The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.

[Government Code §54954.2]
The Board may not take action on any item which is not on this agenda, except when (1) an emergency situation exists, (2) there is need to take immediate action and the need for the action came after posting, or (3) the item was posted for a prior meeting within specified time limits.

[Government Code §54954.2]

5.0 **PLEDGE OF ALLEGIANCE**

6.0 **PRESENTATION AND RECOGNITION**

7.0 **EMPLOYEE ORGANIZATIONS**

7.1 Special Educators of Amador County (SEAC)

7.2 California School Employees Association (CSEA)

8.0 **PUBLIC COMMENTS**

A person wishing to be heard by the Board shall first be recognized by the president and shall then proceed to comment as briefly as the subject permits. Individual speakers shall be allowed three minutes to address the Board on non-agenda items. The Board shall limit the total time for public input on each item to 20 minutes. With Board consent, the Board president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The president may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add. **NOTE**: If you wish to address the Board please complete a speaker card and give it to the Board Clerk or Communications Specialist.

There were no comments from the public.

9.0 **CONSENT AGENDA**

The Board of Trustees received these items under separate cover as an addendum. Public copy available during regular Board meeting and on the district website.

Board Member Whitaker had question on warrant# 60058344.

Board Member Marzano moved to approve the consent agenda and Board Clerk Pulskamp seconded the motion. **The motion passed 4-0.**

9.1 **Minutes**

9.1a Board Meeting: 8-25-21

9.2 **Business** (Mr. Critchfield)

9.2a Warrants issued between 8/20/21 – 8/31/21 $486,722.89

10.0 **DISCUSSION/ACTION ITEMS**

10.1 **Approval of Increase in the Salary for County Superintendent of Schools – Discussion/Action** (Board Member Whitaker)

The County Board of Education fixes the salary of the County Superintendent, per California Constitution, Article IX, Section 3.1 (b). The Amador County Office of Education Board of Trustees has the authority to set the salary of the County Superintendent of Schools.

Board had some discussion. Board Member Whitaker made motion to approve increase effective July 1 and Board Clerk Pulskamp seconded the motion. **The motion passed 4-0.**

10.2 **Board Policy Updates – Discussion/Action** (Mr. Snider)

Multiple board policy updates are done each year. The description summarizes the changes made to the policy.

11.0 **INFORMATIONAL ONLY**
11.1 Personnel
11.1a Personnel Items approved by ACOE Superintendent September 9, 2021

12.0 REPORTS
12.1 Report from Superintendent (Dr. Russell)
Dr. Russell asked Mr. Critchfield to report out on special education building at Jackson Junior High. Mr. Critchfield reported on the progress of the building and in next few weeks students will be moving in.

12.2 Reports and Remarks from Board Members
Board Member Whitaker, Marzano and Pulskamp no report.
Board President Thompson reported she would like to explore the idea of having district meetings going first and the county meeting going second.
Board Member Whitaker commented he likes to alternate the meetings.
Board Member Marzano commented public does not know which meetings are first.
Mr. Critchfield commented to have county board meetings once a month.
Board Clerk Pulskamp would like to hear recommendations from the cabinet and their option.

13.0 NEXT MEETING
ACOE Regular Meeting: Wednesday, September 22, 2021 tentatively scheduled to be held at the Amador County Administration Building, 810 Court St., Jackson, CA. ACOE at 6:30PM and ACUSD immediately following.

14.0 ADJOURNMENT 7:58PM
* The Amador County Office of Education complies with the Americans with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact the Superintendent’s Office by calling (209) 257-5330. All efforts will be made for reasonable accommodations.

* Any writings or documents that are provided to the governing board in open session will be made available for public inspection at the meeting or at the Amador County Public Schools District Office located at 217 Rex Avenue, Jackson, CA during normal business hours. Please note that business hours have changed due to COVID-19. If you are need of a hard copy of the agenda, please email Debra Lasich at dlasich@acusd.org.
Payroll 9/1/2021-9/15/2021: 52,982.68

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If there are any questions regarding any of the payments, please contact
Jared Critchfield @ 257-5375 or Nancy Kohlman @ 257-5333
AGENDA ITEM #: 10.1

SUBJECT:
Board Policy Updates – Discussion/Action

BACKGROUND INFORMATION:
Multiple board policy updates are done each year. The description summarizes the changes made to the policy.

Board Policy 1313 – Civility
New policy addresses the importance of civility to the effective operation of the district, including its role in creating a positive school climate and enabling a focus on student well-being, learning, and achievement. Policy includes First Amendment free speech considerations, behavior that constitutes civil behavior, practices that promote civil behavior, and authorization to educate or provide information to students, staff, parents/guardians, and community members to assist in the recognition, development, and demonstration of civil behavior. Policy also includes material regarding behavior that is disruptive, hinders the orderly conduct of district operations or programs, or creates an unsafe learning or working environment, as well as the prohibition of, and consequences for, behavior which is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence.

Board Policy 5141.4 - Child Abuse Prevention and Reporting
Policy updated to clarify that districts are not required, but are authorized, to include age-appropriate and culturally sensitive child abuse prevention curriculum in the instructional program, add material regarding displaying posters on campus notifying students of the appropriate telephone number to call to report child abuse or neglect, include the requirement for student identifications cards for students in grades 7-12 to include the National Domestic Hotline telephone number, and clarify that the training regarding duties of mandated reporters be according to law and administrative regulation.

Board Policy 5142.2 - Safe Routes to School Program
Policy updated to clarify potential liability issues, recognize that active transportation positively impacts student achievement, add material regarding equitable access and opportunity to participate in the district's safe routes to school program, and update information about state and federal grant programs.

Board Policy 5145.12 - Search and Seizure
Policy updated to reflect court decision upholding a school policy that called for limited searches without individualized suspicion if students left campus and returned in the middle of the day. Policy also updated to reflect law which places restrictions on searches of electronic devices such as cellular phones, court decision regarding searches of lockers without individualized suspicion, and court decision upholding policy of random weapons screening with a handheld metal detector.
Board Policy 5145.9 - Hate-Motivated Behavior
Policy updated to bolster the governing board's commitment to providing a respectful, inclusive, and safe learning environment, including adding a definition of hate-motivated behavior which incorporates a list of characteristics which may motivate prohibited behavior, reflecting the importance of celebrating diversity, enhancing the list of topics for student instruction and staff development, adding material regarding regularly occurring staff training, and including student and staff discipline for engaging in hate-motivated behavior. Policy also updated to include the requirement to post the policy in a prominent location on the district's web site and add that, in addition to other staff listed, complaints may be reported to the district's compliance officer.

