

# BOLINAS-STINSON UNION SCHOOL DISTRICT

## BOARD POLICY

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## **EXISTING POLICIES OF BSUSD**

### **PREAMBLE**

The Bolinas-Stinson Public Schools have obligations to the pupils who attend and to the society within which the schools operate. All policies of the Governing Board are directed toward meeting these obligations. It is the intent of the Board to provide leadership, equipment, supplies, facilities and faculty to permit the development of an educational program equal or superior to any comparable district in California. This program, insofar as it is possible, will be fitted, not only to the general needs of all students, but to the individual.

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **BOARD POLICY**

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### **1000 ARTICLE I - COMMUNITY RELATIONS**

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## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BP 1112 Community Relations Media Relations**

The Governing Board respects the public's right to information and recognizes that the media significantly influence the community's understanding of school programs. In order to develop and maintain positive media relations, the Board and the Superintendent desire to reasonably accommodate media requests for information and to provide accurate, reliable and timely information.

Media representatives are welcome at all Board meetings and shall receive meeting agendas upon request.

Media representatives, like all other visitors, shall register immediately upon entering any school building or grounds when school is in session.

*The District shall not release information that is private or confidential as required by law, Board Policy or Administrative regulation. Unless parents or guardians of student (s) have submitted written notification that information about their child/children not be released, staff may provide the media with student directory information, including the name of a student, school of attendance, grade level, honors and activities.*

### **Interviewing and Photographing Students**

The district shall not impose restraints on students' right to speak freely with media representatives at those times which do not disrupt students' educational program. However, interviews of students may not create substantial disorder or impinge on the rights of others. Therefore, in order to minimize possible disruption, media representatives who wish to interview students at school are strongly encouraged to make prior arrangements with the principal. At their discretion, parents/guardians may instruct their children not to communicate with media representatives.

In order to protect the privacy and safety of students, a media representative who wishes to photograph students on school grounds shall first make arrangements with the principal or designee.

When interviewing or photographing a special education student, he/she shall not be identified as a special education student without prior, written parent/guardian permission.

### **Media Communications Plan**

In order to help develop strong relations with the media, the Superintendent or designee shall develop a proactive media communications plan. This plan may include, but not be limited to, information related to district programs and needs, student awards, school accomplishments and events of special interest.

## **BP 1112 Community Relations Media Relations (continued)**

The plan shall specify the district's and/or sites primary media contact to whom all media inquiries shall be routed. Spokespersons designated to speak to the media on behalf of the district include the Board president, Superintendent *or designee* and public information officer. Other Board members and staff may be asked by the Superintendent or designee to speak to the media on a case-by-case basis, depending on their expertise on an issue.

The Superintendent or designee shall provide training on effective media relations to all designated spokespersons.

### **Crisis Communications Plan**

During a disturbance or crisis situation, the first priority of school staff is to assure the safety of students and staff. However, the Board recognizes the need to provide timely and accurate information to parents/guardians and the community during a crisis. The Board also recognizes that the media have an important role to play in relaying this information to the public. In order to help ensure that the media and district work together effectively, the Superintendent or designee shall develop a crisis communication process, included in the District Disaster/Emergency plan that identifies communication strategies to be taken in the event of a crisis.

The crisis communications plan may include but not be limited to identification of a media center location, development of both internal and external notification systems, and strategies for press conference logistics.

The Superintendent or designee shall include local law enforcement and media representatives in the crisis planning process.

Legal Reference:

#### **EDUCATION CODE**

32210-32212 Willful disturbance of public school or meeting

35144 Special meetings

35145 Public meetings

35160 Authority of governing boards

35172 Promotional activities

Board approved on: June 7, 2011

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE I - COMMUNITY RELATIONS**

**#1260**

#### **PARENT/GUARDIAN PARTICIPATION IN FEDERAL PROGRAM DESIGN AND IMPLEMENTATION**

Parents/guardians of children being served by the Bolinas-Stinson Union School District No Child Left Behind program will have an adequate opportunity to participate in the design and implementation of the No Child Left Behind Program. District staff will follow specific procedures:

1. Each child's parent/guardian will be notified in a timely manner that the child is eligible to participate in the No Child Left Behind Program.
2. Inform each child's parent/guardian of the specific instructional objectives for the child.
3. Report to each child's parent/guardian on the child's progress.
4. Establish conferences between individual parents/guardians and teacher.
5. Provide materials and suggestions to parents/guardians to help them promote the education of their children at home.
6. Train parents/guardians to promote the education of their children at home.
7. Convene annually at least one public meeting to which all parents/guardians of eligible children are invited to provide timely information concerning the No Child Left Behind program, solicit parents/guardians' suggestions in the planning, development, and operation of the program, consult with parents/guardians about how the school can work with them to achieve the program's objectives, and provide an opportunity to establish ongoing mechanisms for maintaining ongoing communication among parents/guardians and teachers.
8. Establish parent/guardian advisory councils if necessary.
9. Provide timely responses to parents/guardians' recommendations.

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

Reviewed 2/12/07

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE I PARENT INVOLVEMENT**

#### **# 1260**

#### **PARENTAL INVOLVEMENT POLICY**

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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

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

#### **Title I Schools**

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

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

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY- # 1260**

#### **COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT PROCEDURE**

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

Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316 (20 USC 6318)

The Superintendent or designee shall:

- a. Invite input on the LEA plan from other district committees and school site councils
  - b. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input
  - c. Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan
  - d. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance (20 USC 6318)

The Superintendent or designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement
- c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.



**BOARD POLICY- # 1260  
COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT  
PROCEDURE (CONTINUED)**

d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool

Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education

e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand

f. Provide other such reasonable support for parent involvement activities parents/guardians may request

g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students

In addition, the Superintendent or designee may:

a. Train parents/guardians to enhance the involvement of other parents/guardians

b. Adopt and implement model approaches to improving parent involvement

c. Develop appropriate roles for community-based organizations and businesses in parent involvement activities

d. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families

e. Provide a master calendar of district activities and district meetings

f. Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means

g. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed

h. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions.

**BOARD POLICY- # 1260**  
**COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT**  
**PROCEDURE (CONTINUED)**

4. Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
  - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
  - c. Schedule joint meetings with representatives from related programs and share data and information across programs
  - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I (20 USC 6318)

The Superintendent or designee shall:

- a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background (20 USC 6318)
- b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy (20 USC 6318)
- c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (Education Code 11503)

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged

**BOARD POLICY- # 1260  
COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT  
PROCEDURE (CONTINUED)**

c. Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement

6. Involve parents/guardians in the activities of schools served by Title I (20 USC 6318)

The Superintendent or designee may:

a. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs. (20 USC 6318)

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

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314 The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's

**BOARD POLICY- # 1260  
COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT  
PROCEDURE (CONTINUED)**

education, and, as soon as practicably possible, responses to the suggestions of parents/guardians

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time (cf. 1240 -Volunteer Assistance)

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand. If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

**BOARD POLICY- # 1260  
COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT  
PROCEDURE (CONTINUED)**

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

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

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC 6318)

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

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter

- c. Provide parents/guardians with information about students' class assignments and homework assignments

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits

- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing

**BOARD POLICY- # 1260  
COMMUNITY RELATIONS TITLE I PARENTAL INVOLVEMENT  
PROCEDURE (CONTINUED)**

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students

b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom

c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications

d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand

e. Develop mechanisms to encourage parent/guardian input on district and school issues

f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

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

The Superintendent or designee may:

a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

## **PARENT INVOLVEMENT**

**# 1261**

### **SCHOOL-LEVEL POLICIES FOR TITLE I SCHOOLS (CONTINUED)**

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

Updated 2/12/07

Updated and Approved 10/13/09

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

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

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

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.

## **PARENT INVOLVEMENT (CONTINUED)**

5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement

(2) Frequent reports to parents/guardians on their children's progress

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.



## **PARENT INVOLVEMENT (CONTINUED)**

### **DISTRICT STRATEGIES FOR NON-TITLE I SCHOOLS**

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

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education.

b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.

c. Provide parents/guardians with information about students' class assignments and homework assignments.

2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

a. Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits

b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing

c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees

3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

## **PARENT INVOLVEMENT (CONTINUED)**

### **DISTRICT STRATEGIES FOR NON-TITLE I SCHOOLS (CONTINUED)**

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
  - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
  - c. Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications
  - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
  - e. Develop mechanisms to encourage parent/guardian input on district and school issues
  - f. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
  - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

#### 5. Integrate parent involvement programs into school plans for academic accountability

The Superintendent or designee may:

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

Updated 2/12/07

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **BOARD POLICY – ARTICLE I – COMMUNITY RELATIONS**

### **#1300**

### **COMMUNICATION POLICY**

#### **OVERVIEW**

Communication is the essential link between each aspect of a successful school community. For a school district to thrive there must be effective communication between and among all members of the school community including the Board of Trustees, school staff, parents, students and the community-at-large.

Communication is a core competency of the School District. As such, the Board shall establish and maintain an effective communications infrastructure. The Board of Trustees and Superintendent/Principal shall, as part of the decision-making process, consider the appropriate communication channels and audience for its decisions, directives or recommendations.

It is the responsibility of parents and community members to regularly access the various communication channels available through the district.

#### **Board Communication**

The Board shall abide by all requirements of the Brown Act, as described in California Government Code sections 54950-54962. All Board of Trustees meeting notices and agendas will be communicated as follows:

1. For regularly scheduled meetings of the Board of Trustees, agendas will be posted at least 72 hours in advance of the meeting (Brown Act)
2. For special or emergency meetings of the Board of Trustees agendas will be posted at least 24 hours before meeting (Brown Act)
3. Agendas will be posted in three public places, one in each community represented by the district and one in the District office (Brown Act)
4. Agendas for regularly scheduled meetings will be posted on the Bolinas-Stinson Union School District web site and sent home with the students in the weekly *Backpack Mail* whenever possible (B.S.U.S.D.)
5. During the summer months, agendas for regular board meetings will be posted in three public places, one in each community represented by the district and one in the District office and on the District web site. (B.S.U.S.D.)
6. If a special Board meeting is called during the summer months an agenda will be sent to local media and parents will be notified, if possible, utilizing the parent phone tree. (B.S.U.S.D.)

If it becomes necessary to reschedule a regular or special Board meeting, every effort will be made to reschedule the meeting to a date after the date of the previously scheduled meeting. Any rescheduled regular Board meeting will be a Special Meeting. The District will widely publicize in as far in advance as possible, any rescheduled public Board meeting. Notice of rescheduled

## #1300

### COMMUNICATION POLICY (CONTINUED)

meetings will be posted in the same places that agendas are normally posted as well as in the local media.

Minutes of Board meetings will be readily available to the public following approval at the next regular Board meeting and will be posted on the district web site. Decisions or directives that may have impacts on the daily activities of district students within the following four weeks shall be communicated to the school community and the public-at-large as soon as possible using all appropriate district communications channels.

The Superintendent/Principal or his/her designee shall communicate the position of the Board of Trustees. The Board of Trustees shall communicate information, decisions and directives as an entire Board, not as individual members on any given issue to the public, unless a majority of the Board designates one of its members to speak on behalf of the Board.

