
Department	Business
Length of Course	One (1) semester
Grade Level	9-12
Prerequisite	None
Credit	Five (5) units per semester – elective
Repeatable	Not repeatable for credit
UC/CSU	Does not meet the a-g requirements
Board Approved	May 23, 2002

Description of Course – This course is an introductory course emphasizing the mastery of the alphabetic and numeric keyboard and proper touch typing techniques. The course teaches the operations of a computer and its word processing program. This course is recommended for college preparation as well as vocational and personal use. Students may test out of keyboarding by demonstrating proficiency at 35 words per minute for three minutes with three errors or less. This course is aligned to standards developed by the Business Education Resource Consortium.

Rationale for Course – To live, learn, and work successfully in an increasingly complex and information rich society, students must use technology effectively.

Standard 1 – Demonstrate mastery of the keyboard by touch and demonstrate knowledge of the computer and its functions.

- 1.1 Objective: Use touch keyboarding skills to enter and manipulate text and data and acquire the skills common to all pathways in the information technology sector.
 - 1.1.1 Performance Indicator: Students will use and name all operating parts of a computer.
 - 1.1.2 Performance Indicator: Students will develop good posture and hand position.
 - 1.1.3 Performance Indicator: Students will develop a smooth and even keyboarding rhythm by touch.

- 1.2 Objective: Demonstrate skills in neatness, ability to follow instructions (oral and written), correct keyboarding technique, and care of equipment.
 - 1.2.1 Performance Indicator: Students will demonstrate correct use of punctuation marks with correct spacing.
 - 1.2.2 Performance Indicator: Students will develop control of all letters and punctuation keys by touch, using correct fingering.
 - 1.2.3 Performance Indicator: Students will use the return/enter key, shift keys, cursor movement keys, etc.
 - 1.2.4 Performance Indicator: Students will set margins, tabs, and line spacing.
 - 1.2.5 Performance Indicator: Students will build speed and improve accuracy.
- 1.3 Objective: Center and tabulate material, type unbound and Modern Language Association (MLA) style reports, personal and business letters, envelopes, outlines, tables, memos, enumerations, and properly fold letters, as measured by teacher evaluation, observation, and testing.
 - 1.3.1 Performance Indicator: Students will center text and type in all capital letters.
 - 1.3.2 Performance Indicator: Students will center text vertically and horizontally.
 - 1.3.3 Performance Indicator: Students will arrange and type an outline, table, and enumeration.
 - 1.3.4 Performance Indicator: Students will type personal and business letters and envelopes.
 - 1.3.5 Performance Indicator: Students will fold and insert letters.
 - 1.3.6 Performance Indicator: Students will type memos and unbound Modern Language Association (MLA) style reports.
 - 1.3.7 Performance Indicator: Students will develop the ability to proofread and correct errors.
 - 1.3.8 Performance Indicator: Students will type from rough draft material.

- 1.4 Objective: Demonstrate knowledge of career awareness involving office technologies.
 - 1.4.1 Performance Indicator: Students will evaluate career options related to office technologies including labor market projections, education requirements, job responsibilities, salary, benefits, expectations, and working environment.
- 1.5 Objective: Demonstrate mastery of alphabetic, numeric, symbol, and function keys.
 - 1.5.1 Performance Indicator: Students will develop control of number and symbol keys by touch, using correct fingering.
- 1.6 Objective: Type and/or input text on a computer at a minimum of 25 gross words a minute for 3 minutes with no more than 3 errors.

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Victoria L. Broberg, Asst. Superintendent, Curriculum and Instruction
Carl W. Hampton, Interim Director, Curriculum and Instruction
**SUBJECT: NEW COURSES: COMPUTER PROGRAMMING BASICS AND
COMPUTER PROGRAMMING 2**

=====

BACKGROUND

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

Computer Programming Basics will introduce computer-programming basics in Visual Basic language, as well as exposure to C++, Java, and HTML/Java script. This course will provide a foundation in the programming language and expose students to computer-programming in other languages.

Computer Programming 2 will provide the study of BASIC to include programming methodology. This course will enable students to identify features of programming language; work with data structures and algorithms, and write simple programs C++, Visual Basics, Java, and HTML5.

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

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

RECOMMENDATION

It is recommended the Board of Education receive for information the new courses Computer Programming Basics and Computer Programming 2.

FISCAL IMPACT

None.

