

VISION

In order to provide a clear focus for district programs, activities and operations, the Governing Board shall adopt a long-range vision that sets direction for the district which is focused on student learning and describes what the Board wants its schools to achieve. This vision may be incorporated in various documents, including the district's mission or purpose statement, philosophy, long-term goals, short-term objectives and/or comprehensive plans.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 6010 - Goals and Objectives)
(cf. 9000 - Role of the Board)

The Superintendent shall recommend an appropriate process for establishing and/or reviewing the district's vision statement which is inclusive of parents/guardians, students, staff and community members.

The Board shall review the district vision statements at least every three years or whenever a new Board member or Superintendent joins the district. Following these reviews the Board may revise or reaffirm the direction it has established for the district.

The Superintendent or designee shall communicate the district's vision to staff, parents/guardians and the community and shall regularly report to the Board regarding district progress toward the vision.

(cf. 0500 - Accountability)
(cf. 1100 - Communication with the Public)

Management Resources:
CSBA PUBLICATIONS
Maximizing School Board Leadership: Vision, 1996
WEB SITES
CSBA: <http://www.csba.org>

VISION

The Superintendent shall establish a process for developing and regularly reviewing the district's vision and direction which includes:

1. Clearly defined procedures, timelines and responsibilities
2. Identification of the strengths and needs of the district

As part of this process, the Superintendent shall provide the Governing Board with relevant district documents and data, including current district mission and vision statements, if any, and information about student demographics, student achievement, student enrollment patterns, current programs and recent program cuts, staffing and professional development needs, budget trends, facilities, technology and emerging educational issues.

(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 6010 - Goals and Objectives)

3. Input from parents/guardians, students, staff and community members through procedures which may include surveys, focus groups, advisory committees and/or public meetings and forums

(cf. 1220 - Citizen Advisory Committees)
(cf. 2230 - Representative and Deliberative Groups)
(cf. 6020 - Parent Involvement)

4. Board adoption of district vision statements at a public meeting

VISION STATEMENT

The Palermo Union School District together with students, families, and community in a cooperative effort will provide an excellent educational program to ensure that all students are successful life-long learners, in a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal that they will become successful, productive and responsible citizens.

MISSION STATEMENT

The Mission of the Palermo Union School District is to provide a variety of educational programs in a safe and mutually respectful environment that are effective, accessible and equitable; that prepare students for leadership, employment and citizenship; and that promote students' intellectual, ethical, cultural, emotional, moral, social and physical growth.

PHILOSOPHY

As part of its responsibility to establish a guiding vision for the district, the Governing Board shall develop and regularly review a set of fundamental principles which describes the district's beliefs, values or tenets. The Board and district staff shall incorporate this philosophy in all district programs and activities.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 6010 - Goals and Objectives)

(cf. 9000 - Role of the Board)

It is the philosophy of the district that:

1. All students can learn and succeed.
2. Every student in the district, regardless of gender, special needs, or social, ethnic, language or economic background has a right to a high-quality education that challenges the student to achieve to his/her fullest potential.
3. The future of our nation and community depends on students possessing the skills to be lifelong learners and effective, contributing members of society.
4. A safe, nurturing environment is necessary for learning.
5. Parents/guardians have a right and an obligation to participate in their child's schooling.
6. The ability of children to learn is affected by social, health and economic conditions and other factors outside the classroom.
7. Early identification of student learning and behavioral difficulties contribute to student success.
8. Students and staff respond positively to high expectations and recognition for their accomplishments.
9. Continuous school improvement is necessary to meet the needs of students in a changing economy and society.
10. The diversity of the student population and staff enriches the learning experience for all students.
11. A highly skilled and dedicated staff has a direct and powerful influence on students' lives and learning.

PHILOSOPHY (continued)

12. A high level of communication, trust, respect and teamwork among Board members and the Superintendent contributes to effective decision making.
13. The community provides an essential resource to the educational program.
14. Effective communication with all stakeholders helps build support for the schools.
15. Accountability for the district's programs and operations is shared by the entire educational community, with the ultimate accountability resting with the Board as the basic embodiment of representative government.

Legal Reference:

EDUCATION CODE

51002 *Local development of programs based on stated philosophy and goals*

51019 *Definition of philosophy*

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

CORE BELIEFS

- Our students are our first priority.
- Education requires the shared, active commitment of students, family, school and community.
- Each person is unique, important, and has equal, inherent worth.
- Learning is a life-long process.
- All students can learn.
- Success fosters success.
- All students learn at different rates and in different ways.
- Positive self-esteem is essential to the development of the total person.
- Everyone is responsible for his/her decisions.
- All students need to feel safe and protected.
- All students need to be actively involved in their learning.
- All parents need to be actively involved in their children's learning.
- Students achieve well when parents support the schools and create a strong learning environment at home.
- Each child should be encouraged to recognize his/her own potential.
- Respect for others, integrity, and honesty are essential for students to become successful, productive and responsible citizens.

GOALS FOR THE SCHOOL DISTRICT

The Governing Board shall adopt long-term goals for achieving the district's overall vision for its schools as well as clear performance standards and benchmarks which can be used to determine if the district is meeting these goals. Goals shall be limited in number so as to be reasonably achievable within established timelines.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0500 - Accountability)

(cf. 6010 - Goals and Objectives)

(cf. 9000 - Role of the Board)

The Superintendent or designee may establish short-term, interim objectives and comprehensive plans to ensure adequate, regular progress toward the district's long-term goals.

(cf. 0400 - Comprehensive Plans)

(cf. 0420 - School Plans/Site Councils)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall ensure that these goals are communicated to staff, parents/guardians, students, and the community and that those groups are given an opportunity to provide feedback to the district about the goals.

When developing the district's goals, the Board shall consider the following areas:

1. Developing curriculum, assessments, and instructional materials that are aligned with the Common Core state standards, frameworks, and assessments

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6162.52 - High School Exit Examination)

2. Maintain safe, healthful and orderly campuses which promote learning

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5144 - Discipline)

3. Provide appropriate instruction to meet the varied academic and career goals of students by identifying and responding to individual student needs

(cf. 6000 - Concepts and Roles)

(cf. 6030 - Integrated Academic and Vocational Instruction)

GOALS FOR THE SCHOOL DISTRICT (continued)

4. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge and attain the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy

(cf. 6011 - Academic Standards)

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

(cf. 6146.1 - High School Graduation Requirements/Standards of Proficiency)

(cf. 6146.5 - Elementary Middle School Graduation Requirements)

5. Provide for the specialized needs of identified groups of students, including providing necessary support and intervention programs and closing the gap between low-achieving and high-achieving students

(cf. 5149 - At-Risk Students)

(cf. 6164.4 – Identification and Evaluation of Individuals for Special Education)

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

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6175 - Migrant Education Program)

(cf. 6179 - Supplemental Instruction)

6. Develop each student's self-respect, respect for others, appreciation for diversity and sense of personal responsibility

(cf. 5137 - Positive School Climate)

(cf. 6141.6 - Multicultural Education)

7. Promoting student health, nutrition, and physical activity in order to enhance learning

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education)

(cf. 6142.8 - Comprehensive Health Education)

8. Provide time and resources for staff collaboration, planning and professional development activities aligned with the district's goals

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

GOALS FOR THE SCHOOL DISTRICT (continued)

9. Maintain fiscal integrity for the district and aligning resources to instructional needs and priorities for student achievement

(cf. 3100 - Budget)
(cf. 3400 - Management of District Assets/Accounts)
(cf. 3460 - Financial Reports and Accountability)

10. Improve the organization, management and decision-making structure and capabilities of the district to better support the education of students

(cf. 0420.5 - School-Based Decision Making)
(cf. 2000 - Concepts and Roles)

11. Employ technology in ways that enhance learning, teaching and noninstructional operations

(cf. 0440 - District Technology Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 6162.7 - Use of Technology in Instruction)
(cf. 6163.4 - Student Use of Technology)

12. Provide and maintain facilities to meet the needs of present and future students.

(cf. 7000 - Concepts and Roles)
(cf. 7110 - Facilities Master Plan)

13. Maintain positive relations with parents/guardians and the community, emphasizing communication and inviting participation in the schools

(cf. 1100 - Communication with the Public)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)

14. Collaborate with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met

(cf. 1020 - Youth Services)
(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

GOALS FOR THE SCHOOL DISTRICT (continued)

15. Provide a system of shared accountability for student achievement with clear performance standards and consequences

(cf. 0500 - Accountability)
(cf. 0510 - School Accountability Report Card)
(cf. 2123 - Evaluation of the Superintendent)
(cf. 4115 - Evaluation/Supervision)
(cf. 4215 - Evaluation/Supervision)
(cf. 4315 - Evaluation/Supervision)
(cf. 6162.5 - Student Assessment)
(cf. 9400 - Board Self-Evaluation)

Monitoring and Evaluation

The Board shall regularly monitor the progress of the district's efforts in achieving the goals. To that end, the Superintendent or designee shall provide the Board with the necessary data and analysis to help the Board evaluate the effectiveness of the district's efforts. These data shall include an analysis of the progress based on the performance indicators and benchmarks for each goal, as well as other measures of student achievement, such as the Academic Performance Index, Adequate Yearly Progress, student attendance, and graduation rates.

(cf. 0500 - Accountability)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9322 - Agenda/Meeting Materials)

If the Board determines that sufficient progress is not being made toward a particular goal, the Board and Superintendent shall determine what types of additional district resources and support should be provided so that progress in increasing student achievement can be made. District goals shall be revised as necessary.

Legal Reference:

EDUCATION CODE
51002 *Local development of programs based on stated philosophy and goals*
51020 *Definition of goal*
51021 *Definition of objective*

Management Resources:

CSBA PUBLICATIONS
Maximizing School Board Leadership: Vision, 1996

Policy
adopted: October 12, 1999
revised: April 17, 2013

PALERMO UNION SCHOOL DISTRICT
Palermo, California

COMPREHENSIVE PLANS

The Governing Board believes that careful planning is essential to effective implementation of district programs and policies. Comprehensive plans shall identify cohesive strategies for school improvement and provide stability in district operations.