Board Policy 5148 - Child Care and Development
Policy updated to reflect NEW LAW (SB 98, 2020) which transfers responsibility for state administration of child care and development programs from CDE to the California Department of Social Services (CDSS) effective July 1, 2021. Information about the Child Care Facilities Revolving Fund deleted as the fund is no longer operative. Policy also reflects NEW STATE REGULATIONS (Register 2020, No. 21) which retain the requirement to refer health and safety complaints regarding licensed child care and development programs to CDSS but eliminate the requirement that complaints regarding a license-exempt facility be referred to a Child Development regional administrator.

Board Policy 6142.5 - Environmental Education
Policy updated to reflect law which required that the state-adopted environmental principles and concepts be integrated into content standards, curriculum frameworks, and textbook criteria. Policy also reflects legislative intent that governing boards undertake specified actions to promote instruction in environmental literacy, including by embedding environmental literacy in the local priorities addressed in the district's local control and accountability plan, collaborating with other agencies to enhance the environmental curriculum, providing professional development in environmental literacy, and ensuring equity in the provision of environment-based learning opportunities.

FISCAL IMPLICATIONS:
None

RECOMMENDATION:
The Superintendent recommends that the Board approve the Board Policy updates.

PRESENTED BY:
Steve Russell, Superintendent
Sean Snider, Assistant Superintendent, Educational Services
The Governing Board recognizes the impact that civility has on the effective operation of the district, including its role in creating a safe and positive school climate and enabling a focus on student well-being, learning, and achievement. The Board believes that each person should be treated with dignity and respect in their interactions within the school community.

The Board understands that the First Amendment provides strong protection for speech. However, the Board expects that all speech and expression will comport with norms of civil behavior on district grounds, in district facilities, during district activities or events, and in the use of district electronic/digital systems and platforms.

Civil behavior is polite, courteous, and reasonable behavior which is respectful to others and includes integrity, honesty, acceptance, timeliness, dependability, observance of laws and rules, and effective communication.

The Board and district staff shall model civil behavior as an example of behavior that is expected throughout the district. Practices that promote civil behavior include actively listening, giving full attention to the speaker, and refraining from interruptions; welcoming and encouraging participation, input, and feedback through stakeholder engagement; promptly responding to concerns; and embracing varying and diverse viewpoints. Such practices may be incorporated into governance standards adopted by the Board or Superintendent and/or professional standards or codes of conduct for employees as specified in district policies and regulations.

Students, staff, parents/guardians, and community members should be educated in the recognition, development, and demonstration of civil behavior. The Superintendent or designee may incorporate related concepts in the curriculum, provide staff development activities, and/or communicate this policy to the school community.

Students, staff, parents/guardians, and community members shall not communicate or behave in a manner that causes disruption; hinders the orderly conduct of district operations, the educational program, or any other district program or activity; or creates an unsafe learning or working environment. The Superintendent or designee may respond to disruptive, violent, or threatening behavior in accordance with law and as specified in BP/AR 3515.2 - Disruptions.

Behavior by students or staff that is discriminatory, harassing, or intimidating, including sexual harassment, bullying, and/or hate violence, or behavior that is in any other way unlawful, is prohibited and is subject to discipline in accordance with law and as specified in district policy and regulations.
The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 5141.5 - Mental Health)
(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)

Child Abuse Prevention

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

BP 5141.4(b)

CHILD ABUSE PREVENTION AND REPORTING (continued)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)
In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

(cf. 5142 - Safety)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

BP 5141.4(c)

CHILD ABUSE PREVENTION AND REPORTING (continued)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Legal Reference:

EDUCATION CODE
215.5 Student identification cards with National Domestic Violence Hotline telephone number
32280-32289.5 Comprehensive school safety plans
33133.5 Posters of telephone number for students to report child abuse or neglect
33195 Heritage schools, mandated reporters
33308.1 Guidelines on procedure for filing child abuse complaints
44252 Teacher credentialing
44691 Staff development in the detection of child abuse and neglect
44807 Duty concerning conduct of students
48906 Notification when student released to peace officer
48987 Dissemination of reporting guidelines to parents
49001 Prohibition of corporal punishment
51220.5 Parenting skills education
51900.6 Sexual abuse and sexual assault awareness and prevention instruction

CODE OF CIVIL PROCEDURE
340.1 Damages suffered as a result of childhood sexual abuse

PENAL CODE
152.3 Duty to report murder, rape, or lewd or lascivious act
273a Willfully cruel or causing unjustifiable pain or mental suffering punishment of child; endangering life or health
286 Crime of sodomy
287 Crime of oral copulation
288 Definition of lewd or lascivious act requiring reporting
289 Crime of sexual penetration
11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE
15630-15637 Dependent adult abuse reporting

CODE OF REGULATIONS, TITLE 5
3200-3205 Filing complaints with CDE, special education students

UNITED STATES CODE, TITLE 42
11434a McKinney-Vento Homeless Assistance Act; definitions

COURT DECISIONS
Camreta v. Greene (2011) 131 S.Ct. 2020

Management Resources: (see next page)

BP 5141.4(d)

CHILD ABUSE PREVENTION AND REPORTING (continued)

Management Resources:
CSBA PUBLICATIONS
Why Schools Hold the Promise for Adolescent Mental Health, Governance Brief, May 2019
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve
Health Framework for California Public Schools, Kindergarten Through Grade Twelve

WEB SITES
California Attorney General’s Office, Suspected Child Abuse Report Form:
http://www.ag.ca.gov/childabuse/pdfs/ss_8572.pdf
https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf
California Department of Education, Child Abuse Prevention Training and Resources Safe Schools:
http://www.cde.ca.gov/ls/ss/ap
California Department of Social Services, Information Resources Guide Children and Family Services Division:
http://www.childsworld.ca.gov
U.S. Department of Health and Human Services, Child Welfare Information Gateway:
https://www.childwelfare.gov
https://www.childwelfare.gov

(11/04 12/14) 6/21
CSBA Sample
Board Policy

Students

SAFE ROUTES TO SCHOOL PROGRAM

The Governing Board recognizes that walking, bicycling, and other forms of active transport to school promote increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and promote encourage safe routes to school program activities.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3510 - Green School Operations)
(cf. 3514 - Environmental Safety)
(cf. 5030 - Student Wellness)
(cf. 5142 - Safety)

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

BP 5142.2(b)

SAFE ROUTES TO SCHOOL PROGRAM (continued)

(cf. 0415 - Equity)