#### Public Input

The Board of Trustees, as a duly elected body, recognizes its responsibility to be receptive to input from its individual constituents. Members of the school community and the public-at-large are encouraged to attend regularly scheduled Board meetings to participate in discussions regarding decisions effecting the operation of the school district. Individuals who cannot attend Board meetings are encouraged to express their suggestions and/or concerns, preferably in writing, to the Superintendent/Principal or his/her designee. These will be forwarded to the members of the Board and included in any relevant discussion/action in the Board's public deliberations.

When members of the school community and/or community at large contact individual Board members to discuss school business, every effort will be made to encourage those persons:

- to attend Board meetings
- address their concerns/ideas to the Superintendent/Principal or
- have the individual Board member represent their concerns/ideas to the rest of the Board in public session.

When Board members have had private conversations with their constituents that are intended to influence Board deliberation and/or decision making, Board members are strongly encouraged, in public deliberation, to disclose the number and nature of those conversations. Recognizing the importance of fostering and maintaining communication with the community, Board members will, whenever possible, respect requests from community members for anonymity.

The Board has adopted policies that address specific areas of concern for members of the school community and public-at-large. These policies specify the procedures and regulations that will be adhered to by the public and school staff and the nature of input received by the Board of Trustees. These policies include but are not limited to:

*Complaints from the Public Regarding School Employees-#1313*

**#1300**

**COMMUNICATION POLICY (CONTINUED)**

1. *Uniform Complaint Procedures Concerning School and District Programs*-#1315
2. Sexual Harassment Policy-#5143

Approved: June 25, 2002

Reviewed: 2/5/2004

Revised: 3/11/2004

Reviewed: 11/9/2005

Revised: 4/5/07

Approved 5/11/10

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY – ARTICLE I – COMMUNITY RELATIONS**

**#1311**

**PARENTS AND PUBLIC ACTIVITIES**

The Board shall encourage activities of and by the parents and interested members of the community toward betterment of school facilities and full use thereof such as adult craft projects, sports activities, school beautification, library services, field trips, etc.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE I - COMMUNITY RELATIONS**

**#1312**

#### **VOLUNTEERS IN THE CLASSROOM AND CAMPUS VISITORS**

The Board of Trustees of the Bolinas-Stinson Union School District recognizes the importance of having volunteers, especially parents/guardians of its students in the classroom. Generally, parents/guardians and community members are welcome, with the agreement of the teacher and the permission of the Superintendent/Principal, to volunteer their assistance in classrooms. Community volunteers in our school enrich the educational program and strengthen our school's relationship with homes, businesses, public agencies and private institutions.

The Superintendent/Principal may authorize the use of volunteers. It is understood that volunteers should not be used in lieu of classroom teachers and will be assigned to work under the direct supervision of a district employee. Student supervision and instruction will remain the responsibility of district staff at all times. Volunteers will not be allowed to leave campus alone with students unless the Superintendent/Principal grants express permission. Volunteers will be held to the same standard of behavior as paid district staff.

All volunteers will be required to sign-in in the school office prior to performing their volunteer work each time they come to school. Volunteers must also sign-out when they leave the school.

Parents and/or volunteers who will be volunteering on a regular basis, including participating in extended field trips, will be asked to provide evidence of current tuberculosis testing. It shall be the responsibility of the superintendent to determine whether or not volunteers should be fingerprinted and appropriate background checks conducted. Should it be determined that a volunteer must be fingerprinted, it shall be done at the District's expense.

The Superintendent/Principal shall be responsible for investigating and resolving complaints regarding volunteers.

Legal reference:

*Education Code*

*35021 Volunteer Aides*

*3502.1 Automated Records Check*

*44010 Sex Offense: definition*

*45125 Fingerprinting requirements*

*45349 Volunteers*

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Policy adopted: 9-11-01

Revised and approved: November 6, 2008

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE I - COMMUNITY RELATIONS**

**#1313**

#### **COMPLAINTS FROM THE PUBLIC REGARDING SCHOOL EMPLOYEES**

In order to provide members of the public with an opportunity to register complaints about school employees, the Board has developed the following procedures. Complaints which occurred more than 60 calendar days from when the member of the public became aware of the incident which led to the complaint will not be heard.

##### **I. Verbal Complaints**

Upon receiving a verbal complaint regarding an employee, the Superintendent shall make every effort to encourage an early meeting between the complainant and the employee. If his presence will speed the resolution of the problem, the Superintendent shall offer to be present at the meeting. The purpose of such a meeting shall be to exchange information on the issue and to agree on areas of resolution.

##### **II. Unresolved Complaints**

If a complaint is not resolved or the complainant chooses not to meet informally with the employee, the Superintendent may accept the complaint in oral form and attempt to work out a resolution individually with each party. Within 20 days, the Superintendent shall apprise the complainant of the actions he has taken.

In the event that a complaint is still unresolved, the complainant will be asked to submit it in writing.

##### **III. Written Complaints**

A copy of the written complaint shall be forwarded to the employee who may then respond to the complainant by

- A. requesting a conference with the complainant, or
- B. writing a response to the complaint, or
- C. providing data to the Superintendent who will reply in writing to the complainant.

Response to a written complaint should be completed within seven days.

##### **IV. Disposition of a Complaint**

In the event that the complainant is dissatisfied with the Superintendent's disposition of the complaint, or in the event that the Superintendent or the employee deem it appropriate, the Board may decide, in its sole discretion, to review the matter. In working to resolve a complaint, all



**#1313**

**COMPLAINTS FROM THE PUBLIC REGARDING SCHOOL EMPLOYEES (CONTINUED)**

provisions of the Government Code regarding closed sessions and confidentiality will be upheld including the contractual rights of employees.

Revised 9-18-84 and renumbered 1313

Revised 1/22/85

Revised 2/12/02

Reviewed: 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE I - COMMUNITY RELATIONS**

**#1315**

#### **UNIFORM COMPLAINT PROCEDURES CONCERNING SCHOOL AND DISTRICT PROGRAMS**

The Board of Trustees recognizes that the district is responsible for complying with applicable state and federal laws and regulations governing educational programs.

The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination based on age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity that receives or benefits from state financial assistance. Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, migrant education, vocational education, child care and development programs, child nutrition programs, special education programs, and federal school safety planning requirements.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the facts. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee on a case-by-case basis.

The Board prohibits retaliation in any form for participating in complaint procedures, including but not limited to the filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate mediation. The Superintendent or designee shall ensure that mediation results are consistent with state and federal laws and regulations.

Legal Reference:

#### **EDUCATION CODE**

200-262.3 Prohibition of discrimination

8200-8498 Child care and development programs

8500-8538 Adult basic education

**#1315**

**UNIFORM COMPLAINT PROCEDURES CONCERNING SCHOOL AND DISTRICT PROGRAMS  
(CONTINUED)**

18100-18172 School libraries

32289 School safety plan, uniform complaint procedure

35186 Alternative uniform complaint procedure

48985 Notices in language other than English

49060-49079 Student records

49490-49590 Child nutrition programs

52160-52178 Bilingual education programs

52300-52499.6 Vocational education

52500-52616.24 Adult schools

52800-52870 School-based coordinated programs

54000-54041 Economic impact aid programs

54100-54145 Miller-Unruh Basic Reading Act

54400-54425 Compensatory education programs

54440-54445 Migrant education

54460-54529 Compensatory education programs

56000-56885 Special education programs

59000-59300 Special schools and centers

62000-62005.5 Evaluation and sunseting of programs

64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3080 Application of section

4600-4671 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

PENAL CODE

422.6 Interference with constitutional right or privilege

UNITED STATES CODE, TITLE 20

6301-6577 Title I Basic Programs

6601-6777 Title II Preparing and Recruiting High Quality Teachers and Principals

6801-6871 Title III, Language instruction for limited English proficient and immigrant students

7101-7184 Safe and Drug-Free Schools and Communities Act, including

7114 Local educational program, safety plans

7201-7283g Title V Promoting Informed Parental Choice and Innovative Programs

7301- 7372 Title VI Rural and Low-Income School Programs

Management Resources:

WEB SITES

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/offices/OCR>

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **UNIFORM COMPLAINT PROCEDURES**

### **Compliance Officers**

The Board of Trustees designates the following compliance officer(s) to receive and investigate complaints and to ensure district compliance with law:

John Carroll, Superintendent 125 Olema-Bolinas Road, Bolinas, CA 94924  
Phone: (415) 868-1603

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the Superintendent or designee.

### **Notifications**

The Superintendent or designee shall meet the notification requirements of 5 CCR 4622, including the annual dissemination of district complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the California Department of Education. The Superintendent or designee shall ensure that complainants understand that they may pursue other remedies, including actions before civil courts or other public agencies.

The Superintendent or designee shall annually provide written notification of the districts uniform complaint procedures to students/pupils, employees, parents/guardians, the district advising committee, school advisory committees, appropriate private school officials or representatives and other interested parties (5CCR 4622)

### **Procedures**

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4632.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, public agency or organization may file a written complaint of alleged noncompliance by the district.

Complaints alleging unlawful discrimination may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or

## **UNIFORM COMPLAINT PROCEDURES (CONTINUED)**

any specific class of individuals has been subjected to unlawful discrimination. The complaint must be initiated no later than six months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as illiteracy or other disabilities, district staff shall help him/her to file the complaint. (5 CCR 4600)

### **Step 2: Mediation**

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the district's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative and the district's representatives shall also have an opportunity to present information relevant to the complaint. Parties to the dispute may discuss the complaint and question each other or each other's witnesses. (5 CCR 4631)

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations (5 CCR 4631)

## ***Uniform Complaint Procedures (continued)***

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction in the investigation, may result in a finding based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

### **Step 4: Response**

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the district's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the district's initially receiving the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

### **Step 5: Final Written Decision**

The report of the district's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The report of the district's decision shall be written in English and in the language of the complainant whenever feasible or required by law. If it is not feasible to write this report in the complainant's primary language, the district shall arrange a meeting at which a community member will interpret it for the complainant.

This report shall include:

1. The findings and disposition of the complaint, the conclusion of law including corrective actions, if any (5 CCR 4631)
2. The rationale for the above disposition (5 CCR 4631)
3. Notice of the complainant's right to appeal the decision within 15 days to the California Department of Education, and procedures to be followed for initiating such an appeal (5 CCR 4631, 4652)
4. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies (5 CCR 4631; Education Code 262.3)

## **UNIFORM COMPLAINT PROCEDURES (CONTINUED)**

5. A detailed statement of all specific issues that were brought up during the investigation and the extent to which these issues were resolved

If an employee is disciplined as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of district expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **Appeals to the California Department of Education**

If dissatisfied with the district's decision, the complainant may appeal in writing to the California Department of Education within 15 days of receiving the district's decision. For good cause, the Superintendent of Public Instruction may grant an extension for filing appeals. (5 CCR 4652)

When appealing to the California Department of Education, the complainant must specify the reason(s) for appealing the district's decision and must include a copy of the locally filed complaint and the district's decision. (5 CCR 4652)

The California Department of Education may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists. In addition, the California Department of Education may also intervene in those cases where the district has not taken action within 60 calendar days of the date the complaint was filed with the district.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the district has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Adopted: 5/2/95

Reviewed: 12/17/01

Reviewed: 2/5/2004

Revised 3/11/2004

Revised: 4/19/2005

Reviewed 11/9/2005

Revised 2/14/2006

Updated 2/12/07

**BOLINAS-STINSON UNION SCHOOL DISTRICT  
WILLIAMS CLASSROOM NOTICE  
COMPLAINT RIGHTS – WILLIAMS UNIFORM COMPLAINTS PROCEDURE POLICY**

**Parents/Guardians, Pupils, and Teachers:**

**Education Code 35186 requires that the following notice be posted in your child’s classroom:**

- 1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each pupil, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.**
- 2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that insures that it is clean, safe and functional as determined by the Office of Public School Construction.**
- 3. There should be no teacher vacancies or misassignments as defined in Education Code 35186(h) (1) and (2).**

***Misassignment* means the placement of a certified employee in a teacher or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.**

***Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.**

- 4. To file a complaint regarding the above matters, complaint forms can be obtained at the school office, or you may also download a copy of the California Department of Education complaint form from the following website:  
<http://www.cde.ca.gov/eo/ce/wc/index/asp>**



**Bolinas-Stinson Union School District  
Uniform Complaint Procedure Form  
Williams Uniform Complaint Procedures**

*Education Code* Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information. Response requested:  Yes  No

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: Day: \_\_\_\_\_ Evening: \_\_\_\_\_

**Issue of complaint (please check all that apply):**

**1. Textbooks and Instructional Materials**

- A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- A pupil does not have access to textbooks or instructional materials to use at home or after school.
- Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

**2. Facility Conditions**

- A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.