The Superintendent or designee shall develop comprehensive plans for the implementation of the district's vision and goals, on specific policy topics and on other areas as required by law. As appropriate, comprehensive plans may describe, but not be limited to, anticipated short- and long-term needs, measurable outcomes, priorities, activities, available resources, timelines, staff responsibilities, and strategies for internal and external communications regarding the plan.

- (cf. 0000 - Vision)*
- (cf. 0200 - Goals for the School District)*
- (cf. 0430 - Comprehensive Local Plan for Special Education)*
- (cf. 0440 - District Technology Plan)*
- (cf. 0450 - Comprehensive Safety Plan)*
- (cf. 0500 - Accountability)*
- (cf. 1112 - Media Relations)*
- (cf. 2123 - Evaluation of the Superintendent)*
- (cf. 3516 - Emergencies and Disaster Preparedness Plan)*
- (cf. 3543 - Transportation Safety and Emergencies)*
- (cf. 4141.6/4241.6 - Concerted Action/Work Stoppage)*
- (cf. 6010 - Goals and Objectives)*
- (cf. 6171 - Title I Programs)*
- (cf. 6190 - Evaluation of the Instructional Program)*
- (cf. 7110 - Facilities Master Plan)*

Comprehensive plans may be subject to review and approval by the Board.

The process for developing comprehensive plans shall invite broad participation of school and community representatives. Committees may be appointed to assist in the development of plans. Comprehensive plans shall be available to the public and shall be reviewed at regular intervals as specified within the plan.

- (cf. 0420.5 - School-Based Decision Making)*
- (cf. 1220 - Citizen Advisory Committees)*
- (cf. 2230 - Representative and Deliberative Groups)*
- (cf. 6020 - Parent Involvement)*
- (cf. 9130 - Board Committees)*

In addition, school-level plans may be developed to meet the unique circumstances of individual school sites provided that they are consistent with law, district vision, Board policies, administrative regulations and districtwide plans. School plans may be subject to review and approval of the Superintendent and may be subject to the review and approval of the Board.

COMPREHENSIVE PLANS (continued)

- (cf. 0420 - School Plans/Site Councils)*
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.2 - School Improvement Program)
(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

Legal Reference:

EDUCATION CODE

35035 Powers and duties of Superintendent

35291 Rules (power of governing board)

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Vision, 1996

WEB SITES

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

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, sex, race, color, religion, ancestry, national origin, ethnic group identification, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

(cf. 4030 - Nondiscrimination in Employment)
(cf. 4032 - Reasonable Accommodation)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6145.2 - Athletic Competition)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6164.6 - Identification and Education under Section 504)
(cf. 6178 - Vocational Education)
(cf. 6200 - Adult Education)

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act. The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about available programs, facilities and activities.

The Superintendent or designee shall ensure that the district provides auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, notetakers, written materials, taped text, and Braille or large print materials.

(cf. 6020 - Parent Involvement)

Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to the school-sponsored function, program or meeting.

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

The Superintendent or designee shall notify students, parents/guardians, employee organizations and sources of referral and applicants for admission and employment about the district's policy on nondiscrimination. Such notification shall be included in each announcement, bulletin or application form distributed to these groups. (34 CFR 104.8, 106.9)

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES (continued)

The Superintendent or designee shall also provide information about related complaint procedures.

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 4031 - Complaints Concerning Discrimination in Employment)

To the extent possible, the district's nondiscrimination policy shall be published in the individual's primary language.

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

GOVERNMENT CODE

11000 Definitions

11138 Rules and regulations

11340-11356 Administrative regulations and rulemaking

UNITED STATES CODE, TITLE 20

1400-1491 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2471 Carl D. Perkins Vocational and Applied Technology Act

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000h-2000h-6 Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex or blindness, effectuating Title VI especially:

106.9 Dissemination of policy

Policy
adopted: October 12, 1999
Revised: May 15, 2008

PALERMO UNION SCHOOL DISTRICT
Palermo, California

SCHOOL PLANS/SITE COUNCILS

When required by law and as a useful tool to accomplish district and school goals, school site councils shall develop comprehensive school plans designed to enhance student achievement at individual school sites.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 0420.5 - School-Based Decision Making)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1431 - Waivers)
(cf. 6020 - Parent Involvement)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6163.1 - Library Media Centers)
(cf. 6171 - Title I Programs)

Single School Plan for Student Achievement

As required by Education Code 64001, school site councils shall develop a single school plan for student achievement as a condition of receiving funding for categorical programs included in the consolidated application.

The Superintendent or designee shall assure that a single plan for student achievement has been prepared for each school participating in any of the state and/or federal categorical programs listed in Education Code 41506, 41571, or 64000. (Education Code 41507, 41572, 64001)

(cf. 6190 - Evaluation of the Instructional Program)

The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding. (Education Code 64001)

Legal Reference: (see next page)

Philosophy, Goals, Objectives and Comprehensive Plans (continued)

Legal Reference:

EDUCATION CODE

52-53 *Designation of schools*

8240-8244 *General child care and development programs*

8750-8754 *Conservation education*

18100-18203 *School libraries*

41500-41573 *Categorical education block grants*

44500-44508 *Peer Assistance and Review Program*

48660-48667 *Community day schools*

51745-51749.3 *Independent study*

51870-51874 *Educational technology*

52176 *Advisory committees*

52200-52212 *Gifted and Talented Education Program*

52800-52887 *School-Based Program Coordination Act*

54000-54041 *Educationally Disadvantaged Youth Programs*

54100-54145 *Miller-Unruh Basic Reading Act*

54425 *Advisory committees (compensatory education)*

54650-54659 *Education Improvement Incentive Program*

56000-56885 *Special education*

64000 *Categorical programs included in consolidated application*

64001 *Single school plan for student achievement, consolidated application programs*

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

52012 *Establishment of school site council*

52014-52015 *School plans*

52890 *Qualifications and duties of outreach consultants*

MILITARY AND VETERANS CODE

500-520.1 *California Cadet Corps*

CODE OF REGULATIONS, TITLE 5

3930-3937 *Compliance plans*

UNITED STATES CODE, TITLE 20

6312-6319 *Title I programs; plans*

7114 *Safe and Drug-Free Schools and Communities; district plan*

Management Resources:

CDE PUBLICATIONS

Voluntary Template for the Single Plan for Student Achievement

WEB SITES

California Department of Education, Single Plan for Student Achievement:

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

Center for Comprehensive School Reform and Improvement: <http://www.centerforcsri.org>

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

SCHOOL PLANS/SITE COUNCILS

School Site Councils

When required for participation in any categorical program, each district school shall establish a school site council or advisory committee. (Education Code 41507, 41572, 52852, 64001)

(cf. 0420.1 - School-Based Program Coordination)

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel chosen by the school's other personnel
4. Parents/guardians of students attending the school chosen by other such parents/guardians, or community members chosen by the parents/guardians as representatives

Half of the school site council membership shall consist of school staff, the majority of whom shall be classroom teachers. For elementary school site councils, the remaining half shall be parents/guardians or parent/guardian representatives. (Education Code 41507, 41572, 52852)

A district employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52055.620, 52176, 52870, 54425; 5 CCR 3932)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 1220 - Citizen Advisory Committees)

Single School Plan for Student Achievement

In order for a school to participate in any state or federal categorical program listed in Education Code 41506, 41571, or 64000, the school site council shall approve, annually review, and update a single plan for student achievement. (Education Code 41507, 41572, 64001)

(cf. 6190 - Evaluation of the Instructional Program)

SCHOOL PLANS/SITE COUNCILS (continued)

The single school plan for student achievement shall be aligned with school goals for improving student achievement and shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

The plan shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the school's means of evaluating progress toward accomplishing those goals
3. identify how state and federal law governing these programs will be implemented

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for a single plan for student achievement. (Education Code 64001)

(cf. 0520 - Intervention for Underperforming Schools)

(cf. 6171 - Title I Programs)

School Plans for Categorical Block Grants

Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, that school's single plan for student achievement shall include, but need not be limited to: (Education Code 41507, 41572)

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:
 - a. Make continuous progress and learn at a rate appropriate to their abilities
 - b. Master basic skills in language development and reading, writing, and mathematics
 - c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education

SCHOOL PLANS/SITE COUNCILS (continued)

- d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment

(cf. 5148 - Child Care and Development)

(cf. 6158 - Independent Study)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

2. Consideration of the use of community resources to achieve instructional improvement objectives
3. Consideration of the use of education technology

(cf. 0440 - District Technology Plan)

(cf. 6162.7 - Use of Technology in Instruction)

4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6164.5 - Student Success Teams)

6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6178 - Vocational Education)

(cf. 6178.1 - Work Experience Education)

7. Instructional and auxiliary services to meet the special needs of students who are limited-English-speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

SCHOOL PLANS/SITE COUNCILS (continued)

8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students

(cf. 5137 - Positive School Environment)

(cf. 5138 - Conflict Resolution/Peer Mediation)

9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance

(cf. 5113 - Absence and Excuses)

(cf. 5113.1 - Truancy)

10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria

11. Other activities and objectives established by the school site council

12. A process for ongoing evaluation and modification of the plan

The evaluation shall be based on the degree to which the school is meeting the plan's objectives, student achievement, and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes towards the school, self, and others; absenteeism among staff, staff resignations, and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators, and staff.

In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries into the single plan for student achievement. (Education Code 41572)

(cf. 6163.1 - Library Media Centers)

SCHOOL-BASED PROGRAM COORDINATION

In order to best serve students with special needs and students participating in designated educational programs, the Governing Board encourages school-based program coordination as a means for achieving flexibility in the use of the categorical funds received by each school. The Board believes that resources acquired to assist students in one program often can benefit other students without in any way depriving the originally targeted group.