The Superintendent or designee may identify appoint a program coordinator or and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1230 - School-Connected Organizations)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6020 - Parent Involvement)
Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

BP 5142.2(c)

SAFE ROUTES TO SCHOOL PROGRAM (continued)

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

(cf. 1260 - Educational Foundation)
(cf. 3100 - Budget)
(cf. 3290 - Gifts, Grants and Bequests)
(cf. 3470 - Debt Issuance and Management)
(cf. 3471 - Parcel Taxes)
(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

(cf. 0500 - Accountability)

Legal Reference:
EDUCATION CODE
32282 32283 Comprehensive safety plan
44808 Liability for conduct or safety of students when not on district property
45450-45451 Crossing guards
GOVERNMENT CODE
65352.2 General planning; communication between cities, counties and school districts
STREETS AND HIGHWAYS CODE
2333.5 Safe routes to schools construction program
2380-2385 Active Transportation Program
VEHICLE CODE
21200-21213 21212 Operation of bicycles, especially:
21212 Helmet required for bicycle, nonmotorized scooter, skateboard, skates
21949-21971 Pedestrian rights and duties

Legal Reference continued: (see next page)
SAFE ROUTES TO SCHOOL PROGRAM (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 23
133  Surface transportation block grant program
148  Highway safety improvement program
UNITED STATES CODE, TITLE 42
1758b  Local wellness policy
COURT DECISIONS

Management Resources:

CSBA PUBLICATIONS
Building Collaboration: Tools and Ideas for Creating Active Living, Healthy Eating Communities, August 2009

CALIFORNIA DEPARTMENT OF TRANSPORTATION PUBLICATIONS
Active Transportation Program Fact Sheet, January 2020
ATP Purpose and Goals as Defined by the State Legislature and SB 99, March 2015

NATIONAL CENTER FOR SAFE ROUTES TO SCHOOL PUBLICATIONS
Safe Routes to School Guide

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION PUBLICATIONS
Advancing Pedestrian and Bicyclist Safety: A Primer for Highway Safety Professionals, April 2016

SAFE ROUTES TO SCHOOL NATIONAL PARTNERSHIP PUBLICATIONS
Safe Routes to School by the Numbers: Using Data to Foster Walking and Biking to School, June 2016

WEB SITES
CSBA: http://www.csba.org
California Center for Physical Activity: http://www.eapphysicalactivity.org
California Department of Transportation, Safe Routes to School: http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm
National Center for Safe Routes to School: http://www.saferoutesinfo.org
Safe Routes to School National Partnership: http://www.saferoutespartnership.org
U.S. Department of Transportation, Federal Highway Administration, Safe Routes to School: http://safety.fhwa.dot.gov/saferoutes

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SEARCH AND SEIZURE

The Governing Board is fully committed to promoting a safe learning environment and, to the extent possible, eliminating the possession and use of weapons, illegal drugs, and other controlled substances by students on school premises and at school activities. As necessary to protect the health and welfare of students and staff, and only as authorized by law, Board policy, and administrative regulation, school officials may search students, their property, and/or district property under their control and may seize illegal, unsafe, or otherwise prohibited items. The Board urges that employees exercise discretion and use good judgment when conducting searches.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police/Security Department)
(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5145.3 - Nondiscrimination/Harassment)

The Board urges that employees exercise discretion and good judgment. When conducting a search or seizure, employees shall act in accordance with law, Board policy, and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 5145.3 - Nondiscrimination/Harassment)

SEARCH AND SEIZURE (continued)

The Superintendent or designee shall ensure that staff who conduct student searches receive training regarding the requirements of the district's policy and administrative regulation and other legal issues, as appropriate.
Individual Searches Based on Individualized Suspicion

School officials may search any individual student, his/her the student's property, or district property under his/her the student's control when there is a reasonable suspicion that the search will uncover evidence that he/she—the student is violating the law, Board policy, BP 5145.12(c)

SEARCH AND SEIZURE  (continued)

administrative regulation, or other rules of the district or the school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, student vehicles parked on district property, cellular phones, or other electronic communication devices.

Any search of a student, his/her the student's property, or district property under his/her the student's control shall be limited in scope and designed to produce evidence related to the alleged violation. Factors to be considered by school officials when determining the scope of the search shall include the danger to the health or safety of students or staff, such as the possession of weapons, drugs, or other dangerous instruments, and whether the item(s) to be searched by school officials are reasonably related to the contraband to be found. In addition, school officials shall consider the intrusiveness of the search in light of the student's age, gender, and the nature of the alleged violation.

The types of student property that may be searched by school officials include, but are not limited to, lockers, desks, purses, backpacks, and student vehicles parked on district property, cellular phones, or other electronic communication devices.

A student's personal electronic device may be searched only if a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information.

(cf. 6163.4 - Student Use of Technology)

Employees shall not conduct strip searches or body cavity searches of any student.  (Education Code 49050)
Searches of individual students shall be conducted in the presence of at least two district employees.

BP 5145.12(d)

SEARCH AND SEIZURE (continued)

The principal or designee shall notify the parent/guardian of a student subjected to an individualized search as soon as possible after the search.

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Searches of Multiple Student Lockers/ and Desks

All student lockers and desks are the property of the district. The principal or designee may conduct a general inspection of school properties that are within the control of students, such as lockers and desks, on a regular, announced basis, with students standing by their assigned lockers or desks. Any items contained in a locker or desk shall be considered to be the property of the student to whom the locker or desk was assigned.

Use of Metal Detectors

BP 5145.12(e)

SEARCH AND SEIZURE (continued)

The Board believes finds that the presence of weapons in the schools threatens the district’s ability to provide the safe and orderly learning environment to which district students and staff are entitled. The Board also believes finds that metal detector searches offer a reasonable means to keep weapons out of the schools and mitigate the fears of students and staff.

The Superintendent or designee shall use metal detectors at district schools as necessary to keep weapons out of schools and help provide a safe learning environment. He/she The Superintendent or designee shall establish a plan to ensure that metal detector searches are conducted in a uniform and consistent manner.

Use of Contraband Detection Dogs

BP 5145.12(f)

SEARCH AND SEIZURE (continued)
In an effort to keep the schools free of dangerous contraband, the district may use specially trained, nonaggressive dogs to sniff out and alert staff to the presence of substances prohibited by law or Board policy. The dogs may sniff the air around lockers, desks, or vehicles on district property or at district-sponsored events. Dogs shall not sniff within the close proximity of students or other persons and may not sniff any personal items on those persons without individualized suspicion. without their consent.