**3. Teacher Vacancy or Misassignment**

- Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class. Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

**BOLINAS-STINSON UNION SCHOOL DISTRICT  
UNIFORM COMPLAINT PROCEDURE FORM  
WILLIAMS UNIFORM COMPLAINT PROCEDURES**

Date of Problem:

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Location of Problem (School Name, Address, and Room Number or

Location): \_\_\_\_\_

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Course or Grade Level and Teacher Name:

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For Complaints regarding facilities conditions, please describe the emergency or urgent facility condition and how that condition poses a threat to the health or safety of students or staff.

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Please file this complaint at the following location:

John Carroll  
Superintendent  
Bolas-Stinson School District  
125 Olema-Bolas Road  
Bolas, CA 94924

## **BOLINAS – STINSON UNION SCHOOL DISTRICT**

### **ANNUAL NOTICE UNIFORM COMPLAINT PROCEDURES**

The Superintendent or designee shall annually provide written notification of the district's uniform complaint procedures (UCP) to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives and other interested parties (s CCR 4622). The superintendent or designee shall make available copies of the district's uniform complaint procedures free of charge (5 CCR 4622)

The district is primarily responsible for compliance with state and federal laws and regulations.

The person (s), positions (s), or unit (s) responsible for receiving complaints is:

John Carroll, Superintendent

The district shall investigate and seek to resolve complaints at the local level using policies and procedures adopted by the local board as the Uniform Complaint Procedures. These procedures shall be used when addressing complaints alleging unlawful discrimination based on actual or perceived sex, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, age; gender, color or physical or mental disability, or failure to comply with state and/or federal laws in adult education, consolidated categorical aid programs, career/technical, Indian education, migrant education, vocational education, child care development programs, child nutrition programs and special education programs.

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district (5 CCR 4630). Complainant shall be protected from retaliation and the identity of a complainant alleging discrimination shall remain confidential as appropriate.

The district complaint review shall be completed within sixty (60) calendar days from the date of receipt of the complaint unless the parties have agreed in writing to an extension of the timeline.

An unlawful discrimination complaint must be filed not later than six (6) months from the date the alleged discrimination occurs, or six (6) months from the date the complainant first obtains knowledge of the facts of the alleged discrimination.

The complainant has a right to appeal the district's decision to the California Department of education (CDE) by filing a written appeal within fifteen (15) days of receiving the district's decision. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

The complainant has a right to take some complaints directly to the CDE or to pursue remedies before civil courts or other public agencies

## **ANNUAL NOTICE UNIFORM COMPLAINT PROCEDURES**

### **APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION (CONTINUED)**

You may appeal the district's decision to the CDE by filing a written appeal with the State Superintendent within fifteen (15) days after receiving the district decision.

The appeal must:

1. Specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law is misapplied.
2. Include a copy of the original complaint and a copy of the district's decision.

### **CIVIL LAW REMEDIES**

Civil Law remedies may be available under state or federal discrimination laws, if applicable. A complainant may pursue available civil law remedies outside of the district's complaint procedures. Complainant may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

Updated: 2/12/07

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE I - COMMUNITY RELATIONS**

**#1330**

#### **USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES**

##### **I. General**

There is a "civic center" at each and every public school building and grounds within the Bolinas-Stinson Union School District where the citizens, parent-teacher associations, Campfire Girls, Boy Scout Troops, clubs, farmers' organizations, school-community advisory councils and associations formed for recreational, educational, political, economic, artistic, or moral activities of the School District may engage in supervised recreational activities and where they may meet and discuss, from time to time, as they may desire, any subjects and questions which in their judgment appertain to the educational, political, economic, artistic, and moral interest of the citizens of the community. Governing Boards of the school districts may authorize the use, by such citizens and organizations of any other activities. (Authority: E.C. 40040-40054)

School facilities are available for meetings consistent with the purpose indicated about which are in the "public interest." All meetings shall be open to the public.

School facilities shall be available only when usage does not interfere with the educational and maintenance functions of the school.

Groups shall have priority in the use of school buildings as follows:

School-sponsored groups, clubs, student body or school employee groups.

School-connected groups (for example: Bolinas-Stinson Beach Schools Foundation)

3. Parks and Recreation District sponsored groups  
(For example: West Marin Soccer League, CYO Basketball).
4. All other groups authorized to use school facilities under the Civic Center Act.

Groups or organizations using school facilities, where net receipts are not used entirely for the benefit of the pupils of the District, shall be charged a fee for the use of the school property. The fees shall be established by the Board.

##### **II. Policies and Regulations**

1. All requests for use of school facilities including soccer fields and basketball courts must be on the District application form. These forms may be obtained from the School District Office. Completed forms shall be returned to the school. A copy will be mailed to the applicant after official action has been taken on the request. Application should be filed at least ten days in advance of the time the use of the premises is desired.

**#1330**

**USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES (CONTINUED)**

2. Application for user or **by** users covered in the Civic Center Act shall be approved only upon specific authorization of the Board of Education.
3. All juvenile organizations for groups must have satisfactory adult sponsorship and supervision. The same rules of conduct established for District use will apply to all participants whenever school premises are used by any organization. If students are engaged in non-school sponsored activities which utilize school facilities during after-school hours, a designated adult must provide supervision of those students at all times. For example, if students are to remain after school for a soccer practice, the coach of the team and/or a designated adult must provide supervision for the students if they are waiting for the practice to begin. Likewise, if an afterschool class is scheduled which necessitates children taking the bus from the Stinson school, the instructor of the class and/or a designated adult must take responsibility for meeting the children and providing supervision at all times they are on campus.
4. All permits will be issued for specific rooms and for specific hours. It shall be the responsibility of the organization to see that unauthorized portions of the building are not damaged and that the premises are vacated as scheduled.
5. If a group or organization finds it necessary to cancel a scheduled meeting the District Office should be notified as soon as possible and at least 24 hours prior to meeting time. The group or organization will be charged for any expense incurred in opening the school or cost in arrangements made, should they fail to comply with the provisions of the application.

Any permit may be revoked without previous notice for violation of rules, or where conflicting dates have resulted, or where need of the property for public school purposes has subsequently developed. The District will give five (5) days notice of cancellation whenever possible. For other causes, permits may be revoked at any time upon reasonable notice.

6. Use of school building facilities is discouraged on Sundays and School holidays, including Thanksgiving, Christmas, New Years, Winter Recess, Mid-Winter Recess and Spring Recesses. In addition, certain facilities will not be available during times of maintenance of facilities.

The officers of the group are responsible for clearing the building by closing time indicated on the permit. Any group disregarding this rule will be assessed a fee sufficient to cover excess service costs.

7. Occupied classrooms, regularly used in the daily educational program, will normally be excluded from public use.
8. The duly authorized representative of the school district shall open the building only upon presentation of a permit properly issued and signed. Only those facilities and that equipment approved thereon shall be made available.

**#1330**

**USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES (CONTINUED)**

9. Use of school property shall be under the supervision and control of a duly authorized representative of the school district. An employee, responsible leader of a youth group (Scouts, Blue Birds, Etc.), sports coach, or other designated adult approved by the District, may be designated as an authorized representative of the school district. It shall be his/her duty to see that these rules and regulations are enforced and report any violations or attempted violations to the District. The authorized representative shall be in attendance in or on the facility during the entire period of time the facility is being used.
10. The principal or other employee designated by the principal may assume the responsibility for the opening and closing of a building. School custodians will, in these cases, set up chairs, tables just before going off regular duty and also take care of necessary clean up the following morning.
11. Smoking shall not be permitted on any district property at any time. No alcoholic beverages, liquors, or narcotics shall be used, nor shall profane language, quarreling or gambling be permitted. No games of chance or lotteries, as defined by Section 319, California State Penal Code, will be permitted on school premises.
12. Only school employees or other authorized personnel are permitted to use the school office or equipment. The school telephones are available only to employees for official business, except in emergencies and when a pay telephone is not available.
13. Furniture and equipment, other than stage equipment, normally kept in the multi-purpose or multi-use room will be available for the using organization with special permit. Any additional school assigned equipment required must be obtained through arrangement with the principal's office. In signing the agreement, the applicant agrees that the group will pay for any damages to the equipment while in their use.
14. The loan of school furniture or equipment to individuals or groups for personal or private purposes is prohibited. School furniture or equipment is not to be moved from room to room or from school premises. The use or loan of portable equipment will be permitted only if such use is under the direct supervision of an authorized representative of the school district.
15. School property must be protected from damage and mistreatment and ordinary precaution for cleanliness maintained. Groups shall be responsible for the condition in which they leave the school building or premises. In signing the application the applicant agrees that in cases where school property has been abused beyond normal wear, or where unusual cleaning work is required, the cost will be paid for by the organization involved.
- The applicant will be immediately notified of any such occurrence. The use of any material on floors is prohibited.
16. Operations shall end by 11:00 p.m. or an hourly custodian charge will be made.

**#1330**

## **USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES (CONTINUED)**

17. In cases involving the use of the multi-use or multi-purpose, the number of people admitted or seated shall not exceed the regular capacity as established in the California Safety Code. Any properties used shall be flame proofed, as required by law. Arrangements for the decorating of school facilities must be made through the school principal's office. Any decorations shall be erected in a manner that will not be destructive of school property, and such shall be approved by the custodian on duty. All decorations shall be removed at the termination of the activity, by the user.

18. Horseback riding, operation of equipment which constitutes a hazard or a public nuisance such as barbeques, skateboards, bicycles, scooters, the use of motor-driven vehicles on any school grounds, except if specifically authorized, are prohibited.

### **III. Regulations Governing the Use of Kitchen Facilities**

Any group requesting use of the kitchen facilities will receive instruction on use of the stove/oven prior to use. District utensils, tools, dishwasher, refrigerator and freezer are not to be used unless permission has been granted.

### **IV. Fees for Use of School Facilities**

If any admission fee is charged by the organization, or if donations and contributions are solicited, and the net receipts are not used entirely for the benefit of the pupils of the District, a fee may be charged for the use of school property. (See E.C. 40054) Organizations requesting free use under this regulation may be required to furnish satisfactory evidence of use of funds. Where a charge is made by the school District, it shall be in conformance with the schedule below. This schedule is subject to change by the Governing Board. All fees are payable in advance. Checks should be made payable to Bolinas-Stinson Union School District. Organizations and individuals are prohibited from offering or making payment directly to school employees for services rendered.