A school site council shall be established at each school to consider whether or not it wishes the school to participate in school-based program coordination. All interested persons shall have an opportunity to meet in public to establish the site council. (Education Code 52852.5)

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)

The school site council of any participating school shall develop, for approval by the Board, a school plan that addresses the components specified in Education Code 52853. This plan shall be incorporated into the school's single plan for student achievement required for the state's consolidated application process. (Education Code 52853, 64001)

Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population originally targeted by the categorical programs.

(cf. 0500 - Accountability)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 5149 - At-Risk Students)
(cf. 6164.4 - Identification of Individuals for Special Education)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6174 - Education for English Language Learners)
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference: (see next page)

SCHOOL-BASED PROGRAM COORDINATION (continued)

Legal Reference:

EDUCATION CODE

8750-8754 *Conservation education*

41500-41573 *Categorical education block grants*

44520-44534 *New Careers Program*

51870-51874 *Education technology*

52200-52212 *Gifted and Talented Education Program*

52340-52346 *California Regional Career Guidance Centers*

52800-52887 *School-Based Program Coordination Act*

54000-54041 *Educationally Disadvantaged Youth Programs*

54100-54145 *Miller-Unruh Basic Reading Act*

54650-54659 *Education Improvement Incentive Program*

56000-56885 *Special education*

64000 *Categorical programs included in consolidated application*

64001 *Single school plan for student achievement, consolidated application programs*

MILITARY AND VETERANS CODE

500-520.1 *California Cadet Corps*

Management Resources:

CDE PUBLICATIONS

Voluntary Template for the Single Plan for Student Achievement

WEB SITES

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

SCHOOL-BASED PROGRAM COORDINATION

The Superintendent or designee shall provide information about the School-Based Program Coordination Act to each principal. Each principal shall provide this information to teachers, other school personnel, parents/guardians, and secondary students. (Education Code 52852.5)

Categorical funds coordinated under this program may include funding for: (Education Code 52851)

1. Conservation Education (Education Code 8750-8754)

(cf. 6142.5 - Environmental Education)

2. New Careers Program (Education Code 44520-44534)

(cf. 4112.21 - District Interns)

3. Education Technology (Education Code 51870-51874)

(cf. 0440 - District Technology Plan)

4. Gifted and Talented Education Program (Education Code 52200-52212)

(cf. 6172 - Gifted and Talented Student Program)

5. Educationally Disadvantaged Youth Programs (Education Code 54000-54041)

(cf. 5149 - At-Risk Students)

6. Miller-Unruh Basic Reading Act (Education Code 54100-54145)

(cf. 6142.91 - Reading/Language Arts Instruction)

7. Special Education (Education Code 56000-56885)

(cf. 0430 - Comprehensive Local Plan for Special Education)

Funds coordinated under this program shall be used to supplement, not supplant, existing state and local appropriations. (Education Code 52852.5)

Any school participating in school-based program coordination shall not be required to meet any state laws or regulations for any coordinated program listed above, except as specifically provided under the School-Based Program Coordination Act. (Education Code 52851)

SCHOOL-BASED PROGRAM COORDINATION (continued)

The school shall not be required to meet the statutory provisions or related California Code of Regulations for any coordinated program except as specifically provided under the School-Based Program Coordination Act. (Education Code 52851)

Plan

Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, that school's single plan for student achievement shall include, but need not be limited to: (Education Code 41507, 41572)

1. Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:
 - a. Make continuous progress and learn at a rate appropriate to their abilities
 - b. Master basic skills in language development and reading, writing, and mathematics
 - c. Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education
 - d. Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment

(cf. 5148 - Child Care and Development)

(cf. 6158 - Independent Study)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

2. Consideration of the use of community resources to achieve instructional improvement objectives
3. Consideration of the use of education technology

(cf. 0440 - District Technology Plan)

(cf. 6162.7 - Use of Technology in Instruction)

4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers

(cf. 1240 - Volunteer Assistance)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

SCHOOL-BASED PROGRAM COORDINATION (continued)

5. Provisions for utilization of the student success team process to identify and assess the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6164.5 - Student Success Teams)

6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities

(cf. 6030 - Integrated Academic and Vocational Instruction)

(cf. 6178 - Vocational Education)

(cf. 6178.1 - Work Experience Education)

7. Instructional and auxiliary services to meet the special needs of students who are limited-English-speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students

(cf. 5137 - Positive School Environment)

(cf. 5138 - Conflict Resolution/Peer Mediation)

9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance

(cf. 5113 - Absence and Excuses)

(cf. 5113.1 - Truancy)

10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria

11. Other activities and objectives established by the school site council

12. A process for ongoing evaluation and modification of the plan

SCHOOL-BASED PROGRAM COORDINATION (continued)

The evaluation shall be based on the degree to which the school is meeting the plan's objectives, student achievement, and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes towards the school, self, and others; absenteeism among staff, staff resignations, and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators, and staff.

In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries into the single plan for student achievement. (Education Code 41572)

(cf. 6163.1 - Library Media Centers)

The Governing Board shall review and approve or disapprove the school plan. If a plan is not approved, the Board shall give the site council its specific reasons. (Education Code 52855)

The site council shall annually review the school plan, revise it as necessary to reflect changing needs and priorities, and establish a new budget based on the allocation granted to the school by the Board out of the district's grant for this program. (Education Code 52853, 52857)

Subsequent changes in the plan developed by the site council shall be approved or disapproved by the Board, and specific reasons stated for any disapproval. (Education Code 52855)

The plan shall be kept at the school site. (Education Code 52850)

SCHOOL IMPROVEMENT PROGRAM

The goal of school improvement programs at participating schools shall be to improve instruction, auxiliary services, school environment and school organization so as to meet the needs of all the school's students. The school site council shall develop a school improvement plan to guide the improvement activities. Upon Governing Board approval of the plan, the site council shall assume responsibility for the ongoing review of its implementation and a periodic evaluation of the program's effectiveness. The council shall annually review the plan, establish the plan budget and update the plan to reflect changing improvement needs and priorities.

Legal Reference:

EDUCATION CODE

52000-52049 Improvement of elementary and secondary education

62000-62007 Evaluation and sunseting of programs

CODE OF REGULATIONS, TITLE 5

4000-4091 School Improvement Programs

Management Resources:

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act

09211.09 Implementing Class Size Reduction under the Morgan-Hart Class Size Reduction Act of 1989

0620.09 Use Of Categorical Funds for Motivation Incentives

0430.09 Using School Improvement Program Resources and SB 1882 Funding to Promote School Change

1107.89 Implementation of new procedurs for noncompliance

CHARTER SCHOOLS

The Governing Board recognizes the fact that charter schools provide one opportunity to implement school-level reform and to support innovations which improve student learning. These schools shall operate under the provisions of their charters, federal and state laws and general oversight of the Board.

As needed, the Superintendent may work with charter school petitioners to establish workable plans for technical assistance or contracted services which the district may provide to the proposed charter school.

In determining whether to grant or deny a charter, the Board shall carefully review the proposed charter and any supplementary information, consider public and staff input, and determine whether the charter petition adequately addresses all the provisions required by law. The Board shall not deny a charter school petition unless specific written factual findings are made pursuant to law and administrative regulation.

The Board shall ensure that any charter granted by the Board contains adequate processes and measures for holding the school accountable for fulfilling the terms of its charter. These shall include, but not be limited to, fiscal accountability systems as well as multiple measures for evaluating the educational program. To assist the Board in its general oversight responsibility, charters shall provide for regular reports to the Board related to the charter provisions.

(cf. 0500 - Accountability)

Legal Reference: (see next page)

CHARTER SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

33054 Waiver
41365 Charter school revolving loan fund
44237 Criminal record summary
44830.1 Certificated employees, conviction of a violent or serious felony
45122.1 Classified employees, conviction of a violent or serious felony
47600-47616.5 Charter Schools Act of 1992
48000 Minimum age of admission (kindergarten)
48010 Minimum age of admission (first grade)
48011 Minimum age of admission from kindergarten or other school
51747.3 Apportionments for independent study
54032 Limited English or low-achieving pupils
56026 Special Education
56145-56146 Special education services in charter schools
60605 Academic content and performance standards; assessments
60640-60647 Standardized Testing and Reporting Program

GOVERNMENT CODE

6258 Joint powers agreement, charter schools.
54950-54962 The Ralph M. Brown Act

PENAL CODE

667.5 Definition of violent felony
1192.7 Definition of serious felony

CODE OF REGULATIONS, TITLE 5

11700.1-11705 Independent Study
11960 Regular average daily attendance for charter schools

COURT DECISIONS

Evensen v. Vicki L. Barber et al. (1996) No. PV 94-0465, Superior Ct., County of El Dorado
Desert Sands Unified School District and Washington Charter School v. Public Employment Relations Board and California School Employees Association and its Desert Sands Chapter #106. No. BC126357, Superior Ct., County of Los Angeles

ATTORNEY GENERAL OPINIONS

80 Ops.Cal.Atty.Gen. 52 (1997)
78 Ops.Cal.Atty.Gen. 253 (1995)
78 Ops.Cal.Atty.Gen. 297 (1995)

Management Resources:

WEB SITES

California Department of Education: <http://www.cde.ca.gov>
Education Commission of the States: <http://www.ecs.org>
National School Boards Association: <http://www.nsba.org>

Policy
adopted: April 8, 1999
revised: December 7, 1999

PALERMO UNION SCHOOL DISTRICT
Palermo, California

CHARTER SCHOOLS

Petition Signatures

To be considered by the Governing Board, a charter school petition must be signed by one of the following: (Education Code 47605)

1. A number of parents/guardians equivalent to at least one-half of the number of students that the charter school estimates will enroll in the charter school for its first year of operation
2. A number of teachers equivalent to at least one-half of the number of teachers that the charter school estimates will be employed at the school during its first year of operation
3. At least 50 percent of the permanent status teachers currently employed at the public school to be converted if the charter petition calls for an existing public school to be converted to a charter school

(cf. 4116 - Permanent/Probationary Status)

In circulating a petition, the petitioners shall include a prominent statement explaining that a signature means the parent/guardian is meaningfully interested in having his/her child attend the charter school or, in the case of a teacher's signature, that the teacher is meaningfully interested in teaching at the charter school. The proposed charter shall be attached to the petition. (Education Code 47605)

Charter Provisions

A charter petition shall include descriptions of all of the following: (Education Code 47605)

1. The educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century and how learning best occurs. The goals identified in that program shall include the objective of enabling students to become self-motivated, competent and lifelong learners.
2. The measurable student outcomes identified for use by the charter school. "Student outcomes" means the extent to which all students of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.
3. The method by which student progress in meeting those student outcomes is to be measured.