WMJ:VLB:CWH:ede

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDELINES
COMPUTER PROGRAMMING BASICS

Course Number	
Department	Technology
Prerequisite	C or better in Algebra I
Length of Course	Two (2) semesters/One (1) year
Grade Level	10-12
Credit	5 units per semester/10 total units – elective
Repeatable	Not repeatable for credit
UC/CSU	Meets the “g” elective requirement
Board Approved	

Description of Course – Computer Programming Basics will introduce computer-programming basics in Visual Basic language, as well as exposure to C++, Java, and HTML/Java script. This course will provide a foundation in the programming language and expose students to computer-programming in other languages.

Rationale for Course – As our economy becomes more digital-based, information-driven, and computer-dependent, the success of our nation in a global economy will depend on being able to adapt and innovate in the technology age. It is imperative that students be able to program the computer languages of today to create the innovations of tomorrow. Those that can successfully adapt will ensure that our nation, state, and region remain globally competitive and technologically innovative.

Standard 1 – Understand the strategies necessary to define and analyze systems and software requirements.

- 1.1 Objective: Know what a computer is, and the process of writing and executing a computer program.
 - 1.1.1 Performance Indicator: Student will know the basic data processing cycle – input, process, and output.
 - 1.1.2 Performance Indicator: Student will know the function of a computer program.
 - 1.1.3 Performance Indicator: Student will understand the operational capabilities of a computer system – input/output, arithmetic, and logical operations.
 - 1.1.4 Performance Indicator: Student will understand SAVE, LOAD, EDIT, KILL, and DIRECTORY.

- 1.2 Objective: Understand the elements of the BASIC language required to implement the logic of computer programming.
 - 1.2.1 Performance Indicator: Student will understand program development and coding process.
 - 1.2.2 Performance Indicator: Student will understand the logic required to create a list of information using a simple loop.
 - 1.2.3 Performance Indicator: Student will understand and use the following BASIC statements: REM, DTA, READ, IF, PRINT, GO TO, and END.
 - 1.2.4 Performance Indicator: Student will understand and use numeric and string variables and contents.
 - 1.2.5 Performance Indicator: Student will understand and recognize good programming techniques, including program comments and proper indentation of the source code.

Standard 2 – Understand the creation and design of a software program.

- 2.1 Objective: Understand how to perform arithmetic operations, semicolon and tab functions.
 - 2.1.1 Performance Indicator: Student will perform arithmetic operations.
 - 2.1.2 Performance Indicator: Student will understand how to round numeric values.
 - 2.1.3 Performance Indicator: Student will use the print using statements for editing fields.
 - 2.1.4 Performance Indicator: Student will use the tab statement for controlling output.
 - 2.1.5 Performance Indicator: Student will design a program requiring calculations, accumulations, and printing final totals.
- 2.2 Objective: Compare values and perform alternative operations based upon the results of the comparison.
 - 2.2.1 Performance Indicator: Student will understand the if-then-else logic structure which includes nesting.
 - 2.2.2 Performance Indicator: Student will know and use the single entry/single exit rule for the if-then-else logic structure.

- 2.2.3 Performance Indicator: Student will use the BASIC if statement and know how it should be written.
- 2.2.4 Performance Indicator: Student will understand relational operators.
- 2.2.5 Performance Indicator: Student will understand the difference between string comparisons, and numeric comparisons.
- 2.2.6 Performance Indicator: Student will understand the logical operators and, OR, and NOT.
- 2.2.7 Performance Indicator: Student will know the manner of internally storing numeric data and considerations when comparing this data.
- 2.3 Objective: Understand the proper structure of loops.
 - 2.3.1 Performance Indicator: Student will understand the interactive process.
 - 2.3.2 Performance Indicator: Student will use the input statement with appropriate prompting.
 - 2.3.3 Performance Indicator: Student will understand loops and the loop logic structure.
 - 2.3.4 Performance Indicator: Student will use the “for” and “next” statements for loops.
- 2.4 Objective: Understand and use arrays.
 - 2.4.1 Performance Indicator: Student will define and load arrays.
 - 2.4.2 Performance Indicator: Student will perform a search sequentially of an array for a known value and to extract the corresponding element from another array.
 - 2.4.3 Performance Indicator: Student will understand the binary search techniques.
 - 2.4.4 Performance Indicator: Student will define and load multi-dimension arrays.
- 2.5 Objective: Use menus, subroutines, and sorting techniques.
 - 2.5.1 Performance Indicator: Student will use menus in interactive programming.
 - 2.5.2 Performance Indicator: Student will design and code programs using the case structure.