Legal Reference: (see next page)

SEARCH AND SEIZURE (continued)

Legal Reference:
EDUCATION CODE
32280-32289 School safety plans
35160 Authority of governing boards
35160.1 Broad authority of school districts
48900-48927 Suspension and expulsion
49050-49051 Searches by school employees
49330-49334 Injurious objects
PENAL CODE
626.9 Firearms
626.10 Dirks, daggers, knives or razor
1546-1546.1 Production of or access to electronic communication information
CALIFORNIA CONSTITUTION
Article I, Section 28(c) Right to Safe Schools
COURT DECISIONS
In G.C. v. Owensboro Public Schools (6th Cir. 2013) 711 F.3d 623
B.C. v. Plumas, (9th Cir. 1999) 192 F.3d 1260
B.C. v. Plumas (9th Cir. 1999) 192 F.3d 1260
In re Latasha W. (1998), 60 Cal. App. 4th 1524

BP 5145.12(g)
In re William G (1985) 40 Cal. 3d 550
Horton v. Goose Creek Independent School District, (5th Cir. 1982) 690 F.2d 470
Zamora v. Pomeroy, (10th Cir. 1981) 639 F.2d 662
ATTORNEY GENERAL OPINIONS

Management Resources:
NATIONAL INSTITUTE OF JUSTICE PUBLICATIONS
The Appropriate and Effective Use of Security Technologies in U.S. Schools: A Guide for Schools and Law Enforcement Agencies, 1999
WEB SITES
CSBA: http://www.csba.org
California Attorney General's Office: http://caag.state.ca.us
California Department of Education, Safe Schools: http://www.cde.ca.gov/ls/ss
National Institute of Justice: http://www.ojp.usdoj.gov/nij

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CSBA Sample
Board Policy

Students

BP 5145.9(a)

HATE-MOTIVATED BEHAVIOR

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate. and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131- Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.5 - Vandalism and Graffiti)
(cf. 5136 - Gangs)
(cf. 5137 - Positive School Climate)
(cf. 5141.52 - Suicide Prevention)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

BP 5145.9(b)

HATE-MOTIVATED BEHAVIOR (continued)
The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing the development of effective prevention strategies and response plans, providing provision of assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 5148.2 - Before/After School Programs)

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning,
2. Promotes their understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society,
3. Explains the harm and dangers of explicit and implicit biases
4. Discourages discriminatory attitudes and practices and
5. Provides strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6142.3 - Civic Education)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6142.94 - History-Social Science Instruction)

BP 5145.9(c)

HATE-MOTIVATED BEHAVIOR (continued)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

(cf. 5144 - Discipline)
The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training that on:

1. Promotes an understanding of diversity, equity, and inclusion
2. Discourages the development of discriminatory attitudes and practices
3. Includes social-emotional learning and nondiscriminatory instructional and counseling methods
4. Supports the prevention, recognition, recognizing and response preventing to hate-motivated behavior
5. Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior and on
6. Includes effectively enforcing of rules for appropriate student conduct.

HATE-MOTIVATED BEHAVIOR (continued)

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)
Complaints Process

A student or parent/guardian who believes the student is a victim of hate motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal.

BP 5145.9(e)

HATE-MOTIVATED BEHAVIOR (continued)

...the staff member shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)
(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5144 - Discipline)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Legal Reference: (see next page)
HATE-MOTIVATED BEHAVIOR (continued)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 School safety plans
48900.3 Suspension for hate violence
48900.4 Suspension or expulsion for threats or harassment, threats, or intimidation

GOVERNMENT CODE
11135 Prohibition of discrimination in programs or activities

PENAL CODE
422.55 Definition of hate crime
422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.30 Discrimination on the basis of sex in education programs and activities; definitions
106.44 Recipient's response to sexual harassment
106.45 Grievance process for formal complaints of sexual harassment
110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Bullying at School, 2003

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

HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS
California LGBTQ Youth Report, 2019

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter: Harassment and Bullying, October 2010
Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES
CSBA: http://www.csba.org
California Association of Human Relations Organizations: http://www.cahro.org
California Department of Education: http://www.cde.ca.gov

U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr
The Governing Board desires to provide child care and development services which meet the developmental needs of children and offer a convenient child care alternative for parents/guardians in the community.

(cf. 5148.2 - Before/After School Programs)
(cf. 5148.3 - Preschool/Early Childhood Education)
(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)
(cf. 6175 - Migrant Education Program)

The Board shall enter into a contract with the California Department of Education (CDE) Social Services (CDSS) for the provision of child care and development services by the district.

(cf. 3312 - Contracts)

The district shall work cooperatively with the local child care and development planning council, public and private agencies, parents/guardians, and other community members to assess child care needs in the community, establish program priorities, obtain ongoing feedback on program quality, and supply information about child care options.

(cf. 1020 - Youth Services)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations Between Private Industry and the Schools)

The Board shall approve for the district's child care and development program a written philosophical statement, goals, and objectives that reflect the cultural and linguistic characteristics of the families to be served and address the program components specified in 5 CCR 18272-18281 and the accompanying administrative regulation. (5 CCR 18271)

(cf. 0000 - Vision)
(cf. 0100 - Philosophy)
(cf. 0200 - Goals for the School District)
Eligibility and Enrollment

Child care admissions policies and procedures shall be in writing and available to the public. Such policies and procedures shall include criteria designating those children whose needs can be met by the child care center's program and services, the ages of children who will be accepted, program activities, any supplementary services provided, any field trip provisions, any transportation arrangements, food service provisions, and health examination requirements. (5 CCR 18105; 22 CCR 101218)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 3540 - Transportation)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.3 - Health Examinations)
(cf. 5141.31 - Immunizations)

BP 5148(c)

CHILD CARE AND DEVELOPMENT (continued)

The Superintendent or designee shall ensure that subsidized child care is provided to eligible families to the extent that state and/or federal funding is available and shall establish enrollment priorities in accordance with Education Code 8263 and 5 CCR 18106.

To the extent that space is available after the enrollment of children who are eligible for subsidized services, priority for admissions shall be given to district students, children of district students, and children of district employees.

(cf. 5111.1 - District Residency)
(cf. 5146 - Married/Pregnant/Parenting Students)

Staffing

The Superintendent or designee shall ensure that individuals working in child care and development programs have the necessary qualifications and have satisfied all legal requirements.