#1330

**USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES (CONTINUED)**

<u>Schedule of Fees</u>		<u>Minimum Charge</u>
Multi-Purpose Room	\$20 per hour	\$40.00
Other Rooms	\$16 per hour	\$32.00
Reduced Fees		
Multi-Purpose	\$12 per hour	\$15.00
Other Rooms	\$ 8 per hour	\$10.00
Use of Custodian/Cook	Based on actual cost to the District	
<b><i>Use of Full-size bus*</i></b>	<b><i>Per day use</i></b>	<b><i>\$ 275.00</i></b>

***\*Use of the District Bus (es) must include the separate employment of one of the District's bus drivers***

The use or loan of portable facilities (i.e., audio-visual equipment, stage lights, etc.) will be granted only if such use is under the direct supervision of a District employee. A charge will be made for this if not a part of the regular hours of the employee.

In order to promote the use of facilities for after-school programs for students in the Bolinas-Stinson Union School District, the Board may give special consideration to those individuals or organizations offering after-school classes which utilize district facilities. All provisions of this policy shall be in effect, however, fees for use of the facilities may be waived if the individual or organization can provide sufficient evidence that no Bolinas-Stinson Union School District student is excluded from that class or activity because of an inability to pay fees associated with the class or activity.

V. Insurance

Groups using school facilities shall indemnify and hold harmless the Bolinas-Stinson Union School District, its trustees and employees from personal injury or property damage arising from the group's using of the facilities. Furthermore, groups using the facilities may be required to show proof of coverage in the amount of \$1,000,000 combined single limit bodily injury and property damage insurance.

Proposed and Adopted 2-3-80

Revised 11/1/94

Revised 1/11/00

Reviewed 12/17/01

Revised 3/11/03

**#1330**

**USE OF SCHOOL PROPERTY FOR PUBLIC PURPOSES (CONTINUED)**

Reviewed: 2/5/2004  
Revised: 3/11/2004  
Reviewed: 11/9/2005  
Reviewed: 5/11/10  
Approved: 5/11/10  
Updated 5/12/2015

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY - ARTICLE I - COMMUNITY RELATIONS**

**#1336**

**NON-SCHOOL USE OF COPYING MACHINE**

1. Limited use of the school copying machine is offered to community members at fifteen cents per copy. Such service is not intended to provide copies of manuscripts, term papers, etc., involving a large number of copies.
2. The office staff shall determine what is reasonable and within the intent of this policy.
3. U. S. copyright law restrictions will be prominently displayed at all copy machines.

Revised 2/12/02

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **BOARD POLICY**

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### **2000 ARTICLE II - ADMINISTRATIVE**

<b>SECTION</b>	<b>ITEM</b>
<b>2112</b>	<b>Title IX</b>
<b>2113</b>	<b>Technology Lab Security</b>
<b>2114</b>	<b>Electromagnetic Radiation</b>

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE 11 - ADMINISTRATIVE**

**#2112**

#### **TITLE IX POLICY**

It is the Policy of the Bolinas-Stinson Union School District, in compliance with Title IX of the Education Amendments of 1972, not to discriminate on the basis of sex in its educational programs and activities or in the recruitment and employment of personnel.

#### Grievance Procedure

Any student or employee of this District who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any District education program or activity, on the basis of sex in violation of this policy, may file a written complaint with the compliance administrator designated by the Board of Trustees.

The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten working days after receipt of the written complaint. A copy of the written complaint and the compliance administrator's response shall be provided each member of the Board of Trustees. If the complainant is not satisfied with such response, he or she may submit a written appeal to the Board of Trustees indicating with particularity the nature of disagreement with the response and his or her reasons underlying such disagreement.

The Board of Trustees shall consider the appeal at its next regularly scheduled Board meeting following receipt of the response. The Board of Trustees shall permit the complainant to address the Board in public or in closed session, as appropriate and lawful, concerning his or her complaints and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

In compliance with Board Policy and the Education Amendments of 1972, the Bolinas-Stinson Union School District Board of Trustees designates as Title IX Coordinator:

Current Superintendent/Principal or his/her designee.

Revised 2-5-80

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

## BOLINAS-STINSON UNION SCHOOL DISTRICT

### BOARD POLICY - ARTICLE II - ADMINISTRATIVE

#2113

#### TECHNOLOGY LAB SECURITY

The District recognizes the importance of protecting its investment in computer equipment from theft and to insure that the Educational Technology Program does not suffer from any major setbacks due to theft or damage to the District Computer lab. In order to safeguard the equipment and to maintain a safe environment for students, staff and community in the tech lab, the following shall be in place.

1. The Educational Technology Specialist, the technology instructional assistant(s), the office secretary and the superintendent/principal are to be issued "tech lab keys". The "tech lab key" that is held by the office secretary and located in the district office may be *checked-out* and returned by district staff and community individuals who have demonstrated expertise with district computers and the learning network, and who have been approved to use the lab by the Educational Technology Specialist. The person who checks-out the key is responsible for the tech lab and will be held accountable for any problems that arise in the lab until he/she returns the key to the office. The list of individuals approved by the technology specialist to use the lab will be maintained by the technology specialist and located with the key in the district office.
2. Any person who checks out the key to the tech lab is responsible for and must make sure the tech lab is closed and locked when they leave. This includes making sure that all windows and internal doors are locked and secured, before returning the tech lab key.
3. Any person who opens the tech lab is responsible for the security of the lab and its contents. That person also assumes full responsibility for the supervision of all students present in the lab at the time.
4. The tech lab will *only* be open for students when a qualified adult is in attendance in the tech lab at all times! A qualified adult is a person certified by the Educational Technology Consultant and/or the Principal/Superintendent to supervise students in the tech lab. At no time will a student(s) remain in the tech lab without adult supervision. All other district policies regarding supervision of students shall be in effect.
5. Students will be able to "drop-in" during regular class times only if they have written permission from a teacher that specifies work to be accomplished by that student (also in writing) and the amount of time the student is allowed to spend in the tech lab. This does not include recess and lunch times when the lab is open to all students.

#2113

## TECHNOLOGY LAB SECURITY (CONTINUED)

6. Teachers wanting access to the tech lab for class projects other than their regularly scheduled time, should contact the Educational Technology Specialist at least 48 hours in advance, to insure that the tech lab is available during that time.
7. Tech Lab Use by Non-District Personnel:
  - a. Must have Prior written permission from both the Superintendent/Principal and the Educational Technology Specialist. Permission must have statement of estimated costs involved for the normal wear on equipment and any support provided by the District Technology Specialist (or other district staff). District will provide a tech lab cost worksheet.
  - b. Non-district personnel must demonstrate expertise with district computers and the learning network.
  - c. Scheduling must not conflict with any other school use (a scheduling protocol may need to be established).
  - d. Use of the tech lab is subject to all provisions of District facilities use policies.
8. The use of the tech lab is always to be conducted in accordance with the district's computer use guidelines, specifically the "Internet Acceptable Use" guidelines and the "Technology Rules of Responsible Use" guidelines, as found in Appendix D of the Bolinas-Stinson Union District Technology Plan.

### References:

BSUSD District Policy #1330, Use of School Property for Public Purposes  
BSUSD District Policy #5146, Discipline Policy  
BSUSD District Policy #4210, General Personnel  
BSUSD District Policy #1312, Volunteers in the Classroom and Campus Visitors

*Adopted: 9-14-04*

Reviewed: 11/9/2005

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **BOARD POLICY - ARTICLE II - ADMINISTRATIVE**

**# 2114**

### **ELECTROMAGNETIC RADIATION**

It is the intention of the Board of Trustees to limit electromagnetic radiation (EMR) on the campuses of the Bolinas-Stinson Union School District. Though there has been no conclusive proof of harmful effects of EMR at levels that meet U.S. government safety standards, there are many scientific studies that suggest there is a basis for concern that prolonged exposure to EMR could have adverse health effects. In order to address potential risks, the District will adopt the practice of ALARA (as low as reasonably achievable) when deciding on the use of technology that generates EMR. This means that the EMR resulting from the practice must be reduced to the lowest level possible.

While there is concern for the health effects of EMR, there are positive uses of educational technologies that employ EMR. The Board does not wish to limit the faculty and staff's discretion when deciding on the use of technology, however, it will be the policy of the District that faculty and staff utilize the ALARA practice when evaluating different technologies for a given situation. When selecting technologies and teaching practices, preference will be given to reducing the amount of EMR while still yielding a satisfactory result, All considerations (educational, health, financial) will be taken into account.

### **PROCEDURE**

- All technologies emitting EMR shall only be used when there is a compelling academic or operational reason.
- Guidelines shall be established for students and staff on the safe use of EMR emitting technologies.
- On-going review of the literature shall be conducted and a report presented to the Board of Trustees annually, or more often if deemed necessary due to scientific discoveries.

Adopted 6/24/2009



# **BOLINAS-STINSON UNION SCHOOL DISTRICT BOARD POLICY**

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## **3000 ARTICLE III - BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

<b>SECTION</b>	<b>ITEM</b>
<b>3110</b>	<b>Transfer of Funds</b>
<b>3290</b>	<b>Business and Non-instructional Operations / Donations</b>
<b>3545</b>	<b>Transportation of Pupils</b>
<b>3548</b>	<b>Board Policy - Transportation</b>
<b>3549</b>	<b>Bids/Estimates for Non-Educational Services and Purchase of Non-instructional Materials (updates approved 2/5/2013)</b>
<b>3550</b>	<b>Food and Nutrition</b>
<b>3555</b>	<b>Integrated Pest Management</b>
<b>3560</b>	<b>Emergency Management Plan</b>
<b>3590</b>	<b>Parcel Tax</b>
<b>3595</b>	<b>Fund Balance for the General Fund</b>
<b>3950</b>	<b>Animals on Campus</b>

## **Bolinas-Stinson Union School District**

### **Board Policy-Article III- Business and Non-instructional Operations**

#### **# 3110**

##### **Transfer of Funds**

The Governing Board recognizes its responsibility to monitor the district's fiscal practices to ensure accountability regarding the expenditure of public funds and compliance with legal requirements.

The total amount budgeted by the district for each major classification of expenditures, as listed in the California Department of Education's budget forms, shall be the maximum amount which the district may expend for that classification for the school year. (Education Code 42600)

However, when it is in the best interest of the district, the Board may:

1. At any time, adopt a written resolution providing for transfers from the designated fund balance or the unappropriated fund balance to any expenditure classification or between classifications. The resolution shall be filed with the County Superintendent of Schools and the county auditor. (Education Code 42600)
2. Direct the temporary transfer of monies held in any district fund or account to another fund or account as necessary for the payment of obligations. Such borrowing shall occur only when the fund or account receiving the money will earn sufficient income during the current fiscal year to repay the amount transferred. No more than 75 percent of the maximum amount held in any fund or account during the current fiscal year may be transferred. Amounts transferred shall be repaid in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year. (Education Code 42603)
3. At the close of a school year, request that the County Superintendent make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classification(s), or balance any expenditure classifications of the district budget as necessary for the payment of obligations incurred during that school year. (Education Code 42601)
4. Specify amounts to be transferred by the county auditor and treasurer from the district's general fund to the special reserve fund during the fiscal year. If any special reserve funds are maintained for purposes other than capital outlay or if monies in the special reserve fund are not actually encumbered for ongoing expenses, the Board may transfer those monies into the general fund for the general operating purposes of the district. If any monies remain in the special reserve fund at the conclusion of a project, the Board may, by written request to the County Superintendent, auditor, and treasurer, transfer those monies to the district's general fund. (Education Code 42841-42843)
5. Transfer monies between other funds or accounts when authorized by law.