- 2.5.3 Performance Indicator: Student will use subroutines.
- 2.5.4 Performance Indicator: Student will understand sorts and design an exchange sort.
- 2.5.5 Performance Indicator: Student will design a program by decomposing the program into a series of functional modules.
- 2.6 Objective: Understand and use strings.
 - 2.6.1 Performance Indicator: Student will create a personalized letter using the string functions.
 - 2.6.2 Performance Indicator: Student will edit input data using the string functions.
 - 2.6.3 Performance Indicator: Student will use string functions available with BASIC interpreters.
 - 2.6.4 Performance Indicator: Student will search strings for delimiters and substrings.
 - 2.6.5 Performance Indicator: Student will understand the design process for a program requiring numerous modules.
- 2.7 Objective: Use files, report generation, and functions in designing programs.
 - 2.7.1 Performance Indicator: Student will use trig functions and other functions of the BASIC language that can be useful for certain applications.
 - 2.7.2 Performance Indicator: Student will understand a control break process and the logic required to produce a control break report.
- 2.8 Objective: Create graphic designs.
 - 2.8.1 Performance Indicator: Student will understand and use character strings.
 - 2.8.2 Performance Indicator: Student will use read data commands.
 - 2.8.3 Performance Indicator: Student will use Set-Reset and Poke-Peek commands.

Standard 3 – Students will understand programming languages

- 3.1 Objective: Understand programming languages through exposure to: C++, HTML and Java script, and Java.

3.1.1 Performance Indicator: Student will define C++, HTML and Java script, and Java.

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDELINES
COMPUTER PROGRAMMING 2

Course Number	
Department	Technology
Prerequisite	Computer Programming Basics
Length of Course	Two (2) semesters/One (1) year
Grade Level	10-12
Credit	5 units per semester/10 total units – elective
Repeatable	Not repeatable for credit
UC/CSU	Meets the “g” elective requirement
Board Approved	

Description of Course – Computer Programming 2 will provide the study of BASIC to include programming methodology. This course will enable students to identify features of programming language; work with data structures and algorithms, and write simple programs C++, Visual Basics, Java, and HTML5.

Rationale for Course – In order to be able to compete in technology-based global economy students will need to adapt and innovate utilizing the latest in technological resources. It is imperative that students be able to program the computer languages of today to create the innovations of tomorrow. Those that can successfully adapt will ensure that our nation, state, and region remain globally competitive and technologically innovative.

Standard 1 – Understand the creation and design of a software program.

1.1 Objective: Use all library and utility commands.

1.1.1 Performance Indicator: Student will know and use library and utility system commands.

1.2 Objective: Prepare data files for I/Q reading and writing to files.

1.2.1 Performance Indicator: Student will understand and be able to create sequential data files.

1.2.2 Performance Indicator: Student will understand and be able to create random data files.

1.2.3 Performance Indicator: Student will understand and be able to create a data spread sheet.

1.2.4 Performance Indicator: Student will understand and create a data base.

- 1.2.5 Performance Indicator: Student will conduct a Bubble and a Shell-Metzner sort of given data.
- 1.2.6 Performance Indicator: Student will understand the use of approximation and statistical methods to a given data set.
- 1.3 Objective: Create and service a file on removable media.
 - 1.3.1 Performance Indicator: Student will use system commands in assembly language.
 - 1.3.2 Performance Indicator: Student will understand and use simple program structure in assembly language.

Standard 2 – Understand the process of testing and debugging programs to meet specifications.

- 2.1 Objective: Test and debug programs in various programming languages.
 - 2.1.1 Performance Indicator: Students will test and debug BASIC programs that they create.
 - 2.1.2 Performance Indicator: Student will test and debug assembly language programs.

Standard 3 – Understand programming languages.

- 3.1 Objective: Understand programming languages through exposure to: C++, Visual Basics, Java, and HTML5.
 - 3.1.1 Performance Indicator: Student will be able to identify the programming languages of C++, Visual Basics, Java, and HTML5.
 - 3.1.2 Performance Indicator: Student will explain the advantages and disadvantages of other languages (C++, Visual Basics, Java, and HTML5.)
 - 3.1.3 Performance Indicator: Student will identify various languages and name the fields in which they are used.

Standard 4 – Understand the importance of quality assurance tasks in producing effective and efficient products.

- 4.1 Objective: Students will know the standards and requirements for software quality assurance.

- 4.1.1 Performance Indicator: Student will identify the quality assurance standards and requirements for software.
- 4.1.2 Performance Indicator: Student will be able to perform common quality assurance tasks.
- 4.1.3 Performance Indicator: Student will identify characteristics of reliable, effective, and efficient products.

Standard 5 – Understand the importance of effective interfaces in the interaction between humans and computer systems.