CHARTER SCHOOLS (continued)

4. The governance structure of the school, including but not limited to the process to be followed by the school to ensure parent/guardian involvement.
5. The qualifications to be met by individuals to be employed by the school.
6. The procedures that the school will follow to ensure the health and safety of students and staff. These procedures shall include the requirement that each school employee furnish the school with a criminal record summary as described in Education Code 44237.
7. The means by which the school will achieve a racial and ethnic balance among its students that is reflective of the general population residing within the district's territorial jurisdiction.
8. Admission requirements if applicable.
9. The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the Board.
10. The procedures by which students can be suspended or expelled.

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

11. The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security.
12. The public school attendance alternatives for students residing within the district who choose not to attend charter schools.
13. A description of the rights of any district employee upon leaving district employment to work in a charter school, and of any rights of return to the district after employment at a charter school.
14. The procedures to be followed by the charter school and the Board to resolve disputes relating to charter provisions.

CHARTER SCHOOLS (continued)

The petition also shall include affirmations that: (Education Code 47605)

1. The charter school shall be nonsectarian in its programs, admission policies, employment practices and all other operations; shall not charge tuition; and shall not discriminate against any student on the basis of ethnicity, national origin, gender or disability.
2. The charter school shall admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's place of residence, or that of his/her parents/guardians, within this state, except that any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area.
 - b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance, except for existing students of the charter school, shall be determined by a public random drawing. Preferences shall be extended to students currently attending the charter school and students who reside in the district. In the event of a drawing, the Board shall make reasonable efforts to accommodate the growth of the charter school and shall not take any action to impede the charter school from expanding enrollment to meet student demand.
 - c. Other admissions preferences permitted by the Board on an individual school basis and if consistent with law.

In addition to submitting the proposed charter and the affirmations described above, charter school petitioners shall provide information to the Board regarding the proposed operation and potential effects of the school, including but not limited to: (Education Code 47605)

1. The facilities to be used by the school
2. The manner in which administrative services of the school are to be provided
3. Potential civil liability effects, if any, upon the school and district
4. Financial statements that include a proposed first-year operational budget, including start-up costs, and cash-flow and financial projections for the first three years of operation

CHARTER SCHOOLS (continued)

Charter Approval/Denial

A charter petition shall be evaluated, as per criteria in the Board-adopted Palermo Learning Community Charter in addition to the following.

Within 30 days of receiving a petition to establish a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district and parents/guardians. (Education Code 47605)

(cf. 9320 - Meetings and Notices)

Within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request to establish a charter school. (Education Code 47605)

The Board shall grant the charter if doing so is consistent with sound educational practice. A charter shall be denied only if the Board presents written specific factual findings that one or more of the following conditions exists: (Education Code 47605)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition
3. The petition does not contain the number of signatures required
4. The petition does not contain an affirmation of each of the conditions described above and in Education Code 47605(d)
5. The petition does not contain reasonably comprehensive descriptions of the 14 provisions described above and in Education Code 47605(b)

The Board also shall not grant any charter that authorizes the conversion of a private school to a charter school. (Education Code 47602)

In granting charter petitions, the Board shall give preference to schools best able to provide comprehensive learning experiences for academically low-achieving students according to standards established by the California Department of Education under Education Code 54032. (Education Code 47605)

The Board may initially grant a charter for a specified term not to exceed five years. (Education Code 47607)

CHARTER SCHOOLS (continued)

The petitioners shall provide written notice of the Board's approval and a copy of the charter to the State Board of Education. (Education Code 47605)

Revisions

Material revisions to a charter may be made only with Board approval and shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (Education Code 47607)

Renewals

A charter school seeking renewal of the charter shall submit a written request to the Board at least 120 days before the term of the charter is due to expire.

At least 90 days before the term of the charter is due to expire, the Board shall conduct a public hearing to receive input on whether or not to extend the charter. At least 60 days before the expiration date, the Board shall either grant or deny the request for renewal.

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605. (Education Code 47607)

Each renewal shall be for a period of five years. (Education Code 47607)

Revocations

The Board may revoke a charter whenever it finds that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

Prior to revocation, the Board shall notify the charter school of any violation and give the school a reasonable opportunity to correct the violation unless the Board determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the students. (Education Code 47607)

CHARTER SCHOOLS (continued)

Requirements for Charter Schools

No student shall be required to attend a charter school. (Education Code 47605)

No district employee shall be required to work at a charter school. (Education Code 47605)

Charter schools shall be exempt from the state laws governing school districts, except all of the following:

1. Charter schools shall be subject to Education Code 47611 regarding the State Teachers' Retirement System. (Education Code 47610)
2. Charter schools shall be subject to Education Code 41365 regarding the revolving loan fund for charter schools. (Education Code 47610)
3. Charter schools shall be subject to all laws establishing minimum age for public school attendance. (Education Code 47610)

(cf. 5111 - Admission)

4. Charter schools shall meet all statewide standards and conduct the student assessments required by Education Code 60605 and any other statewide standards or assessments applicable to noncharter public schools. (Education Code 47605)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

5. Charter schools shall be subject to state law prohibitions and District policies regarding the employment of any person, in either a certificated or classified position, who has been convicted of a violent or serious felony. (Education Code 44830.11, 45122.1)

(cf. 4112.5/4312.5 - Criminal Record Check)

(cf. 4212.5 - Criminal Record Check)

Teachers in charter schools shall hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the Board. (Education Code 47605)

(cf. 4112.2 - Certification)

Students with disabilities shall be served by charter schools in the same manner as such students are served in other public schools. (Education Code 56145)

CHARTER SCHOOLS (continued)

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 6159 - Individualized Education Program)
(cf. 6164.4 - Identification of Individuals for Special Education)

Charter schools shall, on a regular basis, consult with parents/guardians and teachers regarding the school's educational programs. (Education Code 47605)

Charter schools shall promptly respond to all reasonable inquiries from the Board or the Superintendent of Public Instruction, including but not limited to inquiries regarding its financial records. (Education Code 47604.3)

Financial Relationship

The district shall permit a charter school to use, at no cost, facilities not currently being used by the district for instructional or administrative purposes or not historically being used for rental purposes provided that the charter school shall be responsible for reasonable maintenance of those facilities. (Education Code 47614)

(cf. 1330 - Use of School Facilities)

The district may charge for the actual costs of supervisorial oversight of a charter school not to exceed one percent of the charter school's revenue. If the district is able to provide substantially rent-free facilities to the charter school, the district may charge actual costs up to three percent of the charter school's revenue for supervisorial oversight. (Education Code 47613)

The charter school may separately purchase administrative or other services from the district or any other source. (Education Code 47613)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

The Governing Board desires to provide a high-quality free appropriate public education to individuals with disabilities, who reside in the district, including children who have been suspended or expelled or placed by the district in a nonpublic, nonsectarian school.

The district shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered, and where appropriate, utilized. (Education Code 56303)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)
(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6164.6 - Identification and Education Under Section 504)
(cf. 6164.4 - Identification of Individuals for Special Education)

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973, the Americans with Disabilities Act and related federal regulations.

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

The special education local plan area (SELPA) shall administer a local plan and administer the allocation of funds. (Education Code 56195)

(cf. 1220 - Citizen Advisory Committees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the district participates as a member of the Butte County Special Education Local Plan Area (SELPA).

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

The Superintendent or designee shall extend the district's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this district, with the exception of those that apply to complaints, unless the local plan specifically authorizes the district to operate under its own policies and regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

In accordance with selection procedures described in the Butte County SELPA plan, the Board may appoint district representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6159 - Individualized Education Program (IEP))

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

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

Information shall be provided concerning the number of individuals with exceptional needs who are being provided special education and related services. (Education Code 56195.8) This information may be included as part of the SELPA plan.