(cf. 1240 - Volunteer Assistance)
(cf. 4112.2 - Certification)
(cf. 4112.4/4212.4/4312.4 - Health Examinations)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

BP 5148(d)
CHILD CARE AND DEVELOPMENT (continued)

Facilities

Upon recommendation of the Superintendent or designee, the Board may approve any of the following for the provision of child care and development services:

1. The use of existing district facilities that have capacity
2. Renovation or improvement of district facilities to make them suitable for such services
3. Purchase of relocatable child care facilities
4. Inclusion of child care facilities in any new construction
5. Agreement with a public agency or community organization for the use of community facilities

(cf. 1330.1 - Joint Use Agreements)
(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall ensure that facilities used for child care services meet all applicable health and safety standards. (5 CCR 18020; 22 CCR 101238-101239.2)

Complaints

For a licensed child care center, any complaint alleging health and safety violations shall be referred to CDSS the California Department of Social Services. For a license-exempt facility, such complaints shall be referred to the appropriate Child Development regional administrator. (5 CCR 4611)

Any other alleged violation of state or federal laws governing child care and development programs shall be investigated and resolved using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Program Evaluation
The Superintendent or designee shall annually conduct an evaluation of the district's child care and development services in accordance with state requirements. The results of the evaluation shall be used to develop an action plan which establishes program goals and objectives for the coming year and addresses any areas identified as needing improvement. (5 CCR 18279-18281)

(cf. 0500 - Accountability)

Legal Reference:  (see next page)
Immunization requirements

WELFARE AND INSTITUTIONS CODE

10200-10206 Early Childhood Development Act of 2020

CODE OF REGULATIONS, TITLE 5

4610-4687 Uniform complaint procedures

18000-18434 Child care and development programs, especially:

18012-18122 General requirements

18180-18192 Federal and state migrant programs

18210-18213 Severely handicapped program

18220-18231 Alternative payment program

18240-18248 Resource and referral program

18270-18281 Program quality, accountability

18290-18292 Staffing ratios

18295 Waiver of qualifications for site supervisor

18300-18308 Appeals and dispute resolution

80105-80125 Commission on Teacher Credentialing, child care and development permits

CODE OF REGULATIONS, TITLE 22

101151-101239.2 General requirements, licensed child care centers, especially:

101151-101163 Licensing and application procedures

101212-101231 Continuing requirements

101237-101239.2 Facilities and equipment

Legal Reference continued: (see next page) BP 5148(g)

CHILD CARE AND DEVELOPMENT (continued)

Legal Reference: (continued)

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Programs

9831-9852 Head Start programs

9858-9858q Child care and development block grant

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch program

CODE OF FEDERAL REGULATIONS, TITLE 45

98.2-98.93 Child care and development fund

COURT DECISIONS

CBS Inc. v. The Superior Court of Los Angeles County, State Department of Social Services, (2001) 91 Cal.App.4th 892

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

14-03a Revised Child Care and Development Fee Schedule, Management Bulletin, September 2014

Uniform Complaint Procedures, 2014


Keeping Children Healthy in California's Child Care Environments: Recommendations to Improve Nutrition and Increase Physical Activity, 2010

WEB SITES

CSBA: http://www.csba.org

California Association for the Education of Young Children: http://www.caeyc.org

California Child Development Administrators Association: http://www.ccdaa.org
The Governing Board recognizes that schools play a crucial role in educating students about the importance of the environment and in preparing them to be stewards of natural resources. The Board believes that students should value the environment, respect all life forms, understand the basic ecological principles which support the planet, and live an ecologically responsible lifestyle. The Board believes that all students should understand ecological systems and the impact of human action on such systems, including, but not limited to, climate change. The district's environmental education program shall promote environmental literacy and shall prepare students to be stewards of natural resources and live an environmentally sustainable lifestyle.

(cf. 6000 - Concepts and Roles)
(cf. 6142.3 - Civic Education)

The district's local control and accountability plan may include local goals and priorities for environmental literacy.

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall develop an environmental education program that is aligned with state academic standards and curriculum frameworks. The Superintendent or designee shall determine how the district's environmental education program will be integrated into the district's science curriculum and other subjects and courses in which the concepts may be explicitly and systematically taught.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.93 - Science Instruction)
(cf. 6143 - Courses of Study)

The goal of the district's environmental education program shall be to provide students with an understanding of The district's environmental education program may be taught across the district curriculum in science, history-social science, English language arts, health, and, to the extent practicable, mathematics. Such instruction shall be aligned with state-adopted standards and curriculum frameworks and may include, but not be limited to, the interactions
and interdependence of human societies and natural systems, people's dependence and influence on natural systems, the ways that natural systems change and how people can benefit and influence that change, the fact that there are no boundaries to prevent matter from flowing between systems, and the fact that decisions affecting resources and natural systems are complex and involve many factors.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)
(cf. 6142.93 - Science Instruction)
(cf. 6143 - Courses of Study)

The Superintendent or designee shall ensure that students have access to high-quality instructional materials and opportunities for hands-on, real-world learning experiences in environmental education both inside and outside the classroom. The district's program shall **may also provide for** emphasize a coordination of instructional resources with active student participation in onsite resource conservation and management programs and the promotion of service learning partnerships. **The Superintendent or designee may collaborate with other local educational agencies and/or community-based organizations to enhance the curriculum and learning experiences provided to students.**

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 3511 - Energy and Water Management)
(cf. 3511.1 - Integrated Waste Management)
(cf. 3514 - Environmental Safety)
(cf. 5030 - Student Wellness)
(cf. 6142.4 - Service Learning/Community Service Classes)
(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall ensure that environment-based learning experiences are made available on an equitable basis and that the environmental literacy curriculum reflects the linguistic, ethnic, and socioeconomic diversity of California.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)

As appropriate, the Superintendent or designee shall provide professional development for teachers in the development and effective implementation of curriculum and activities inside and outside of the classroom that promote environmental literacy.

(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)
(cf. 3511 – Energy and Water Management)
(cf. 3511.1 – Integrated Waste Management)
ENVIRONMENTAL EDUCATION  (continued)

Legal Reference:
EDUCATION CODE
8700-8707 Environmental education
8720-8723 Conservation education service
8760-8773 Outdoor science, conservation, and forestry
33541 Science requirements
37222 John Muir; recognition of his contributions
51210 Areas of study, grades 1-6
51220 Areas of study, grades 7-12
51227.3 Environmental principles and concepts
51795-51797 School instructional gardens
60041 Ecological systems and their protection
PUBLIC RESOURCES CODE
71300-71305 Statewide environmental education

Management Resources:
WEB SITES
California Environmental Protection Agency, Education and the Environment Initiative: http://www.calepa.ca.gov/Education/EEI
California Education and the Environment Initiative: https://www.californiaeei.org
California Regional Environmental Education Community: http://www.creec.org
Green Schoolyards America: https://www.greenschoolyards.org
Green Schoolyards America, National COVID-19 Outdoor Learning Initiative: https://www.greenschoolyards.org/covid-learn-outside
North American Association for Environmental Education: https://naaee.org/our-work/programs/eeworks
SEPTEMBER 22, 2021

AGENDA ITEM #: 10.2

SUBJECT: Public Hearing for Sufficiency of Instructional Materials

BACKGROUND INFORMATION:
Education Code Section 60119 requires that local governing boards hold an annual public hearing and adopt a resolution stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the SBE.