- 5.1 Objective: Support access, privacy, and high ethical standards in computing.
 - 5.1.1 Performance Indicator: Student will understand the use of file access statements and functions.
 - 5.1.2 Performance Indicator: Students will understand the use of methods to limit access and protect privacy.

Chino Valley Unified School District

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
Stephanie Johnson, Director, Student Support Services
SUBJECT: WILLIAMS SETTLEMENT LEGISLATION QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY FOR JANUARY THROUGH MARCH 2012

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BACKGROUND

In accordance with the Williams settlement legislation, Education Code 35186 states that the Superintendent or designee shall report summarized data on the nature and resolution of all Williams related complaints to the Board of Education and the San Bernardino County Superintendent of Schools on a quarterly basis. Williams related complaints are complaints specific to 1) insufficiency of instructional materials, 2) unsafe facilities, 3) teacher vacancy or misassignment, or 4) high school exit examination past grade 12. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. These summaries shall be publicly reported on a quarterly basis at a regularly scheduled board meeting.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the Williams Settlement Legislation Quarterly Uniform Complaint Report Summary for January through March 2012.

FISCAL IMPACT

None.

WMJ:PMM:SJ:Imc

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

District Name: Chino Valley Unified School District

Quarter covered by this report: January 2012 – March 2012

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

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

UCP Contact: Patricia M. Miller

Title: Assistant Superintendent, Educational Services

Board Submission: May 10, 2012

CHINO VALLEY UNIFIED SCHOOL DISTRICT

Our Motto:

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

DATE: May 10, 2012
TO: Members, Board of Education
FROM: Wayne M. Joseph, Superintendent
PREPARED BY: Patricia M. Miller, Assistant Superintendent, Educational Services
SUBJECT: **SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS
WILLIAMS REPORT OF FINDINGS DECILE 1-3 SCHOOLS THIRD
QUARTER 2011/2012**

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BACKGROUND

California Education Code 1240 requires that the San Bernardino County Superintendent of Schools visit all decile 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index and all Quality Education Investment Act schools) identified in the county and report the results of findings on a quarterly basis to ensure compliance with the Williams Legislation. The San Bernardino County Superintendent of Schools office is required to file quarterly reports on schools progress in rectifying any findings. The attached report serves as the district third quarterly report for the 2011/2012 school year.

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

RECOMMENDATION

It is recommended the Board of Education receive for information the San Bernardino County Superintendent of Schools Williams Report of Findings Decile 1-3 Schools Third Quarter 2011/2012.

FISCAL IMPACT

None.

WMJ:PMM:lmc



Gary S. Thomas, Ed.D., Superintendent

San Bernardino County Superintendent of Schools

April 16, 2012

Mr. Wayne M. Joseph, Superintendent
Chino Valley Unified School District
5130 Riverside Drive
Chino, CA 91710

Dear Mr. Joseph,

California Education Code section 1240 requires that I visit all deciles 1-3 schools (Williams monitored schools currently based on the 2009 Academic Performance Index [API]) identified in our county and report to you the results of my findings on a quarterly basis. Commencing with 2008/09, Education Code section 52055.740 (4) requires that my visits include Quality Education Investment Act schools (even if they are not currently identified as Williams monitored schools) as they are subject to meeting all of the Williams Settlement requirements.

The instructional materials sufficiency reviews, facilities inspections, School Accountability Report Card (SARC) reviews, and California High School Exit Examination (CAHSEE) site validation reviews (as appropriate) were conducted during the first quarter of the 2011/12 school year and the findings were reported to you in October 2011. The annual teacher assignment monitor and review process began November 30, 2011 and concludes by report to the California Commission on Teacher Credentialing on July 1, 2012. The final teacher assignment information will be provided in the fourth quarterly report.

In summary, there are no findings to report in the following areas:

1. **Instructional Materials**
2. **School Facilities**
3. **SARC**
4. **Teacher Assignment**

In summary, my findings were as follows:

5. **CAHSEE Intensive Instruction and Services**
Not applicable

Williams Report

Page 2 of 2

This report serves as your district's *third quarterly report* for the 2011/12 school year. Please agendize this report for your next regularly scheduled Board meeting.

It has been a pleasure to work in partnership with you and the staff of the Chino Valley Unified School District.

Sincerely,

A handwritten signature in black ink that reads "Gary S. Thomas". The signature is written in a cursive, flowing style.

Gary S. Thomas, Ed.D.
County Superintendent

cc: Mr. Charles Dickie, Board President
Mrs. Patricia M. Miller, Williams Liaison
Mr. Theodore Alejandre, SBCSS Assistant Superintendent, Business Services
Mr. Dennis Mobley, SBCSS Governance Liaison