Legal Reference: (see next page)

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

Legal Reference:

EDUCATION CODE

- 56000-56001 *Education for individuals with exceptional needs*
- 56020-56035 *Definitions*
- 56040-56042 *General provisions*
- 56190-56194 *Community advisory committees*
- 56195-56195.9 *Local plans*
- 56200-56202 *Local plan requirements*
- 56205-56208 *Local plan requirements*
- 56240-56245 *Staff development*
- 56300-56382 *Identification and referral, assessment, instructional planning, implementation, and review*
- 56440-56447.1 *Programs for individuals between the ages of three and five years*
- 56500-56508 *Procedural safeguards, including due process rights*
- 56600-56606 *Evaluation, audits and information*
- 56836-56836.03 *Administration of local plan*

GOVERNMENT CODE

- 95000-95029 *California Early Intervention Services Act*
- CODE OF REGULATIONS, TITLE 5
- 3000-3082 *Regulations governing special education*
- UNITED STATES CODE, TITLE 20
- 1400-1485 *Individuals with Disabilities Act*
- UNITED STATES CODE, TITLE 29
- 794 *Rehabilitation Act of 1973, Section 504*
- UNITED STATES CODE, TITLE 42
- 12101-12213 *Americans with Disabilities Education Act*
- CODE OF FEDERAL REGULATIONS, TITLE 34
- 99.10-99.22 *Inspection, review and procedures for amending education records*
- 104.1-104.39 *Section 504 of the Rehabilitation Act of 1973*
- 300.500-300.517 *Due process procedures for parents and children*
- 303.1-303.654 *Early intervention program for infants and toddlers with disabilities*

Management Resources:

CDE LEGAL ADVISORIES

- 0101.91 *Interagency Coordination Enforcement*
- CDE PROGRAM ADVISORIES
- 06271.09 *School-Based Program Coordination Act, PAC: 89/90-15*
- 0831.95 *Low Incidence Funding Update, FY 1995-96*
- 1107.89 *Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4*
- 1106.95 *Occupational Therapy and Physical Therapy, SPB: 95/96-02*

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION

Definitions

Free appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; meet the standards of the California Department of Education, including the requirements of 34 CFR 300.1-300.818; include appropriate preschool, elementary school, or secondary school education for individuals between the ages of 3 and 21; and are provided in conformity with an individualized education program (IEP) that meets the requirements of 34 CFR 300.320-300.324. (34 CFR 300.17, 300.101, 300.104; Education Code 56040)

FAPE applies to students who are suspended or expelled or placed by the district in a nonpublic, nonsectarian school. (34 CFR 300.17, 300.101, 300.104)

Least restrictive environment means that, to the maximum extent appropriate, students with disabilities, including individuals in public or private institutions or other care facilities, be educated with individuals who are nondisabled, including the provision of nonacademic and extracurricular services and activities. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (34 CFR 300.107, 300.114, 300.117; Education Code 56040.1)

Special education means specially designed instruction, provided at no cost to the parent/guardian, to meet the unique needs of individuals with disabilities including a full continuum of program options including instruction conducted in the classroom, in the home, in hospitals and institutions, and other settings, and instruction in physical education to meet the educational and service needs in the least restrictive environment. (Education Code 56300, 56031)

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031)

1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards
2. Travel training
3. Career technical training

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education

Specially designed instruction means adapting the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the district. (34 CFR 300.39)

Surrogate parent means an individual assigned to act as a surrogate for the parent/guardian. The surrogate may represent an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in other matters relating to the provision of FAPE to the individual with disability. (34 CFR 300.519; Education Code 56050)

(cf. 6159.4 - Appointment of Surrogate Parent for Special Education)

Elements of the Local Plan for Special Education

The local plan developed by the special education local plan area (SELPA) shall contain all elements under Education Code 56205, 56206, and assurances of general compliance with Section 504 of the Rehabilitation Act of 1973 (29 USC 794), the IDEA (20 USC 1400-1482), and the Americans with Disabilities Act (42 USC 12101-12213).

1. Assurances that policies, procedures, and programs, consistent with state law, regulation, and policy, are in effect as specified in Education Code 56205(a)(1-22) and in conformity with 20 USC 1412(a), 20 USC 1413(a)(1), and 34 CFR 300.201
2. An annual budget plan and annual service plan adopted at a public hearing held by the SELPA
3. A description of programs for early childhood special education from birth through five years of age
4. A description of the method by which members of the public, including parents/guardians of individuals with disabilities who are receiving services under the plan, may address questions or concerns pursuant to Education Code 56205
5. A description of a dispute resolution process

COMPREHENSIVE LOCAL PLAN FOR SPECIAL EDUCATION (continued)

6. Verification that the plan has been reviewed by the community advisory committee in accordance with Education Code 56205
7. A description of the process being utilized to refer students for special education instruction pursuant to Education Code 56303
8. A description of the process being utilized to oversee and evaluate placements in nonpublic, nonsectarian schools and the method for ensuring that all requirements of each student's IEP are being met
9. A description of how specialized equipment and services will be distributed within the local plan area in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environment

The local plan, annual budget plan, and annual service plan shall be written in language that is understandable to the general public. (Education Code 56205)

Each entity providing special education shall adopt policies for the programs and services it operates, consistent with agreements adopted pursuant to Education Code 56195.1 and 56195.7. (Education Code 56195.8)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 3542 - School Bus Drivers)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6159 - Individualized Education Program)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.41 - Children with Disabilities Enrolled by Their Parents in Private School)

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

DISTRICT TECHNOLOGY PLAN

The Governing Board recognizes that technology can greatly enhance the instructional program as well as the efficiency of district and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

The Superintendent or designee shall develop a plan to address the short- and long-term technology needs of the district and provide for compatibility of resources among school sites, district offices, and other district operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Superintendent or designee may appoint a technology committee to assist with the above investigations and determinations.

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.4 - Student Use of Technology)

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

11320-11320.6 Distance learning

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51874 Educational Technology

60010 Instructional materials definitions

66940-66941 Distance learning

UNITED STATES CODE, TITLE 20

6801-6979 Technology for Education Act of 1994

Management Resources:

CDE PUBLICATIONS

The California Master Plan for Educational Technology, 1992

K-12 Network Technology Planning Guide: Building the Future, 1994

DISTRICT TECHNOLOGY PLAN

When developing the district's technology plan, the Superintendent or designee shall consider:

1. The district's existing equipment and its capability for working with new technologies.
2. Existing facilities and the extent of retrofitting required for various electronic formats.
3. When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.
4. When appropriate, the district's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to compete for service.
5. Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.
6. The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.

(cf. 6163.1 - Library Media Centers)

7. The integration of technological resources into school and district administration to facilitate routine operations, staff meetings/ collaboration, and communication with parents/guardians and community agencies.
8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. The feasibility of providing system access to students and staff who have their own computers at home.
10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.

DISTRICT TECHNOLOGY PLAN (continued)

11. Staff development needs of staff who will provide ongoing technical support.
12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.

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

13. A process for evaluating and updating the district's technology plan and its implementation.

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

COMPRENEHSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

(cf. 5131 - Conduct)

The Board shall review the comprehensive districtwide and/or school safety plan(s) in order to ensure compliance with state law, Board policy and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting and the adoption of the plan shall not be a consent item. At a minimum, the Board shall discuss both of the following: (Education Code 35294.22)

1. How the safety plan addresses the needs of each school and students within that school
2. How the school site council or safety planning committee, when writing the plan, considered the "three essential components" described in Education Code 35294.21, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting, and emotionally nurturing environment; and developing each student's resiliency skills

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

Legal Reference next page

COMPREHENSIVE SAFETY PLAN

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
35294.20-35294.25 Double Your Cash program
41510-41514 School Safety Consolidated Competitive Grant
48900-48927 Suspension and expulsion
48950 Speech and other communication
67381 Violent crime

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1, Section 28(c) Right to Safe Schools

UNITED STATES CODE, TITLE 20

7101-7165 Safe and Drug Free Schools and Communities, especially:

7114 Application for local educational agencies

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

911! A Manual for Schools and the Media During a Campus Crisis, 2001

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999

CDE PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003

Early Warning, Timely Response: A Guide to Safe Schools, August 1998

WEB SITES

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

American Red Cross: <http://www.redcross.org>

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

California Office of Emergency Services: <http://www.oes.ca.gov>

California Seismic Safety Commission: <http://www.seismic.ca.gov>

Federal Bureau of Investigation: <http://www.fbi.gov>

National Alliance for Safe Schools: <http://www.safeschools.org>

National School Safety Center: <http://www.nssc1.org>

U.S. Department of Education, Safe Schools: <http://www.ed.gov/about/offices/list/osers/osep/gtss.html>

Policy

adopted: December 7, 1999

Revised: June 15, 2006

PALERMO UNION SCHOOL DISTRICT

Palermo, California

COMPRENEHSIVE SAFETY PLAN

The Governing Board authorizes the development of a districtwide safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281.

Content of the Safety Plan

The districtwide and/or school site safety plan shall include an assessment of the current status of school crime committed on campus(es) and at school-related functions. (Education Code 32282)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety and shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

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

(cf. 6159 - Individualized Education Program)

- b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

- c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

COMPREHENSIVE SAFETY PLAN (continued)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel," the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

COMPRENEHSIVE SAFETY PLAN (continued)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Hate crime reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)

PERMISSION TO CARRY CONCEALED FIREARMS ON SCHOOL GROUNDS

The District is committed to providing a safe environment for students and staff members. In furtherance of this goal, the Board directs the Superintendent to designate District employees written permission to possess firearms and ammunition on school grounds pursuant to the guidelines described below.

The District recognizes that, in compliance with state and federal law and District rules, policies, and regulations, if the Superintendent grants written permission for an individual to possess a firearm and ammunition on school grounds, the Superintendent does so within the scope of his or her employment.

The Superintendent shall only grant permission to possess firearms and ammunition on school grounds pursuant to the procedures and criteria set forth in Administrative Regulation AR0451.

(cf. Administrative Regulation AR0451)

Legal References:

Penal Code sections 626.9, 26510, 26515; 30310.

United States Code title 18, sections 921, 922, 923, 924.

DISTRICT EMPLOYEE POSSESSION OF FIREARMS AND AMMUNITION

No employee is required to carry a firearm and/or ammunition while on school grounds. Employees interested in carrying a firearm and ammunition while on school grounds may apply in accordance with this Administrative Regulation and related Board Policy. Permission to carry firearms and ammunition on school grounds is a privilege, not a right.

The Superintendent may exercise his or her discretion to grant written permission to a District employee to possess a firearm and ammunition on school grounds (i.e., all real property, facilities, buildings, fields, and parking lots, belonging to the District) who meets all of the following criteria:

1. The employee must be a lawful holder of a valid and current Carrying Concealed Weapons (“CCW”) permit issued by any California sheriff;
2. This CCW must have no restrictions imposed by the issuing authority relative to possession of a firearm on school grounds or public property;
3. The employee must have completed a training designated by the Superintendent;
4. The employee must have completed any training program required by the Districts workers’ compensation, liability or other insurance carrier, as those training requirements may change from time to time;
5. The employee must have submitted a completed and signed Firearms Possession Application and Firearms Use Agreement.