The governing board must also make a written determination as to whether each pupil enrolled in health and foreign language classes has sufficient textbooks or instructional materials.

The governing board must also determine the availability of science laboratory equipment for high school science laboratory classes.

There must be at least ten calendar days’ notice of the public hearing posted in at least three public places within the LEA. The notice must state the time, place, and purpose of the hearing. The hearing must not be held during or immediately after school hours.

Governing boards are to encourage participation by parents, teachers, members of the community, and bargaining unit leaders in the hearing.

FISCAL IMPLICATIONS:
There are no fiscal implications.

RECOMMENDATION:
The Superintendent recommends this public hearing for Sufficiency of Instructional Materials.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AGENDA ITEM #: 10.3

SUBJECT: Resolution for Sufficiency of Instructional Materials

BACKGROUND INFORMATION:
Education Code Section 60119 requires that local governing boards adopt a resolution stating whether each pupil in the LEA has sufficient textbooks or instructional materials in reading/language arts, mathematics, science, and history-social science aligned to content standards and consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

The governing board must also make a written determination as to whether each pupil enrolled in health and foreign language classes has sufficient textbooks or instructional materials.

The governing board must also determine the availability of science laboratory equipment for high school science laboratory classes.

FISCAL IMPLICATIONS:
There are no fiscal implications.

RECOMMENDATION:
The Superintendent recommends that the Board approve the Resolution for Sufficiency of Instructional Materials.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
RESOLUTION REGARDING SUFFICIENCY OF INSTRUCTIONAL MATERIALS:

Whereas, the Board of Trustees of Amador County Office of Education, in order to comply with the requirements of Education Code Section 60119 held a public hearing on September 22, 2021 at 3:30 PM, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board of Trustees provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the Board of Trustees encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the Board of Trustees at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- **Mathematics** –
  - Grades 7-12:
    - Algebra 1: CPM
    - Geometry: CPM
    - Algebra II: CPM
    - PreCalculus/Trig: Houghton Mifflin
    - Calculus: CPM Analysis, Houghton Mifflin, Calculus/Single Variable
    - AP Calculus: Houghton Mifflin, Calculus/Single Variable

- **Science** –
  - Grades TK-6: MacMillan/McGraw Hill- California Science
  - Grades 7-12:
    - Biology and Ag Biology: Glencoe California Edition
    - Physics: Glencoe, Physics Principles and Problems
    - Chemistry: Glencoe, Chemistry Matter and Change
    - Life Science: Holt, Biology California
    - AP Biology: Pearson Biology AP Edition
    - Anatomy and Physiology: Mosby Anthony's, Anatomy and Physiology
• History-social science –
  Grades TK-6:     TK-5: Harcourt- California Reflections
                   6th Grade: TCI- Ancient Civilizations
  Grades 7-12:    8th Grade U.S. History: TCI: History Alive! The United States through
                   Industrialism
                   World Geography: Glencoe
                   Reconstruction to the 21st Century
                   11th Grade U.S. History: Pearson Publishers- United States History: The
                   Twentieth Century (California Edition)
                   AP European History: Western Civilization
                   AP US History: The American Pageant
                   AP World History: The World's History
                   AP Government: American Government: Stories of a Nation: For the AP®
                   Course (Abernathy & Waples)
                   Economics: New Ways of Thinking
                   AP Human Geography: Human Geography: People, Place and Culture

• English/language arts, including the English language development component of an adopted
  program –
  Grades TK-6:     Benchmark Education- Benchmark Advance
  Grades 7-12:    Houghton Mifflin Harcourt- California Collections
                   Houghton Mifflin Harcourt- English 3D English Language Development
                   AP Language and Composition Examination
                   AP Literature and Composition Examination

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign
language or health classes, and;

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-
12, inclusive;

Therefore, it is resolved that for the 2021-2022 school year, the Amador County Office of Education has
provided each pupil with sufficient textbooks and instructional materials aligned to the academic
content standards and consistent with the cycles and content of the curriculum frameworks.
AGENDA ITEM #: 10.4

SUBJECT:
Resolution: ACOE 21/22-005 Week of the School Administrator

BACKGROUND INFORMATION:
California’s legislature recognizes the importance of educational leadership at the school, school district, and county levels, and has designated the second full week in the month of October each year as “Week of the School Administrator.” Amador County Office of Education publicly recognizes the contribution that school administrators make to successful pupil achievement.

FISCAL IMPLICATION:
None.

RECOMMENDATION:
Superintendent Russell recommends approval of Resolution: ACOE 21/22-005 Week of the School Administrator.

PRESENTED BY:
David Vicari, Assistant Superintendent, Human Resources & Labor Relations
BEFORE THE BOARD OF TRUSTEES OF
AMADOR COUNTY OFFICE OF EDUCATION
COUNTY OF AMADOR, STATE OF CALIFORNIA

RESOLUTION NO. ACOE 21/22-005
RECOGNITION OF WEEK OF THE SCHOOL ADMINISTRATOR

WHEREAS, Leadership Matters for California’s public education system and the more than 6 million students it serves;

WHEREAS, School administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, The title “school administrator” is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, Providing quality service for student success is paramount for the profession; and

WHEREAS, Most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California’s superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, Public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, School leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students, businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, Research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the second full week of October as the “Week of the School Administrator” in Education Code 44015.1; and
WHEREAS, The future of California’s public education system depends upon the quality of its leadership;

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the Amador County Office of Education, that all school leaders be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED by the members of the Board of Trustees of the Amador County Office of Education of the County of Amador, State of California, this 22nd day of September 2021.

__________________________________  __________________________________
Kandi Thompson                                                         Debra Pulskamp
President, Board of Trustees                                          Clerk, Board of Trustees
SEPTEMBER 22, 2021

AGENDA ITEM #: __10.5_________

SUBJECT:
Resolution ACOE 21/22-006 – National Bullying Prevention Month

BACKGROUND INFORMATION:
The Month of October is National Bullying Prevention Month, which is a campaign in response to the need to raise awareness of bullying that provides schools and communities with an opportunity to educate students, parents, and others about their role in bullying prevention.