**Board Policy-Article III- Business and Non-instructional Operations  
# 3110  
Transfer of Funds (continued)**

Legal Reference:

EDUCATION CODE

78 Definition, governing board

5200 Districts governed by boards of education

16095 Transfer of district funds to district state school building fund

41301 Section A state school fund allocation schedule

42125 Designated and unappropriated fund balances

42238-42251 Apportionments to districts, especially:

42238.01-42238.07 Local control funding formula

42600 District budget limitation on expenditure

42601 Transfers between funds to permit payment of obligations at close of year

42603 Transfer of monies held in any fund or account to another fund; repayment

42840-42843 Special reserve fund

52616.4 Expenditures from adult education fund

Reviewed on: 8/19/2014

Approved on: 8/19/2014

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BUSINESS AND NON-INSTRUCTIONAL OPERATIONS DONATIONS**

#### **BOARD POLICY #: 3290**

Should the Bolinas-Stinson Union School District receive bequests or gifts of money which is surplus money not required for the immediate necessities of the district may invest it pursuant to the provisions of this article.

Any gift or bequest of money which is to be invested pursuant to this article shall be placed in the District's General Fund in the District treasury. If the gift or bequest of money is required to be used for specific purposes according to the terms of the gift or bequest, the governing board shall in a separate account in the General Fund, and may by resolution designate the separate account by the name that it shall be known.

Adopted: 2/9/2010

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE III - BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

**#3545**

#### **TRANSPORTATION OF PUPILS**

1. The Bolinas-Stinson Union School District may provide the transportation for pupil to and from school along school bus routes established by the Board that serve the communities of Bolinas and Stinson Beach.
2. District school buses shall be used to provide transportation for student groups for educational excursions as approved by the Superintendent/Principal.
3. Transportation of pupils shall be conducted in compliance with all rules and regulations as outlined in the Education Code and Title 5 of the California Code of Regulations.
4. In accordance with Section 14263, Article 3, Chapter 4, (Division of Title 5, California Code of Regulations), "pupils transported in a school bus shall be under the authority of and responsible directly to, the driver of the bus, and driver shall be held responsible for the orderly conduct of pupils while they are on the bus or being escorted across a street, highway or road. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation..."

Should occasions arise that the driver is required under this regulation to deny transportation to pupils, he shall notify the school administrator immediately of his actions, specifying the nature of the conduct of the pupil or pupils. Denial of transportation shall not exceed one week for a first offence, and the parents of the pupil shall be notified of the action in writing.

Persistent refusal by pupils to conduct themselves in an acceptable manner while being transported shall result in denial of transportation until a conference is held between the parent, driver, and school principal in an effort to correct the pupil's behavior. Should such unacceptable behavior continue after parent consultation, the driver may deny transportation for such pupils for the remainder of the school year.

Revised 1-16-79

Reviewed 12/17/01

Reviewed: 2/5/2004

Revised: 3/11/2004

Reviewed: 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE III - BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

**#3548**

#### **BOARD POLICY - TRANSPORTATION**

##### **1. Bus Drivers' Agreement**

Pursuant to Section 14203B of Title 5, California Code of Regulations, said bus driver agrees to comply with and observe all the provision of the Vehicle Code and all other applicable laws, and all rules and regulations prescribed by the State Board of Education, and any other State agency and said governing board, relating to the transportation of pupils of the Bolinas-Stinson Union School District.

##### **2. Evacuation Drill**

In accordance with Section 14255 A and B of Title 5, at least twice each year, each pupil who is transported on a Bolinas-Stinson school bus shall receive appropriate classroom instruction in safe bus riding, and shall participate in emergency bus evacuation drills, scheduled by the Director of Transportation.

##### **3. Bus Driver Proficiency**

In accordance with Section 1229, Title 13, California Code of Regulations, the Board of Trustees of the Bolinas-Stinson Union School District, under the direction the Director of Maintenance and Transportation, shall require each driver of the District to demonstrate his or her capability to safely operate each different type of vehicle of different size and requiring different driving skills before driving such vehicles on any road or highway unsupervised. The Director of Transportation shall document each driver.

##### **4. Authority of Driver**

In accordance with Section 14263, Title 5, pupils transported in a Bolinas-Stinson school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street, highway or road.

##### **5. Designated Bus Stop**

In accordance with 1227A, parent or guardian shall be informed at the beginning of the school year, by written form as to the Bolinas-Stinson School's bus pick-up and discharge of pupils. Parent or guardian must accept the responsibility of students at bus stops. The Director of Transportation shall designate bus stop pick-up and discharge with agreement with the California Highway Patrol. Any student suspended from riding the bus by the driver shall be given a form to be signed by the parent or guardian before he/she is let on the bus next time.

**#3548**

**BOARD POLICY – TRANSPORTATION (CONTINUED)**

**6. Field Trips**

All field trips on a Bolinas-Stinson school bus must be documented on a Field Trip form. Availability, condition of bus, time of trip, number of students and adults, and availability of gas are factors to be considered before permission can be given. Field trip forms shall be turned into the Director of Transportation five school days prior to the trip, then must be approved by the Superintendent.

Section 1229, Title 13, California Code of Regulations requires that each driver be trained and demonstrate his/her capability to drive vehicle on field trips under the Direction of the Directory of Transportation.

**7. Students**

A. If a driver of a Bolinas-Stinson School bus feels it unsafe, he or she shall report it to the Director of Transportation who in turn shall report it to the Superintendent of the school, and other arrangements shall be made to transport that student in concurrence with the Superintendent.

B. If any student has a special difficulty, it shall be reported to the Director of Transportation who will in turn instruct the driver as to what precautions must be taken, so that child may ride the bus.

**8. Bus Rental**

Bolinas-Stinson School District, under direction the Director of Transportation will lease or rent its buses for after school and summer activities as long as it does not conflict with the Bolinas-Stinson School operations.

Adopted and Revised 6-15-79

Adopted 3-18-80

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE III - BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

**#3549**

#### **POLICY- BIDS/ESTIMATES FOR NON-EDUCATIONAL SERVICES AND PURCHASE OF NON-INSTRUCTIONAL MATERIALS**

The Board of Trustees seeks to maintain a fair and equitable process for selecting contractors to perform services and for the purchase of non-instructional materials necessary for the operations of the district. Generally, through the budget adoption process, the Board establishes priorities and authorizes the administration to make decisions necessary to carry out maintenance and improvement of facilities and equipment. The Board, in maintaining their fiduciary responsibility, establishes the following procedures to ensure that a) community members and businesses are given priority to provide goods and services to the school district and b) that the Board is kept informed regarding expenditures above and beyond those specifically authorized in the adopted budget.

#### **PROCEDURE**

1. Unless otherwise specified, the superintendent is authorized to approve the purchase of equipment and/or services necessary to maintain the operations of the District. Board approval will not be necessary for goods and/or services that do not exceed \$ 7,500. when resources for those goods and services have been included in the annual budget. Priority for purchases of goods and services will be given to local vendors and/or contractors. The superintendent will keep the Board informed regarding all such decisions.
2. For goods and services which exceed, \$ 7,500 the superintendent will, whenever possible, seek three bids and/or estimates from local contractors and/or merchants. Whenever possible the lowest bid/estimate will be selected, unless in the judgment of the superintendent, the selection of the lowest bid/estimate will compromise the quality of the goods/services being purchased. Unless previously authorized, the Board will review recommendations from the superintendent regarding awarding of contracts for goods and/or services for any such goods/services whose cost exceeds \$ 7,500.
3. In seeking estimates/bids, the District will maintain a list of local vendors and contractors. Local vendors/contractors who have asked to be included on a "bid list" will be notified when the district is seeking particular goods/services.
4. The District is an equal opportunity employer and will continue to abide by provisions of the current Public Contract Code section 20111 and the Education Code section 17605
5. In the event of an emergency that would compromise the immediate health and safety of students and/or staff, the superintendent is authorized to make decisions involving purchasing goods or services even if the amount exceeds \$ 7,500. Whenever possible the superintendent will consult at least one Board member.



#3549

**POLICY- BIDS/ESTIMATES FOR NON-EDUCATIONAL SERVICES AND PURCHASE OF NON-  
INSTRUCTIONAL MATERIALS (CONTINUED)**

Legal Reference:

Education Code

*17604 Delegation of powers to agents; liability of agents*  
*17605 Delegation of Authority to purchase supplies and equipment*  
*32435 Prohibited use of public funds*  
*35010 Control of district; prescription and enforcement of rules*  
*35035 Powers and duties of superintendent*  
*35272 Educational and athletic materials*  
*38083 Purchase of perishable foodstuffs and seasonal commodities*  
*41010 Accounting system*  
*41014 Requirement of budgetary accounting*

Public Contract Code

*2015 According to the California Department of Education Office of Financial Accountability and Information Services, the bid threshold, pursuant to Public Contract Code section 20111(a), for K-12 districts' purchases of equipment, materials, supplies and services (except construction services) has been adjusted to \$ 86,000. Effective January 1, 2015. This represents an increase of 2.26% over the 2014 bid limit.*

Adopted: March 13, 2001

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

Changes approved 5/11/10

**Reviewed/Approved 2/17/2011**

**Reviewed/Approved 2/2/2012**

**Reviewed 2/5/2013**

**Approved: 2/5/2013**

**Reviewed: 1/20/2015**

**Approved: 1/20/2015**

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE III - BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

**#3550**

#### **FOOD AND NUTRITION**

The Board of Trustees recognizes the important connection between a healthy diet and a student's ability to learn effectively and achieve high standards in school. The Board also recognizes the school's role as part of the larger community, to promote family health, sustainable agriculture and environmental restoration.

The Board of Trustees recognizes that the sharing of food is a fundamental experience for all peoples; a primary way to nurture and celebrate our cultural diversity; and an excellent bridge for building friendships, and inter-generational bonds.

#### **Mission**

The educational mission of the Food and Nutrition Program is to improve the health of the entire community by teaching students and families' ways to establish and maintain life-long healthy eating habits. This can be accomplished through nutrition education, healthy eating, participation in garden experiences, assuring that nutritious food is served in schools and integrating food and nutrition into the core academic content in the classroom.