Additional factors that the Superintendent may consider include, but are not limited to, the District employee’s:

1. Employee’s discipline record;
2. Employee’s evaluations;
3. Whether or not the employee is potentially a danger to themselves or others;
4. Employee’s conduct on and off school grounds; and
5. Employee’s experience with firearms.

Such permission shall be conditioned upon peaceful and lawful activity by the possessor at all times, as well as compliance with all terms included in the Firearms Use Agreement. The Superintendent may grant or deny permission in his or her sole discretion for any reason, and the Superintendent’s decision is final. A grant of permission shall be valid for one year from the effective date of the Firearms Use Agreement, unless earlier revoked by the Superintendent.

The Superintendent may revoke permission at any time in his or her sole discretion.

DISTRICT EMPLOYEE POSSESSION OF FIREARMS AND AMMUNITION

The Superintendent may revoke permission to possess firearms and ammunition on school grounds at any time by verbal or written notice to the individual granted permission. Any verbal notice will be followed by written notice to the individual within 24 hours. Notice of revocation may also be given to all individuals with permission by posting a written notice of revocation at the District Office.

Any cost of meeting criteria for permission to carry firearms and ammunition on school grounds must be borne solely by the employee requesting such permission.

(cf. BP 0451)

Legal Reference:

Penal Code sections 626.9, 26510, 26515, 30310.

United States Code title 18, sections 921, 922, 923, 924.

District Employee Possession of Firearms and Ammunition

PALERMO UNION SCHOOL DISTRICT

**APPLICATION FOR CONCEALED CARRY OF FIREARM AND
AMMUNITION ON SCHOOL GROUNDS**

Please fill out all three sections of this application completely and attach all documents listed under section 2. Incomplete applications will not be processed. Return a copy of your completed application to the Office of the Superintendent, care of the Executive Assistant to the Superintendent.

SECTION 1: Identifying Information

NAME:	PHONE:
TITLE:	SSN:
DOB:	CA DRIVER'S LICENSE NUMBER:
HOME ADDRESS:	

SECTION 2: Attachments – Please attach the following items to this application form.

1. Copy of a valid California photograph identification.
2. Copy of Concealed Carry Weapons Permit issued by any California sheriff.
3. Copy of registration of any firearm you will be bringing on school grounds.
4. Signed District Firearms Possession Agreement.

District Employee Possession of Firearms and Ammunition

SECTION 3: Acknowledgment.

I understand that by submitting this application I am certifying under penalty of perjury that the information provided is accurate and all documents attached are true and correct copies of the original.

Further, I understand that the Superintendent, in his sole discretion, may grant or deny my request to carry firearms and/or ammunition on school grounds for any reason or no reason at all.

Signature

Date

Print Name

District Employee Possession of Firearms and Ammunition

PALERMO UNION SCHOOL DISTRICT FIREARMS AND AMMUNITION POSSESSION AGREEMENT

The below information is provided to notify employees regarding the acceptable ways in which firearms may be used and carried on school grounds of the Palermo Union School District (“District”). The District permits, consistent with applicable law and District policy, the use of firearms by responsible employees to protect the District students and staff. The purpose of this Firearms and Ammunition Possession Agreement (“Agreement”) is to provide for the safe and appropriate possession of firearms on school grounds (as defined below). This Agreement is effective on _____.

I. Definitions

- A. “Firearm” means a device, designed to be used as a weapon, from which is expelled through a barrel, a projectile by the force of an explosion or other form of combustion.
- B. “Ammunition” means, but is not limited to, any bullet, cartridge, magazine, clip, speed loader, autoloader, or projectile capable of being fired from a firearm with a deadly consequence. "Ammunition" does include blanks.
- C. “School grounds” means all real property belonging to the District, including but not necessarily limited to, facilities, buildings, fields, and parking lots.
- D. “CCW” means a valid, current permit to carry a concealed firearm issued by a California sheriff containing no restriction on the concealed carry of a firearm on school grounds where the written approval of the Superintendent has been obtained.

II. District Rights

It is the policy of the District to maintain an environment that promotes safety and responsible conduct by all employees. It shall be a violation of this Agreement for any employee to engage in any activity that does not conform to the established purpose and general rules and policies of the District with respect to the carrying of a firearm on school grounds.

Employees granted permission to carry a firearm and/or ammunition have no expectation of privacy in the firearm they are carrying, the manner in which it is carried, or their CCW when on school grounds. Any employee given permission to carry a firearm on school grounds must allow inspection of the firearm, the means by which it is being carried, and their CCW upon request of the Superintendent (or designee) or peace officer.

The District reserves the right to revoke permission to carry a firearm or ammunition on school grounds at any time in the sole discretion of the Superintendent for any reason. Notice of revocation may be given verbally or in writing in accordance with applicable policy and regulation.

District Employee Possession of Firearms and Ammunition

The District reserves the right to change the terms under which an employee is granted permission to carry a firearm or ammunition on school grounds in the Superintendent's sole discretion. The District shall provide notice of any changes in terms in writing.

III. Employee Responsibilities

Permission to carry a firearm and ammunition on school grounds is contingent on the undersigned's completion of a training course designated by the Superintendent.

Permission to carry a firearm and ammunition on school grounds is contingent on the undersigned's completion of any training program required by the Districts workers' compensation, liability or other insurance carrier, as those training requirements may change from time to time

Permission to carry a firearm and ammunition on school grounds is contingent on the undersigned's possession of a CCW.

The undersigned is responsible for knowing and following all District policies, rules, and regulations regarding the use and possession of firearms and ammunition.

The undersigned is responsible for knowing and following all federal and California laws and regulations regarding the use and possession of firearms and ammunition.

IV. Restriction on Firearms Possession by District Employees

All firearms and ammunition must be possessed so that they are fully concealed upon the person at all times and tightly secured to the person's body. All firearms must be carried in a holster worn inside the pants, around the chest/upper body, on the front hip, or in a holster worn at the ankle underneath pants or behind the back.

After receiving written permission, an employee may possess no more than one (1) firearm on school grounds at a time.

All firearms possessed on school grounds must be equipped with a safety that is on at all times.

A firearm may only be discharged or brandished in self-defense or defense of others, and in compliance with California and Federal law, as those laws may change from time to time.

It is prohibited to clean, disassemble or demonstrate any part of the firearms to any other person while on school grounds, unless the firearm is discharged in self-defense or defense of others.

District Employee Possession of Firearms and Ammunition

V. Acknowledgement of Receipt & Agreement

I acknowledge that I have received, read and understood the Acceptable Firearms and Ammunition Use Agreement. I understand that any violations of the Acceptable Firearms and Ammunition Agreement may be grounds for disciplinary action, up to and including termination. I understand that a copy of the signed Acceptable Firearms and Ammunition Use Agreement will be placed in my personnel file. I understand that, if granted permission to carry a firearm and ammunition on school grounds, such permission shall automatically terminate one year from the date of this Agreement. My signature below indicates my knowing and voluntary acceptance of all the terms of this Agreement.

Signature

Date

Print Name

VI. Superintendent's Written Permission to Carry Firearm

Pursuant to my discretion under the Penal Code and as authorized by the District's Governing board, I grant written permission to the following individual, whose name appears on the signature line under Section V – Acknowledgement of Receipt & Agreement, to carry a firearm on the school grounds of the Palermo Union School District. This grant of permission is conditioned on compliance at all times with all applicable laws, policies, regulations, and the terms of this Agreement. The District reserves the right to revoke this permission at any time.

Signature

Date

Print Name

ACCOUNTABILITY

The Governing Board has a responsibility to continually reexamine district programs and practices to determine their effectiveness in serving all students. Review and evaluation procedures shall provide a mechanism for ensuring accountability to parents/guardians and the community.

(cf. 0520 - Intervention for Underperforming Schools)
(cf. 9000 - Role of the Board)

To enable the Board to fulfill these responsibilities, the Superintendent or designee shall identify and/or develop appropriate measures to ensure accountability. These measures shall be integrated and consistent with the state's accountability system and may include, but not be limited to, measures to evaluate student achievement, parent/guardian involvement and other district goals.

(cf. 0000 - Vision)
(cf. 0200 - Goals for the School District)
(cf. 0400 - Comprehensive Plans)
(cf. 4143/4243 - Negotiations/Consultation)
(cf. 6011 - Academic Standards)
(cf. 6020 - Parent Involvement)
(cf. 6162.5 - Student Assessment)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 9300 - Governance)
(cf. 9400 - Board Self-Evaluation)

The Superintendent or designee shall regularly report to the Board regarding progress toward the district's vision/direction and goals and the implementation of comprehensive plans.

Ongoing district processes, such as the Board's evaluation of the Superintendent, policy reviews, curriculum adoption, budget adoption and staff development program, shall also be used to support district progress towards achieving the vision/direction.

(cf. 2123 - Evaluation of the Superintendent)
(cf. 3100 - Budget)
(cf. 3460 - Financial Accountability and Reports)
(cf. 4115 - Evaluation/Supervision)
(cf. 4131 - Staff Development)
(cf. 4215 - Evaluation/Supervision)
(cf. 4231 - Staff Development)
(cf. 4315 - Evaluation/Supervision)
(cf. 4331 - Staff Development)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6190 - Evaluation of the Instructional Program)
(cf. 9311 - Board Policies)

Opportunities for feedback from students, parents/guardians, staff and community members shall be made available as part of the district's review and evaluation process.

ACCOUNTABILITY (continued)

Evaluation results may be used as a basis for implementing programmatic changes, determining the need for additional support or assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Evaluation results shall be reported to parents/guardians and the community.