FISCAL IMPLICATIONS:
There are no fiscal implications.

RECOMMENDATION:
The Superintendent recommends approval of the Resolution for National Bullying Prevention Month.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
AMADOR COUNTY OFFICE OF EDUCATION
JACKSON, CA
RESOLUTION NO. ACOE 21/22-006

National Bullying Prevention Month

WHEREAS, the Amador County Office of Education supports the rights of students and staff to attend schools that are safe and free from violence, harassment, bullying and discrimination; and

WHEREAS, providing a safe school environment that ensures both the physical and emotional safety of students and staff, creates the conditions necessary to foster academic achievement; and

WHEREAS, bullying, harassment, intimidation, discrimination, and violence, and even the fear of harm, whether done electronically or in-person can create barriers to learning and contribute to low self-esteem, depression, anger, and, in extreme cases, school violence or suicide; and

WHEREAS, a safe school is one where teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying, and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated; and consequences for infractions are consistently and fairly applied; and

WHEREAS, the most effective approach to creating safe school environments requires a comprehensive, coordinated effort including school-wide, district-wide, and community-wide strategies where all institutions, organizations, and individuals must accept responsibility for their critical roles and collaborate to establish a positive environment for teaching and learning; and

WHEREAS, the Month of October is National Bullying Prevention Month, which is a campaign in response to the need to raise awareness of bullying that provides schools and communities with an opportunity to educate students, parents, and others about their role in bullying prevention;

NOW, THEREFORE, IT BE RESOLVED that the Amador County Office of Education Board of Trustees hereby supports the goals of National Bullying Prevention Month and will work with a broad spectrum of local community stakeholders, parents, students, teachers, and staff to develop, implement, and monitor policies and programs that foster and support a positive school climate free from bullying, harassment, discrimination, and violence.

BE IT FURTHER RESOLVED, that this resolution be distributed to all schools in ACOE.

Kandi Thompson  Deborah Pulskamp
President, Board of Trustees  Clerk, Board of Trustees
SEPTEMBER 22, 2021

AGENDA: 10.6

SUBJECT:
Memorandum of Understanding (MOU) between Amador County Public Health (ACPH) the Amador County Unified School District (ACUSD), and the Amador County Office of Education (ACOE) Regarding Student Mental Health Services

BACKGROUND INFORMATION:
The Mental Health Services Oversight and Accountability Commission (MHSOAC) awarded Amador County Behavioral Health a Grant pursuant to the Mental Health Student Services Act (MHSSA) to support the provision of mental health services to students within the County of Amador. Of this grant, $1,770,144 is allocated to ACUSD over the next 4 years for direct services to students.

The intent of the Parties in entering this MOU is to implement the services called for in the Grant. Specifically, those services are:

- ACUSD will provide three social-emotional school counselors and two mental health school therapists to provide direct services and supports at ACUSD/ACOE school sites.

This MOU formalizes the relationship between ACPH, ACUSD, and ACOE for the administration of this grant, and articulates the roles and responsibilities of each party.

FISCAL IMPLICATIONS:
$1,770,144 in mental health services funding over 4 years

RECOMMENDATION:
The Superintendent recommends approval of the MOU between ACPH, ACUSD, and ACOE.

PRESENTED BY:
Sean Snider, Assistant Superintendent, Educational Services
MEMORANDUM OF UNDERSTANDING BETWEEN AMADOR COUNTY, THE AMADOR UNIFIED SCHOOL DISTRICT, AND THE AMADOR COUNTY OFFICE OF EDUCATION REGARDING STUDENT MENTAL HEALTH SERVICES

This Memorandum of Understanding ("MOU") is entered into as of September 22, 2021, by and among the Amador County, (County), the Amador County Unified School District (ACUD), and the Amador County Office of Education (ACOE). The County, ACUSD and ACOE are referred to hereinafter collectively as “Parties” and individually as “Party.”

RECITALS

A. The Mental Health Services Oversight and Accountability Commission awarded Amador County Behavioral Health a Grant pursuant to the Mental Health Student Services Act (MHSSA) to support the provision of mental health services to students within the County of Amador.

B. the ACUSD and the ACOE have the capability of providing the mental health services called for in the Grant to the students at school sites.

C. The intent of the Parties in entering this MOU is to implement the services called for in the Grant.

NOW THEREFORE, the Parties agree as follows:

1. Objective.

ACUSD and ACOE will work cooperatively with ACBH to prevent mental illnesses from becoming severe and disabling by providing access to higher levels of social-emotional needs and support in a timely and efficient manner.

2. Term.

The Term of this MOU shall be September 1, 2021 through August 31, 2025.

2.1 County reserves the right to terminate this Memorandum of Understanding with or without cause on sixty (60) days prior written notice to ACUSD and ACOE. In the case of such early termination, ACUSD shall be paid for all services satisfactorily rendered up to the effective date of termination, up to the maximum fee prescribed for any task.

2.2 County shall also have the right to terminate this Agreement upon three (3) days written notice in the event that the receipt of funds from the State are reduced, suspended, or terminated for any reason. ACUSD hereby expressly waives any and all claims against County for damages arising from said termination, suspension, or reduction of funds. County shall honor all legitimate obligations incurred by ACUSD if the Agreement is terminated by activating this clause.
3. **ACUSD Obligations.**

3.1 ACUSD will provide three social emotional school counselors.

3.2 ACUSD will provide two mental health school therapists to provide direct services and supports at ACUSD school sites.

3.3 ACUSD staff shall attend school-based and student mental health focused workgroup meetings to continue to identify and meet the needs of students and students’ families.

3.4 ACUSD will complete and provide to ACBH all reporting required or requested by ACBH necessary to satisfy all terms and conditions of the Mental Health Student Services Act Grant.