#### **Goals**

- Ensure that no student in the Bolinas Stinson School District is hungry
- Ensure that a healthy and nutritious snacks and lunches are available to every student so that they are prepared to learn to their fullest potential
- Eliminate the reduced-price category for school lunch, breakfast and snacks, if possible, so that all low-income children have healthy food available at no cost
- Ensure that all qualified children become eligible for free meals and all applications and records related to eligibility for the free or reduced program shall be confidential except as provided by law (Education Code 49558)
- Ensure maximum participation in the school meal program by developing a coordinated, comprehensive outreach and promotion plan for the organic school meal programs
- Shift from food-based menu planning to nutrient-based planning (as set forth under USDA guidelines) to allow for more flexible food selection

**#3550**

**FOOD AND NUTRITION (CONTINUED)**

- Ensure that the nutritional value of the food served significantly improves upon USDA Dietary Guidelines by providing nutritious, fresh, tasty, locally grown food that reflects cultural diversity
- Ensure that the food served shall be certified organic to the maximum extent possible, as defined by California Certified Organic Farmers (CCOF)
- Food be prepared in ways that will appeal to students, retain nutritive quality, and foster lifelong healthful eating habits
- Food be served in age-appropriate portions
- Eliminate the consumption of food containing harmful food additives and processes, such as bovine growth hormones, irradiation, and genetically-modified foods
- Serve meals in a pleasant environment with sufficient time for eating, while fostering good manners and respect for fellow students
- Maximize the reduction of waste by recycling, reusing, composting and purchasing recycled products. Each school site shall have a recycling program
- Ensure that food served will be of the highest quality district-wide
- Operate an efficient and cost effective food services program

The Superintendent or designee shall develop strategies designed to encourage the participation of students and parents/guardians in the selection of foods of good nutritional quality for school menus. Parents/guardians are encouraged to support the district's nutrition education efforts by considering nutritional quality when selecting any snacks which they may donate for occasional class parties.

The Superintendent or designee shall periodically review the adequacy of school facilities for cafeteria eating and food preparation. The school cafeteria shall comply with the sanitation and safety requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-114455

**Free and Reduced Breakfast and Lunch Program**

National Breakfast and Lunch Program regulations require that lunches be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount of good nutrition.

Eligibility for free or reduced price meals shall be based on federal regulations as provided by the State Department of Education.

**#3550**

## **FOOD AND NUTRITION (CONTINUED)**

Parents shall be informed of the district policy concerning free or reduced meals. A letter and application form shall be distributed to all parents during the first few weeks of school. The letter shall contain information on eligibility standards, application procedures and appeal procedures. The information and an application form shall be provided whenever a new student is enrolled.

All applications and records related to eligibility for the free or reduced price meal program shall be confidential except as provided by law. (Education Code 49558)

In accordance with law, the Board authorizes designated employees to use individual records pertaining to student eligibility for any free and reduced price meal program for the purpose of: (Education Code 49558)

1. Disaggregation of academic achievement data
2. Identification of students eligible for school choice and supplemental educational services in any school identified for program improvement

### **Confidentiality/Release of Records**

The Board designates the following district employee to use individual records pertaining to student participation in the free or reduced price meal program for the purpose of disaggregation of academic achievement data or for the identification of students in any program improvement school eligible for school choice and supplemental educational services pursuant to 20 USC 6316:

Principal/Superintendent or his/her designee

In using records for such purposes, the following conditions shall be satisfied: (Education Code 49558)

1. No individual indicators of participation in the free or reduced price meal program shall be maintained in the permanent records of any student if not otherwise allowed by law.
2. Information regarding individual student participation in the free or reduced price meal program shall not be publicly released
3. All other confidentiality provisions required by law shall be met.
4. Information collected regarding individual students certified to participate in the free or reduced price meal program shall be destroyed when no longer needed for its intended purpose.

### **Posting Requirements**

The district's policies and regulations on nutrition and physical activity shall be posted in public view within the school cafeteria or in other central eating areas. (Education Code 49432)

**#3550**

**FOOD AND NUTRITION (CONTINUED)**

Nutritional Standards for Foods

Schools participating in the National School Lunch Program or School Breakfast Program pursuant to 42 USC 1751-1769h and 1771-1791 shall meet the nutritional standards, as well as the nutrient and calorie levels for students of each age or grade group, required by 7 CFR 210.10 and 220.8. (42 USC 1758, 1773)

Until July 1, 2007, for foods not reimbursed through the federally reimbursable meal programs, a minimum of 50 percent of the food sold by the district on school grounds during regular school hours shall be from the nutritious foods listed in Education Code 38085. (Education Code 38085)

Beginning July 1, 2007, the only foods that may be sold to a student at an elementary school during the school day are full meals and individually sold portions of nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruit, vegetables that have not been deep fried, and legumes. An individually sold dairy or whole grain food item may be sold if it meets all of the following criteria: (Education Code 49431)

1. Not more than 35 percent of its total calories is from fat.
2. Not more than 10 percent of its total calories is from saturated fat.
3. Not more than 35 percent of its total weight is composed of sugar, including naturally occurring and added sugar.
4. Its total calories do not exceed 175 calories.

Beginning July 1, 2007, foods sold to students in middle schools, junior high schools, and high schools, except foods served as part of a federally reimbursable meal program, shall meet the following standards: (Education Code 49430, 49431.2)

1. Each entree item shall:
  - a. Not exceed 400 calories
  - b. Contain no more than four grams of fat per 100 calories
  - c. Be categorized as an entree item in the National School Lunch or Breakfast program
2. For each snack item that supplements a meal:
  - a. Not more than 35 percent of its total calories shall be from fat, excluding nuts, nut butters, seeds, eggs, cheese packaged for individual sale, fruits, vegetables that have not been deep fried, or legumes.
  - b. Not more than 10 percent of its total calories shall be from saturated fat, excluding eggs or cheese packaged for individual sale.
  - c. Not more than 35 percent of its total weight shall be composed of sugar, including naturally occurring and added sugar, excluding fruits or vegetables that have not been deep fried.
  - d. Its total calories shall not exceed 250 calories.

**#3550**

**FOOD AND NUTRITION (CONTINUED)**

Qualified child nutrition professionals shall provide students with access to a variety of affordable, fresh, nutritious, and appealing foods that meet the health and nutrition needs of students. Organic and locally grown produce shall be provided when available and economically and operationally feasible.

**Nutritional Standards for Beverages**

The only beverages that may be sold to elementary students, regardless of the time of day, are:  
(Education Code 49431.5)

1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener
2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener
3. Drinking water with no added sweetener
4. Milk that is 1-percent fat, 2-percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk

The only beverages that may be sold to middle school or junior high school students from one-half hour before the start of the school day until one-half hour after the end of the school day are:  
(Education Code 49431.5)

1. Fruit-based drinks that are composed of no less than 50 percent fruit juice and have no added sweetener
2. Vegetable-based drinks that are composed of no less than 50 percent vegetable juice and have no added sweetener
3. Drinking water with no added sweetener
4. Milk that is 1-percent fat, 2-percent fat, or nonfat; soy milk, rice milk, or other similar nondairy milk
5. Electrolyte replacement beverages that contain no more than 42 grams of added sweetener per 20-ounce serving.

Approved: 12/10/02

Reviewed: 2/5/2004

Revised: 3/11/2004

Reviewed: 11/9/2005

Reviewed: 11/9/2005

Revised: 6/27/2006

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY-ARTICLE III-BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

**# 3555**

#### **BUSINESS SERVICES**

##### **Integrated Pest Management**

The Bolinas-Stinson Union School District recognizes that maintenance of a safe, clean and healthful environment for students and staff is essential to learning. It is the goal of the District to provide the safest and lowest risk approach to control pest problems while protecting students, staff, the environment and District properties and assets.

The District adopts a Least-Toxic Integrated Pest Management (IPM) Policy. Pest will be controlled: to protect the health and safety of the students and staff; to maintain a productive learning environment; and, to maintain the integrity of the school buildings and grounds. It is the policy of the District to focus and develop long-term pest prevention methods and give “non-chemical” methods first consideration when selecting appropriate control measures. The full range of alternatives will be considered, giving preference to non-chemical methods, and then chemicals that pose the least hazard to people and the environment.

##### **Definition**

Integrated Pest Management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds.

##### **Procedures**

The Superintendent or designee shall designate a staff person to develop, implement, and coordinate an IPM program that incorporates effective, least toxic pest management practices. The district's program shall include the following elements:

1. Carefully monitoring and identifying the pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazard that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest

## # 3555 Integrated Pest Management (continued)

infestations.

4. Considering a full range of possible alternative treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazard to people and the environment.
6. Ensuring that persons applying pesticides follow label precautions and are trained in the principles and practices of IPM.
7. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and label directions registered with the U.S. Environmental Protection Agency (EPA) as well as any disposal requirements indicated on the product label.

### Prohibited Pesticides

The IPM Coordinator shall not use a pesticide on a school site if that pesticide has been granted a conditional or interim registration or an experimental use permit by the California Department of Pesticide Regulation (DPR) or if the pesticide is subject to an experimental registration issued by the EPA and either of the following conditions exists:

1. The pesticide contains a new active ingredient.
2. The pesticide is for new use.

In addition, the IPM Coordinator shall not use a pesticide on a school site if DPR cancels or suspends registration or requires that the pesticide be phased out from use.

### Notifications

The IPM Coordinator shall annually notify staff and parents/guardians of students enrolled at a school site, in writing, regarding pesticide products expected to be applied at the school facility in the upcoming year. The notification shall include at least the following:

1. The Internet address (<http://www.schoolipm.info>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code [13184](#).
2. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it.



## # 3555 Integrated Pest Management (continued)

3. An opportunity for interested persons to register to receive notification of individual pesticide application at the school site. The IPM Coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application.
4. Other information deemed necessary by the Superintendent or IPM Coordinator.

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM Coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application.

Whenever the IPM Coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide.

### Posting of Warning Signs

The IPM Coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. The sign shall be posted at least 24 hours prior to the application and until 72 hours after the application. The warning sign shall display the following information:

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application.

### Records

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. Such records may be maintained by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used.

Adopted: 5/12/2009

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **EMERGENCY MANAGEMENT PLAN**

#### **BOARD POLICY #: 3560**

In order to save lives and protect property, all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events which threaten to result in a disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. The Superintendent or designee may appoint a committee to regularly review the disaster preparedness plan and recommend changes.

The principal or designee shall augment the district plan with working plans and procedures specific to each school. He/she shall present a copy of these site plans and procedures to the Superintendent.

District and site plans shall address at least the following situations:

1. Fire on or off school grounds which endangers students
2. Natural or man-made disasters
3. Bomb threat or actual detonation
4. Attack or disturbance by individuals or groups

The Superintendent or designee should ensure that the plan includes:

1. Procedures for personal safety and security
2. Ways to ensure smooth administrative control of operations during a crisis
3. Procedures to establish a clear, effective communications system
4. Guidelines for law enforcement involvement, including specific steps for law enforcement intervention depending upon the intensity of the crisis.

The Superintendent or designee shall use state-approved National Incident Management System (NIMS) guidelines when updating district and site-level emergency and disaster preparedness plans.

The Superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each district school.

## **EMERGENCY MANAGEMENT PLAN (CONTINUED)**

The Superintendent or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety.

Disaster preparedness exercises shall be held regularly at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies. All students and employees shall receive instruction regarding emergency plans.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation (CPR). The Superintendent or designee shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR in-service training to be offered at least once a year for district staff.