(cf. 0510 - School Accountability Report Card)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

Each July, the Board shall, at a regularly scheduled meeting, discuss the results of each school's annual ranking on the statewide Academic Performance Index. (Education Code 52056)

Legal Reference:

EDUCATION CODE

33127-33129 *Standards and criteria for fiscal accountability*

33400-33407 *CDE evaluation of district programs*

44660-44665 *Evaluation of certificated employees*

51041 *Evaluation of the educational program*

52050-52058 *Public Schools Accountability Act*

CODE OF REGULATIONS, TITLE 5

15440-15463 *Standards and criteria for fiscal accountability*

Management Resources:

CSBA PUBLICATIONS

Making Changes That Improve Student Achievement: A School Board's Guide to Reform and Restructuring, 1997

Maximizing School Board Leadership, Vol. 1-8, 1996-97

WEB SITES

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

CDE: <http://www.cde.ca.gov>

SCHOOL ACCOUNTABILITY REPORT CARD

The Governing Board views school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school and to help provide data by which parents/guardians can make meaningful comparisons between schools. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support and establish a vision for the future.

The Superintendent or designee shall maintain a process for developing annual report cards for each school site with input from all segments of the school community. The Board shall annually approve the SARC for all district schools and shall evaluate the data contained in the SARC as part of the Board's regular review of the effectiveness of the district's programs, personnel, and fiscal operations. After the report cards are issued, the Superintendent or designee shall provide opportunities for staff and the community to discuss their content and strategies for communicating the information contained in the cards to all stakeholders.

(cf. 0420 - School Plans/Site Councils)

(cf. 0500 - Accountability)

(cf. 1112 - Media Relations)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

Notification and Dissemination of SARCs

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

(cf. 5145.6 - Parental Notifications)

Legal Reference (see next page)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

Legal Reference:

EDUCATION CODE

33126 *School Accountability Report Card*

35256 *School Accountability Report Card*

35256.1 *Information required in the School Accountability Report Card*

35258 *Internet access to the School Accountability Report Card*

41409 *Calculation of statewide averages*

41409.3 *Salary information required in the School Accountability Report Card*

46112 *Minimum school day for grades 1, 2 and 3*

46113 *Minimum school day for grades 4 through 8*

46117 *Minimum kindergarten school day*

46141 *Minimum school day (high school)*

CALIFORNIA CONSTITUTION

Article 16, Section 8.5(e) Allocations to State School Fund

Management Resources:

CDE PUBLICATIONS

California Model School Accountability Report Card

SCHOOL ACCOUNTABILITY REPORT CARD

Contents

Each year the principal or designee at each school shall prepare an annual school accountability report card which shall include, but is not limited to, an assessment of the following school conditions: (Education Code 33126)

1. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals, including:
 - a. Results by grade level from the assessment tool used by the district, using percentiles when available for the most recent three-year period

(cf. 6162.5 - Student Assessment)

- b. Upon adoption of a statewide assessment system, pursuant to Education Code 60600-60618 and 60800, the results of the statewide assessment by grade level
2. Progress toward reducing dropout rates, including the one-year dropout rate listed in the California Basic Education Data System for the school over the most recent three-year period
3. Estimated expenditures per student and types of services funded
4. Progress toward reducing class sizes and teaching loads, including the distribution of class sizes at the school by grade level, the average class size and the percentage of students in grades K-3 participating in the Class Size Reduction Program, using California Basic Education Data System information from the most recent three-year period

(cf. 6151 - Class Size)

5. The total number of the school's credentialed teachers, the number of teachers relying upon emergency credentials, the number of teachers working without credentials and any assignment of teachers outside their subject areas of competence for the most recent three-year period
6. Quality and currency of textbooks and other instructional materials

(cf. 6161 - Equipment, Books and Materials)

7. Availability of qualified personnel to provide counseling and other student support services

(cf. 6164.2 - Guidance/Counseling Services)

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

8. Availability of qualified substitute teachers

(cf. 4121 - Temporary/Substitute Personnel)

9. Safety, cleanliness and adequacy of school facilities

10. Adequacy of teacher evaluations and opportunities for professional improvement, including the annual number of school days dedicated to staff development for the most recent three-year period

(cf. 4115 - Evaluation/Supervision)

11. Classroom discipline and climate for learning, including suspension and expulsion rates for the most recent three-year period

(cf. 5144 - Discipline)

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

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

12. Teacher and staff training and curriculum improvement programs

(cf. 4131 - Staff Development)

13. Quality of school instruction and leadership

14. The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level

15. The total number of minimum days in the school year, as specified in Education Code 46112, 46113, 46117 and 46141

School accountability report cards shall also include the following information: (Education Code 41409.3)

1. The beginning, median and highest salary paid to teachers in the district, as reflected in the district's salary scale
2. The average salary for school-site principals in the district
3. The salary of the Superintendent
4. The percentage of the district's budget allocated to teachers' salaries

SCHOOL ACCOUNTABILITY REPORT CARD (continued)

5. The percentage of the district's budget allocated to administrative salaries
6. As provided by the state, for items #1-5 above, the statewide average in districts of the same size and type

Every three years the Board shall compare district report cards with the State Board of Education model report card. (Education Code 35256)

Notifications

The Governing Board shall annually issue a school accountability report card for each school site and publicize such reports. Parents/guardians shall receive copies. Copies will be provided upon request at each school site throughout the school year.

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall ensure that the district makes the information contained in the school accountability report card accessible on the Internet. He/she shall ensure that this information is updated annually. (Education Code 35258)

TITLE I PROGRAM IMPROVEMENT SCHOOLS

The Governing Board is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6171 - Title I Programs)

Whenever a district school is identified by the California Department of Education as in need of program improvement (PI), the Superintendent or designee shall ensure that school improvement efforts are coordinated and aligned. He/she shall also ensure that the school's Single Plan for Student Achievement is revised in accordance with law and as specified in administrative regulation.

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0520.1 - High Priority Schools Grant Program)

(cf. 0520.4 - Quality Education Investment Schools)

Depending on the length of time a district school has been identified for PI, the district shall provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 6179 - Supplemental Instruction)

Program Evaluation

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

(cf. 0510 - School Accountability Report Card)

(cf. 6190 - Evaluation of the Instructional Program)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

(cf. 4131 - Staff Development)

(cf. 6020 - Parent Involvement)

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference (next pages)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Legal Reference:

EDUCATION CODE

35256 School accountability report card

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

11992-11994 Persistently dangerous schools, definition

13075-13075.4 Supplemental educational services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6316 School improvement

7912 Persistently dangerous schools

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.39-200.43 Requirements for program improvement, corrective action, and restructuring

200.44 School choice option

200.45-200.47 Supplemental educational services

200.48 Funding for transportation and supplemental services

200.49-200.51 State responsibilities

200.52-200.53 District improvement

Management Resources:

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2008 Adequate Yearly Progress Report Information Guide, August 2008

California's Accountability Workbook

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages 64436-64513

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Supplemental Educational Services, January 14, 2009

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

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

TITLE I PROGRAM IMPROVEMENT SCHOOLS

Definitions

Adequate yearly progress (AYP) is a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API).

(cf. 6162.51 - Standardized Testing and Reporting Program)

(cf. 6162.52 - High School Exit Examination)

Numerically significant subgroups include economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)

Program improvement (PI) school is a school receiving federal Title I funds that has failed to make AYP for each of two consecutive school years in the same content area (i.e., English-language arts or mathematics) schoolwide or for any numerically significant subgroup, or has failed to make AYP on the same additional indicator (i.e., API for all schools or, for high schools, graduation rate) schoolwide.

Year 1 Program Improvement

When any Title I school is identified for Year 1 PI: (20 USC 6316)

1. The Superintendent or designee shall provide students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfers."

(cf. 0420.4 - Charter Schools)

2. The principal and school community shall revise the school's Single Plan for Student Achievement in accordance with 20 USC 6316, and present it for approval by the Governing Board.

(cf. 0420 - School Plans/Site Councils)

(cf. 6171 - Title I Programs)

3. Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with the review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

4. The school shall implement the plan no later than the beginning of the next full school year following the school's identification for PI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)
5. As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of Education (CDE), an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in: (20 USC 6316)
 - a. Analyzing data from state assessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district responsibilities identified in the school plan
 - b. Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for PI
 - c. Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and remove the school from PI status

(cf. 3100 - Budget)

Year 2 Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for PI, the Superintendent or designee shall: (20 USC 6316)

1. Continue to provide all students enrolled in the school the option of transferring to another district school or charter school that has not been identified for PI, as described below under "Student Transfers"
2. Arrange for the provision of supplemental educational services to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below under "Supplemental Educational Services"
3. Continue to provide for technical assistance

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)**Year 3 Program Improvement: Corrective Action**

When a school continues to fail to make AYP by the end of the second full school year after identification for PI (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year 1 and Year 2 PI. In addition, the Board shall take at least one of the following corrective actions: (20 USC 6316)

1. Replace school staff relevant to the failure

(cf. 4113 - Assignment)

2. Implement a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3. Significantly decrease management authority at the school level

4. Appoint an outside expert to advise the school

5. Extend the school year or school day for the school

(cf. 6111 - School Calendar)

6. Restructure the internal organization of the school

Year 4 Program Improvement and Beyond: Restructuring

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all students enrolled in the school with the option to transfer to another district school or charter school and continue to make supplemental educational services available to eligible students who remain in the school. In addition, the Board shall develop a plan and make necessary arrangements to implement one of the following options for alternative governance and restructuring, consistent with state law: (20 USC 6316)

1. Reopen the school as a charter school

2. Replace all or most of the school staff relevant to the failure

3. Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

4. Turn the operation of the school over to the CDE
5. Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

Whenever a school is identified for PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
2. The reasons for the identification
3. An explanation of what the school is doing to address the problem of low achievement
4. An explanation of what the district or state is doing to help the school address the achievement problem
5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI
6. An explanation of the option to transfer to another district school or charter school as described below under "Student Transfers"
7. If the school is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain supplemental educational services for their child as described below under "Supplemental Educational Services"