4. **County Obligations.**

4.1 County, through ACBH, will reimburse ACUSD quarterly for the mental health services provided pursuant to this MOU up to the maximum amount per grant year as set forth below. (Q1 = 09/01–11/30; Q2 = 12/01–02/28; Q3 = 03/01–05/31; & Q4 = 06/01–08/31)

4.2 The maximum reimbursement amounts shall be as follows:

<table>
<thead>
<tr>
<th>Grant Year</th>
<th>Start Date</th>
<th>End Date</th>
<th>Maximum Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>09/01/2021</td>
<td>08/31/2022</td>
<td>$422,117</td>
</tr>
<tr>
<td>2</td>
<td>09/01/2022</td>
<td>08/31/2023</td>
<td>$427,143</td>
</tr>
<tr>
<td>3</td>
<td>09/01/2023</td>
<td>08/31/2024</td>
<td>$452,465</td>
</tr>
<tr>
<td>4</td>
<td>09/01/2024</td>
<td>08/31/2025</td>
<td>$468,419</td>
</tr>
</tbody>
</table>

4. **Insurance.**

The Parties acknowledge and agree that each shall maintain liability and workers’ compensation insurance, or a program or programs of self-insurance, that reasonably protect their respective operations. Each party shall take out, maintain, and cover the cost if its own programs of insurance or self-insurance at all times during the performance of any activities done under the terms of this MOU. Each Party waives the right of subrogation as to any claim for which insurance coverage is provided.

5. **Indemnification.**

Each Party, to the extent permitted by law, agrees to indemnify defend and save harmless the other party, its officers, agents, and employees from (1) any and all claims for economic losses accruing or resulting to any and all contractors subcontractors suppliers laborers and any other person, firm, or corporation furnishing or supplying work services, materials, or supplies to that party and (2) from any and all claims and losses accruing or resulting to any person, firm, or corporation who may be injured or damaged by that party in the performance of any activities of that party under this Agreement, except
where such injury or damage arose from the sole negligence or willful misconduct attributable to the other Party or from acts not within the scope of duties to be performed pursuant to this Agreement; and (3) each Party shall be responsible for any and all claims that may arise from the behavior and/or performance of its respective employees during and in the course of their employment.

6. **Governing Law.**

This MOU is entered into in the State of California and shall be governed by the laws thereof. The venue of any action or proceeding brought by either party against the other arising out of this MOU shall, to the extent legally permissible, be in the County of Amador, California.

7. **Modification of Agreement.**

This MOU constitutes the entire agreement between the parties hereto. To be effective, any modification of this MOU must be in writing and signed by the party to be charged thereby.

8. **Notices.**

All notices, requests and communications required or permitted hereunder shall be in writing and shall be sufficiently given and deemed to have been received upon personal delivery or, if mailed, upon the first to occur of actual receipt or three days after being placed in the United States mail, postage prepaid, registered or certified mail, return receipt requested, addressed to the above parties as follows:

To ACUSD & ACOE: Amador Unified School District  
Attn: Sean Snider, Asst. Superintendent  
217 Rex Avenue  
Jackson, CA 95642

To County: Amador County Behavioral Health  
Attn: Melissa Cranfill, Director  
810 Court Street  
Sutter Creek, CA 95685

Notices of a change in address of one of the parties shall be given in writing to the other party as provided above, but shall be effective only upon actual receipt.

[SIGNATURES ON FOLLOWING PAGE]
IN WITNESS WHEREOF, the parties have executed this MOU as of the date first set forth above.

COUNTY:

____________________________
Frank U. Axe, Chairman
Amador County Board of Supervisors

ATTEST:
JENNIFER BURNS, CLERK OF THE
BOARD OF SUPERVISORS

BY:_________________________________
Sean Snider
Title: Assistant Superintendent of Educational Services

ACUSD & ACOE:

APPROVED AS TO FORM:
GREGORY GILLOTT,
COUNTY COUNSEL

BY:______________________________
September 22, 2021

AGENDA ITEM #: 10.7

SUBJECT: Revised Board Calendar – Amador County Office of Education – 2021-22 – Discussion/Action

BACKGROUND INFORMATION:

During the September 8, 2021 meeting, the county office board had discussion regarding the frequency and timing of its meetings. Over the past two years, the district and county office board meetings have alternated which agency held its meeting first. Board approval requirements differ between the district and county office, which does not require the county office to meet with the same frequency as the district. For example, the county superintendent is the employer, meaning the county office board does not approve the hiring of new employees. However, the district board must approve the hiring of new employees as they are the employer.

The proposed calendar plans for county office board meetings to coincide with the first district board meeting each month. The district board meeting would be held first followed immediately by the county office board meeting. Frequently, there are companion items that need to be approved by both the district and county boards. Cabinet members have authorized this calendar that will allow them to plan for companion items on the nights that both agencies will hold meetings.

During the month of June, both agencies will hold two board meetings to allow for the required approvals and readings of the Local Control Accountability Plan (LCAP) and Annual Budget Adoption. This revised calendar will allow the board and cabinet to focus on the most important items without holding unnecessary meetings.

FISCAL IMPLICATIONS:

None.

RECOMMENDATION:

Superintendent Russell recommends approval of the revised board calendar for 2021-22.

PRESENTED BY:

Jared Critchfield, Assistant Superintendent, Business Services
Amador County Office of Education

Generally, ACUSD and ACOE regular Board meetings are scheduled for the second and fourth Wednesday of every month. Starting in November 2021, ACOE Board meetings will be held only on the second Wednesday of every month immediately following the ACUSD Board meeting. Due to holidays, some meetings are scheduled on the first or third Wednesday of the month. Special meetings may be called when necessary. These regular meetings will be scheduled in the Amador County Administration Center, 810 Court Street, Jackson, CA unless otherwise announced. This schedule reflects the aligning of Board meetings with the fiscal calendar.

School Year 2021-2022

Date
July 21, 2021
August 11, 2021
August 25, 2021
September 8, 2021
September 22, 2021
October 6, 2021
November 3, 2021
December 8, 2021
January 12, 2022
February 9, 2022
March 9, 2022
April 13, 2022
May 11, 2022
June 8, 2022
June 22, 2022

Dates Submitted for Board approval September 22, 2021
CURRENT CONSIDERATIONS

Classified ~ New Hire
Breana Guthrie, ELP Instructional Aide, 2 hours/11 month, Ione Elementary, effective September 7, 2021
Kelly Haugland, Instructional Aide Preschool, 3.5 hours/11 months, Ione Elementary, effective September 7, 2021

County Superintendent

Date

9-3-21
Amador County Office of Education
217 Rex Avenue, Jackson, California 95642
(209) 223-1750 Fax: (209) 223-1733

Human Resource Items approved by COE Superintendent
September 10, 2021

CURRENT CONSIDERATIONS

Certificated– Department Chair 2021-2022
Amanda Robinson, Speech
Christine Kiekhaefer, Direct Itinerant Services
Davida Lucas, Severe Handicapped Teachers

[Signature]
County Superintendent

9/10/21
Date

Board Date September 10, 2021