Approved: 01/12/2010

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BP 3590**

### **BUSINESS AND NONINSTRUCTIONAL OPERATIONS**

### **PARCEL TAX**

1. The Board of Trustees shall be responsible for administering parcel taxes voted into law by the registered voters of the Bolinas-Stinson Union School District.
2. Exemptions to a parcel tax can be authorized by the Superintendent for senior citizens, owners of multiple parcels, and individual or multiple owners of common areas, easements, or similar areas, under operating regulations of the Marin County Assessor.
3. Requests for exemptions must be submitted in writing to the district no later than March 1 of the tax year for which the exemption is requested.
4. Senior Citizens
  - a. Those individuals who have attained age 65 prior to May 1 of each applicable year, who are beneficial owners (either spouse) of a parcel that is their principal place of residence, are eligible to apply to the Superintendent for an exemption to a parcel tax. Appeals may be addressed to the Board of Trustees.
  - b. Each such exemption shall continue for each year the applicant remains eligible, without the need for reapplication.
5. Tax exempt owners  
Parcels with use code 60 or 61 may be eligible for an exemption. A property owner may make an appeal in writing to the District Approval of appeals is at the Boards discretion. (Also see item #7)
6. Owners of Multiple Parcels
  - a. Exemptions will be available from the County of Marin for owners of multiple parcels under the following criteria:
    - (1) The parcels are contiguous or in one economic unit. To be considered in the same economic unit, all parcels to be combined must be used for the same primary purpose as the principal parcel (i.e., one parcel contains the residence and the other the garage).
    - (2) The parcels must not be separate and distinct properties that can be independently developed or sold.
    - (3) The primary factor in determining whether to exempt parcels will be the inability to separately market or develop the parcels.
  - b. Owners of nonmarketable or nondevelopable parcels must apply to the County Assessor for consolidation of those parcels.
    - (1) Owners who have applied for consolidation of their multiple parcels will be granted exemptions until a final decision is made by the county.
    - (2) If a property owner has been granted a combination or merger from the county prior to 1997, the District will review and make a determination on a case by case basis.

**BP 3590 (CONTINUED)**  
**BUSINESS AND NONINSTRUCTIONAL OPERATIONS**  
**PARCEL TAX**

7. Appeals

Any taxpayer may appeal, in writing, to the Bolinas-Stinson Union School District

Board of Trustees any decision rendered on eligibility of a parcel(s) for exemption. Appeals must be submitted in writing to the Board of Trustees, Bolinas-Stinson Union School District, 125 Olema-Bolinas Road, Bolinas, CA 94924 no later than fourteen calendar days after the date of the notice of denial.

Policy BOLINAS-STINSON UNION SCHOOL DISTRICT

Adopted: 3/25/2010

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **BUSINESS AND NON-INSTRUCTIONAL OPERATIONS**

### **Fund Balance for the General Fund**

#### **BOARD POLICY #: 3595**

#### **POLICY AND PROCEDURES**

##### **I. PURPOSE**

This Fund Balance Policy establishes the procedures for reporting unrestricted fund balance in the General Fund financial statements. Certain commitments and assignments of fund balance will help ensure that there will be adequate financial resources to protect the District against unforeseen circumstances and events such as revenue shortfalls and unanticipated expenditures.

The policy also authorizes and directs the Chief Business Official to prepare financial reports which accurately categorize fund balance as per Governmental Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions.

##### **II. GENERAL POLICY**

Fund balance is essentially the difference between the assets and liabilities reported in a governmental fund. There are five separate components of fund balance, each of which identifies the extent to which the District is bound to honor constraints on the specific purpose for which amounts can be spent.

- Nonspendable fund balance (*inherently nonspendable*)
- Restricted fund balance (*externally enforceable limitations on use*)
- Committed fund balance (*self-imposed limitations on use*)
- Assigned fund balance (*limitation resulting from intended use*)
- Unassigned fund balance (*residual net resources*)

The first two components listed above are not addressed in this policy due to the nature of their restrictions. An example of nonspendable fund balance is inventory. Restricted fund balance is either imposed by law or constrained by grantors, contributors, or laws or regulations of other governments. This policy is focused on the financial reporting of unrestricted fund balance, or the last three components listed above. These three components are further defined below.

##### **III. PROVISIONS**

###### **Committed Fund Balance**

The Governing Board, as the District's highest level of decision-making authority, may commit fund balance for specific purposes pursuant to constraints imposed by formal actions taken, such a majority vote or resolution. These committed amounts cannot be used for any other purpose unless the Governing Board removes or changes the specific use through the same type of formal action taken to establish the commitment. Governing Board action to commit fund balance needs to occur within the fiscal reporting period, no later than June 30<sup>th</sup>; however, the amount can be determined subsequent to the release of the financial statements. At the time of adoption of this policy, the District does not have any reserves that meet this component of fund balance.

## **BUSINESS AND NON-INSTRUCTIONAL OPERATIONS Fund Balance for the General Fund**

### **BOARD POLICY #: 3595 (continued)**

#### **Assigned Fund Balance**

Amounts that are constrained by the District's intent to be used for specific purposes, but are neither restricted nor committed, should be reported as assigned fund balance. This policy hereby delegates the authority to assign amounts to be used for specific purposes to the Chief Business Official for the purpose of reporting these amounts in the annual financial statements.

#### **Unassigned Fund Balance**

These are residual positive net resources of the general fund in excess of what can properly be classified in one of the other four categories. There are some reserves that do not meet the requirements of the fore mentioned components of fund balance. For financial statement reporting purposes these reserves are included in unassigned fund balance. This includes:

- **Reserve For Economic Uncertainty Reserve** – The District will maintain an economic uncertainty reserve of at least 10% of total General Fund operating expenditures (including other financing). The primary purpose of this reserve is to avoid the need for service level reductions in the event of an economic downturn causes revenues to come in lower than budget. This reserve may be increased from time to time in order to address specific anticipated revenue shortfalls (state actions, etc.).

#### **Fund Balance Classification**

The District considers restricted fund balances to have been spent first when an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available. Similarly, when an expenditure is incurred for purposes for which amounts in any of the unrestricted classifications of fund balance could be used, the District considers committed amounts to be reduced first, followed by assigned amounts and then unassigned amounts.

This policy is in place to provide a measure of protection for the District against unforeseen circumstances and to comply with GASB Statement No. 54. No other policy or procedure supersedes the authority and provisions of this policy.

**Effective Date: 6/21/2011**

**Issued Date: 6/21/2011**

**Resolution Number: 12 2010-2011**

**Approval Date: 6/21/2011**

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **ANIMALS ON CAMPUS**

### **BOARD POLICY # 3950**

In order to ensure the safety of employees, students, and visitors and to maintain the cleanliness of District facilities, the Board shall establish the following policy pertaining to animals on District property:

Only animals specifically trained to assist disabled persons as a guide, service or signal dog or an animal used for instructional purposes or a classroom pet.

1. All dogs and other pertinent animals within the limits of the District shall be on a leash or harness, of not more than six (6) feet in length that is securely fastened to the animal and held by the owner. Pet owners are responsible for animals left in their vehicle parked on district property.
2. Owners of dogs and other animals are responsible for removal and disposal of any fecal matter deposited on District property. Owners shall carry a means of carrying or disposing of animal waste.

Owners of animals found on campus in violation of this regulation may be subject to citation and fine as provided by Section 21113 of the Vehicle Code and/or Sections 8.04 through 8.12 of the Marin County Code, and/or have their animals impounded by authorized officials including the Marin Humane Society.

#### **References:**

Marin County Ordinance 3377

Reviewed 3/10/2015

Reviewed 4/7/2015

Approved: 5/12/2015

Revised & approved 6/9/2015

*Dogs are not allowed off-leash on school property, according to Marin County Ordinance 3377.*

*According to Marin County Ordinance section 8.04.160: It is unlawful for the owner/guardian or person having control of any dog to permit the same, under any circumstances, to run at large in any public parks, or in any school, or upon any school grounds, or in any commercial district, or in any game refuge, or in any public watershed area; and every dog found running at large in violation of the provisions of this section shall be immediately seized and impounded. Any duly authorized peace officer shall be entitled to take such other action as may be reasonably necessary for the protection of wildlife.*



# BOLINAS-STINSON UNION SCHOOL DISTRICT

## BOARD POLICY

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### 4000 ARTICLE IV - PERSONNEL

SECTION	ITEM
4112.22	Staff Teaching Students of Limited English Proficiency (approved 5/11/10)
4119.11	Sexual Harassment (approved 5/11/10)
4157	Family Care Leave (approved 2/8/2013)
4159	Employee Assistance Program (approved 5/11/10)
4121	Temporary/Substitute Personnel-Paid sick leave
4200	Distribution of Keys
4210	General Personnel
4211	Selection of Personnel (updated 5/12/2015)
4212	Substitute Teachers and Substitute Classified Instructional Staff
4213	Equal Employment Opportunity
4214	Physical Examination
4215	New Staff Mentoring Program – Certificated and C classified
4217	Classification
4218	Status of Permanent Employees
4219	Discipline of Classified Employee
4221	Assistance for Probationary Certificated Employees
4222	Probationary/Permanent Status for Certificated Employees
4223	Drug and Alcohol Testing
4224	Non-Reemployment of Temporary Certificated Employees
4225	Evaluation of Principal/Superintendent (revised & approved 5/11/10)
4317	Resignations – Personnel (approved 4/7/2015)

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **PERSONNEL**

#### **STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY**

##### **# 4112.22**

In addition to receiving a multiple or single subject teaching credential, a teacher may complete requirements for authorization from the Commission on Teacher Credentialing (CTC) to provide English language development (ELD), specially designed academic instruction in English (SDAIE), and/or instruction in the student's primary language (bilingual). The CTC issues a number of documents that authorize teachers to teach English learners. CTC Coded Correspondence 04-0001 clarifies that it is the authorization listed on the document, not the title of the document, which determines if and how an individual is authorized to serve English learners.

Education Code 44253.3 permits the CTC to grant an authorization for ELD or SDAIE instruction to teachers who possess an out-of-state credential or certificate authorizing instruction of English learners, provided they also possess a valid California teaching credential. AB 239 (Ch. 316, Statutes of 2009) amended Education Code 44253.3 to also authorize the CTC to grant such authorization to a teacher who holds a valid California teaching credential and holds a certain certificate issued by the National Board for Professional Teaching Standards.

##### **Definitions**

Instruction for English language development (ELD) means instruction designed specifically for limited-English-proficient students to develop their listening, speaking, reading, and writing skills in English. (Education Code 44253.2)

Specially designed academic instruction in English (SDAIE) means instruction in a subject area, delivered in English, that is specially designed to meet the needs of limited-English-proficient students. (Education Code 44253.2)

Content instruction delivered in the primary language means instruction in a subject area delivered in the primary language of the student. (Education Code 44253.2)

##### **Teacher Qualifications**

The Superintendent or designee shall ensure that a teacher providing instruction for ELD, SDAIE, and/or content instruction in any student's primary language possesses the appropriate authorization issued by the Commission on Teacher Credentialing (CTC).

The Governing Board shall make reasonable efforts to assign teachers with appropriate ELD authorizations to those students who need ELD instruction. However, a teacher awarded a Certificate of Completion of Staff Development for SDAIE pursuant to Education Code

## **PERSONNEL**

### **STAFF TEACHING STUDENTS OF LIMITED ENGLISH PROFICIENCY (CONTINUED)**

#### **AR 4112.22**

44253.11 shall be considered certified and competent to provide ELD instruction. (Education Code 44253.11)

A teacher may be provisionally assigned to provide instruction for ELD or SDAIE during the period that he/she is pursuing training to complete a Certificate of Completion of Staff Development pursuant to Education Code 44253.10 or 44253.11.