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

All notifications pertaining to PI shall be written in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, other community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive supplemental educational services. (34 CFR 200.48)

Student Transfers

All students enrolled in a school in Year 1 of PI or beyond shall be provided an option to transfer to another school in the district, if there is another school of the same grade levels that: (20 USC 6316; 34 CFR 200.44)

1. Has not been identified for PI, corrective action, or restructuring
2. Has not been identified by the CDE as a "persistently dangerous" school pursuant to 20 USC 7912 and 5 CCR 11992-11994

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

Among these students, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)

School capacity shall not be used to deny transfer opportunities to students. However, the Superintendent or designee may consider capacity in selecting schools that will be offered as alternatives for school choice. The Board may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered so that students may transfer in the school year following the school year in which the district administered the assessments that resulted in the identification of the school for PI, corrective action, or restructuring. In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year. (34 CFR 200.37, 200.44)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

Notice of the transfer option shall:

1. Inform parents/guardians that their child is eligible to attend another public school due to the identification of the current school as in need of improvement
2. Identify each public school or public charter school that the parent/guardian can select
3. Explain why the choices made available to the parents/guardians may have been limited
4. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
5. Explain the provision of transportation to the new school (34 CFR 200.37)

To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter, and a list of available schools to which eligible students may transfer in the current school year. (34 CFR 200.39)

The district shall provide, or shall pay for the provision of, transportation for the student to the public school that student chooses to attend. (20 USC 6316; 34 CFR 200.44)

(cf. 3540 - Transportation)

Supplemental Educational Services

When required by law, supplemental educational services shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 6011 - Academic Standards)

(cf. 6179 - Supplemental Instruction)

When a school is required to provide supplemental educational services, the Superintendent or designee shall annually notify parents/guardians of: (20 USC 6316; 34 CFR 200.37)

1. The availability of supplemental educational services

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

2. The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies
3. The identity of approved providers of technology-based or distance learning supplemental educational services
4. The services, qualifications, and demonstrated effectiveness of each provider, including an indication of those providers who are able to serve students with disabilities or limited English proficiency
5. The benefits of receiving supplemental educational services

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)

To ensure that parents/guardians have current information, the district shall prominently display on its web site, in a timely manner each school year, the number of students who were eligible for and who participated in supplemental educational services, beginning with data from the 2007-08 school year and each subsequent year thereafter, a list of state-approved providers serving the district in the current year, and the location where services are provided. (34 CFR 200.39)

Within a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a service provider from among those approved by the SBE.

Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate supplemental educational services with any necessary accommodations or language assistance. (34 CFR 200.46)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

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

(cf. 6174 - Education for English Language Learners)

TITLE I PROGRAM IMPROVEMENT SCHOOLS (continued)

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program (IEP) or Section 504 services plan.

If available funds are insufficient to provide supplemental educational services to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

TITLE I PROGRAM IMPROVEMENT DISTRICTS

The Governing Board shall annually review and analyze the district's performance in making adequate yearly progress (AYP) toward student achievement standards, in accordance with criteria established by the State Board of Education (SBE). The Board's review shall include an evaluation of whether district improvement efforts are aligned and adequately focused on increasing achievement levels for all students. As necessary, the Board and the Superintendent or designee shall take steps to improve district operations and programs to enable students to achieve proficiency.

(cf. 0500 - Accountability)

(cf. 6011 - Academic Standards)

(cf. 6162.51 - Standardized Testing and Reporting Program)

Year 1-2 PI: Revision and Implementation of LEA Plan

In the event that the district is identified for PI by the CDE, the Superintendent or designee shall, in accordance with law and administrative regulation, notify parents/guardians, administer a district self-assessment process, and revise the LEA plan. (20 USC 6316; Education Code 52055.57)

The revised LEA plan addendum shall be approved by the Board and submitted to the CDE. The Superintendent or designee shall regularly report to the Board regarding the implementation of the plan during Years 1 and 2 of the program.

The Superintendent or designee shall utilize available state and local resources to identify specific problems contributing to low student achievement and provide technical assistance and support to resolve those problems. He/she also shall work closely with individual school sites to raise student achievement in accordance with school plans.

(cf. 0520.2 - Title I Program Improvement Schools)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

Year 3 PI: Corrective Action

If the district does not make AYP after two years of receiving program funding, the Board shall cooperate with the Superintendent of Public Instruction (SPI) and the SBE in the identification and implementation of appropriate corrective actions.

The Board shall enter into a contract with a district assistance and intervention team (DAIT) whenever the SPI and SBE determine this to be the most appropriate corrective action. Upon receiving a report of recommendations from the DAIT: (Education Code 52055.57, 52059)

1. The Board may, not later than 30 days after completion of the report, appeal to the SPI to be exempted from implementing one or more of the report's recommendations.
2. Not later than 60 days after completion of the report, the Board shall, at a regularly scheduled meeting, adopt the report recommendations, as modified by any exemptions granted by the SPI.

The Superintendent or designee shall establish a district leadership team to collaborate with the DAIT in the development and implementation of an action plan to address high-priority needs. This team may include site and district administrators, teacher leaders, special education teachers, English learner experts, fiscal officers, and other key personnel, as appropriate.

The Board and the Superintendent or designee shall monitor the district's progress in implementing the DAIT's recommendations and shall continually use student performance data to determine whether additional district or school site changes are necessary to improve student achievement.

Legal Reference: (see next page)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

Legal Reference:

EDUCATION CODE

52055.57-52055.59 Districts identified or at risk of identification for program improvement

52059 Statewide system of school support

UNITED STATES CODE, TITLE 20

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6316 School and district improvement

6321 Fiscal responsibilities

CODE OF FEDERAL REGULATIONS, TITLE 34

200.13-200.20 Adequate yearly progress

200.30-200.35 Identification of program improvement schools

200.36-200.38 Notification requirements

200.52-200.53 District improvement

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U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

TITLE I PROGRAM IMPROVEMENT DISTRICTS

Year 1-2 Program Improvement (PI): Revision and Implementation of LEA Plan

Whenever the district is notified that it has been identified for PI under the federal No Child Left Behind Act, the district shall complete all of the following actions:

1. Promptly notify parents/guardians of each district student regarding the district's PI status, the reasons for the identification, and how parents/guardians can participate in upgrading the quality of the district's programs. The notification shall be in a format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316)

(cf. 5145.6 - Parental Notifications)

2. Conduct a self-assessment using materials and criteria based on current research and provided by the California Department of Education. (Education Code 52055.57)
3. Contingent upon state funding, contract with a county office of education or another external entity, no later than 90 days after the district is identified for PI and after working with the County Superintendent of Schools, for both of the following purposes: (Education Code 52055.57)
 - a. Verifying the fundamental teaching and learning needs in district schools as determined by the self-assessment and identifying the specific academic problems of low-achieving students, including a determination as to why the prior Title I local educational agency (LEA) plan failed to increase student academic achievement
 - b. Ensuring that the district receives intensive support and expertise to implement reform initiatives in the LEA plan

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 6171 - Title I Programs)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

4. Within three months after the district's identification for PI, develop an addendum to the LEA plan in consultation with parents/guardians, school staff, and others. This addendum shall reflect the findings of the self-assessment and shall: (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)
 - a. Incorporate scientifically based research strategies that will strengthen the core academic program in district schools
 - b. Identify actions that have the greatest likelihood of improving student achievement in meeting the state's academic achievement standards
 - c. Address the professional development needs of the instructional staff by committing to spending at least 10 percent of the district's allocation of Title I, Part A, funds for professional development

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

- d. Include specific measurable achievement goals and targets for each of the student subgroups identified pursuant to 20 USC 6311, especially those that did not make adequate yearly progress (AYP)
- e. Address the fundamental teaching and learning needs in the district's schools and the specific academic problems of low-achieving students, including a determination of why the district's prior plan failed to bring about increased student academic achievement
- f. Incorporate, as appropriate, student learning activities before school, after school, during the summer, and during any extension of the school year

(cf. 5148.2 - Before/After School Programs)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer School)

(cf. 6179 - Supplemental Instruction)

- g. Specify the responsibilities of the district and the state under the plan, including the district's fiscal responsibilities under 20 USC 6321 and the technical assistance to be provided by the state
- h. Include strategies to promote effective parent/guardian involvement in district schools

(cf. 6020 - Parent Involvement)

TITLE I PROGRAM IMPROVEMENT DISTRICTS (continued)

5. Contingent upon state funding, after working with the County Superintendent or an external verifier, contract with an external provider to provide support and implement recommendations to assist the district in resolving shortcomings identified in the verified self-assessment (Education Code 52055.57)
6. Implement the LEA plan expeditiously, but not later than the beginning of the next school year after the school year in which the district administered the assessments that resulted in its PI identification (20 USC 6316; 34 CFR 200.52; Education Code 52055.57)
7. In conjunction with any of items #1-6, authorization for students to transfer to a higher performing school in another district and to be provided transportation. In addition, the SBE may require the district to contract with a district assistance and intervention team (DAIT)

The district shall exit PI status when it makes AYP for two consecutive years. (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

Year 3 PI: Corrective Action

If the district fails to make AYP by the end of the second year in PI, it shall be subject to corrective actions determined by the State Board of Education (SBE). (20 USC 6316; 34 CFR 200.53; Education Code 52055.57)

If the SBE takes any corrective action other than, or in addition to, the appointment of a district assistance and intervention team (DAIT), the Superintendent or designee shall appear before the SBE within Year 3 of PI to review the district's progress. The Superintendent or designee, the DAIT, and/or the County Superintendent shall provide testimony and written data sufficient for the SBE to determine whether an alternative corrective action is needed. (Education Code 52055.57)