Legal Reference:

#### **EDUCATION CODE**

44253.1-44253.11 Certification for bilingual-crosscultural competence

44258.9 County superintendent review of teacher assignment

44259.5 Standards for teachers of all students, including English language learners

44380-44386 Alternative certification

52052 Adequate yearly progress

52160-52178 Bilingual-Bicultural Act of 1976

52180-52186 Bilingual teacher training assistance program

62001-62005. 5 Evaluation and sunseting of programs

99230-99242 Mathematics and Reading Professional Development Program

#### **CODE OF REGULATIONS, TITLE 5**

6100-6125 Teacher qualifications, No Child Left Behind Act

80016 Certificate of completion of staff development to teach English learners

BSUSD approved 5/11/10

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **PERSONNEL SEXUAL HARASSMENT BP 4119.11**

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

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

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

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

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Legal Reference: EDUCATION CODE  
200-262.4 Prohibition of discrimination on the basis of sex

**PERSONNEL  
SEXUAL HARASSMENT  
BP 4119.11 (CONTINUED)**

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:

12940 Prohibited discrimination

12950.1 Sexual harassment training

BSUSD Approved 5/11/10

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **PERSONNEL SEXUAL HARASSMENT AR 4119.11**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when:

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

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

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

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

**PERSONNEL  
SEXUAL HARASSMENT  
AR 4119.11 (CONTINUED)**

Training

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

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall:

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired
3. Appear in any school or district publication that sets forth the schools or district's comprehensive rules, regulations, procedures, and standards of conduct

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

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples

**PERSONNEL  
SEXUAL HARASSMENT**

**AR 4119.11 (CONTINUED)**

4. The district's complaint process available to the employee
5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC
7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment.

BSUSD Board approved 5/11/10



# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **Board Policy**

### **Temporary/Substitute Personnel**

BP 4121  
**Personnel**

#### **Paid Sick Leave**

Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. The diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)  
(cf. 4261.1 - Personal Illness/Injury Leave)

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep of records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 - Personal Illness/Injury Leave.

Board reviewed on 9/14/2015

Board approved: 9/14/2015

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY PERSONNEL**

**#4143**

#### **SEXUAL HARASSMENT PROCEDURE**

The Bolinas-Stinson Union School District believes it has a responsibility to create a safe environment for students and staff. It is the policy of the Board of Trustees to provide an educational, employment, and business environment free of sexual harassment. It shall be a violation of this policy for an employee, student, or anyone who is authorized to transact business or perform services on behalf of the District to engage in sexual harassment.

Sexual harassment means unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress,
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual, and/or
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education setting.

#### **SPECIFIC EXAMPLES**

Sexual harassment includes but is not limited to making unsolicited written, verbal, visual, and/or physical contacts with sexual overtones. (Written examples include suggestive or obscene letters and notes. Verbal examples include derogatory comments, innuendos, slurs, jokes, and epithets. Visual examples include leering, gestures, and display of sexually suggestive objects or pictures. Physical examples include patting, pinching, and constant brushing against another's body.)

An employee or student who feels that he or she is being sexually harassed is encouraged to report such incident without fear of reprisal. Persons complaining of sexual harassment shall not be subject to any procedure that would require the complainant to try to informally resolve the complaint by directly confronting the accused harasser.

A complaint and the results of the investigation shall be confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it is a violation of this policy to disclose the complaint or the nature of the investigation to others.

**#4143**

**SEXUAL HARASSMENT PROCEDURE (CONTINUED)**

Employees who act in violation of this policy and/or the law may be subject to discipline including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws and/or collective bargaining agreements.

Legal Reference:

Education Code

200 et al. Prohibition of discrimination on the basis of sex

212.5 Sexual harassment, defined

230 Particular practices prohibited, including sexual harassment

48900.2 Additional grounds for suspension or expulsion; sexual harassment

Title VII, Civil Right Act as amended by Title IX, Equal Employment Opportunity Act

Sexual Harassment - Complaint Procedure

Confidentiality

A complaint and the results of the investigation shall be confidential to the extent reasonably possible. Witnesses and those interviewed shall be informed of the confidential nature of the issues and shall be informed that it will be a violation of this policy to disclose the complaint or the nature of the investigation to others.

Retaliation Prohibited

The initiation of a complaint of sexual harassment will not cause any reflection on the complainant or witnesses nor will it affect his/her employment, compensation or work assignments, or, in the case of students, grades or other matters pertaining to his/her status as a student. It shall be a violation of this policy to engage in such retaliation.

**#4143**

## **SEXUAL HARASSMENT PROCEDURE (CONTINUED)**

### Complaint Procedures

#### A. Informal Resolution

Employees, students, or other individuals who feel aggrieved because of conduct that may constitute sexual harassment are encouraged, but not required, directly to inform the person engaging in such conduct that such conduct is offensive and must stop. An aggrieved individual is not required to complain first to his or her supervisor (in the case of an employee) or to his or her instructor (in the case of a student), if that supervisor, or instructor, is the individual who is harassing the employee or students.

#### B. Formal complaints

1. Complaints shall be in writing and shall be filed with the Superintendent as soon as reasonably possible, but no longer than 21 calendar days, unless it is impossible to meet this deadline, after the conduct in question has arisen. The complaint shall identify the offending person or persons, include reference to specific examples of offensive conduct, identify the remedy sought, and describe the informal efforts made to correct the situation.
2. The Superintendent shall review the complaint and, as soon as reasonably possible after receipt of the complaint, shall inform the employee, student, or other person who is accused of sexual harassment of the contents of the communication.
3. As soon as the Superintendent learns of a complaint, he/she shall investigate the complaint promptly, thoroughly, and in a confidential manner. The investigation and written report shall be completed within 21 calendar days.

#### C. Complaints against Students

Upon completion of the investigation of a complaint filed against a student, the Superintendent shall determine whether the harassment has occurred and whether any corrective action is appropriate. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the student.

#### D. Complaints against Employees

Upon completion of the investigation of a complaint filed against an employee, the superintendent shall determine whether harassment has occurred and whether any corrective action is appropriate. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the employee.

**#4143**

**SEXUAL HARASSMENT PROCEDURE (CONTINUED)**

E. Appeal Procedures

All decisions made under this procedure may be appealed by the aggrieved person to the Governing Board.

Administrative Regulations

The Superintendent shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for enforcing this policy. Such further procedures may include the following: posting and other means of distributing this policy, a process under which complaints of sexual harassment will be handled, and an explanation of possible civil proceedings and potential legal consequences of sexual harassment. The superintendent may initiate training and education programs to enable all persons to better understand the problem of sexual harassment.

Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. The District will maintain a list of professionals knowledgeable in this area whom an aggrieved person may contact.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Proposed 11/1/11

Approved: 12/1/2012

## Sexual Harassment Complaint Form

Today's date: \_\_\_\_\_

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Home address: \_\_\_\_\_

Home telephone: \_\_\_\_\_ other phone: \_\_\_\_\_

Date complainant reported sexual harassment to: \_\_\_\_\_

\_\_\_\_\_ Principal  
 \_\_\_\_\_ Superintendent  
 \_\_\_\_\_ Other, please specify name \_\_\_\_\_

Date and method of complainant received: \_\_\_\_\_

\_\_\_\_\_ Walk-in  
 \_\_\_\_\_ Telephone call  
 \_\_\_\_\_ other, please describe: \_\_\_\_\_

Date of interview: \_\_\_\_\_

1	Description of the alleged sexual harassment. Describe each incident of harassment separately, including dates and locations for each incident. If the complainant cannot remember exact dates, include approximate dates to the best of the complainant's recollection. (attach additional pages as necessary)	
2	Name of the individual (s) who allegedly harassed the complainant.	
3	Why do you believe this action was taken against you?	
4	Identify all employees/students/or others with knowledge of the conduct about which you are complaining:	
5	Did those persons listed above personally observe or overhear the alleged conduct? If yes, please indicate the dates of the behavior.	
6	Are there documents or emails which contain information supporting the occurrences described above?	
7	Is there any physical evidence that supports your complaint? If so, please describe and/or attach a copy.	
8	Does the Complainant know of any other employee who has experienced similar harassment by the same individual? If yes, provide name and description of the harassment, to the best of the complainant's knowledge.	
9	Have you missed any work time as result of the alleged harassment/Discrimination? If so, please describe and indicate dates of absences.	
10	Have you received any counseling or received	

	medical treatment as result of the alleged harassment? If yes, please indicate dates.	
11	Have you previously complained about this or related acts of harassment/discrimination to a supervisor, other District official or Board Trustee? If so, please identify the individual to whom you complained, the date and the resolution of your complaint.	
12	What is your requested remedy in this complaint?	
13	Are there other individuals you want the District to contacts regarding your complaint? If so, who do you wish contacted and why?	
14	Has the complainant filed a union grievance or claim with any other city, state or federal agency? If yes, what union or agency?	

**Acknowledgement**

*To investigate your complaint, it will be necessary to interview you, the alleged harasser (s), and any witnesses with knowledge of the allegations or defenses. The District will notify all persons involved in the investigation that it is confidential and that unauthorized disclosers of information concerning the investigation could result in disciplinary action, up to and including termination of employment.*

*The information provided in this complaint is true and correct to the best of my knowledge. I am willing to cooperate fully in the investigation of my complaint and provide whatever evidence the District deems relevant.*

Signature of Complainant: \_\_\_\_\_ date: \_\_\_\_\_

o o

HR use only

Date of alleged violation: \_\_\_\_\_

Place of alleged violation: \_\_\_\_\_

Basis of discrimination:  Sex (Gender)  Race  Color  Retaliation  Age  Religion  Creed  National Origin  Disability  
 Sexual Orientation  Marital or Veteran Status or any other legally protected classification

Circumstances of Alleged Violation:

Received by: \_\_\_\_\_ date: \_\_\_\_\_

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **PERSONNEL**

#### **FAMILY CARE LEAVE**

##### **Board Policy No. 4157**

It is the intent of this policy to make available to employees leave under the Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) (Government Code section 12945.2). This policy shall be applied and interpreted in accordance with the state and federal law and regulations.

- a. Eligibility: An employee with one (1) year of continuous service during the previous twelve (12) months is eligible for the leave described below.
- b. Purposes for Which Leave May Be Taken:
  - (1) Birth, adoption or foster care placement of a child;
  - (2) Care of a child (including foster, step, and adult children, and legal ward(s), parent (including person who stood in loco parentis to the employee), or spouse with a serious health condition that requires day-to-day care by the employee.
  - (3) Disability of the employee [except that CFRA excludes pregnancy disability which is covered under Government Code section 12945(b)(2)] and this policy.
- c. Duration of Leave: All leave is unpaid. Leave may be taken for a total of twelve (12) work weeks in a twelve (12) month period. Leave is pro-rated for part-time employees. Intermittent leave in the form of reduced work days or work weeks may be taken. Intermittent leave shall be scheduled, to the extent possible, to minimize disruption to the District.
- d. Time for Commencement of Leave:
  - (1) Leave for birth or adoption of a child must commence within one (1) year of the birth or adoption. Leave need not be taken at one time.
  - (2) The employee shall be required to first use accrued vacation, compensatory time off and other available paid leave, except sick leave unless the leave is taken because of the employee's own illness or the employee agrees to the use of sick leave.
  - (3) Pregnancy disability leave is treated separately under CFRA [See Government Code section 12945(b)(2)].
- e. Employee Notice: If the need for leave is foreseeable, the employee shall provide the District with reasonable (at least 30 days) written notice.



FAMILY CARE LEAVE Board Policy No. 4157 (continued)

- f. Continuation of Benefits: The District will continue to pay the employee's health benefits to the same extent the District would have paid for such benefits if the employee would have continued working. To the extent the District continues to pay for other benefits for employees on unpaid leaves, it must do so for employees under Family Medical Leave Act (FMLA) (federal) and California Family Relief Act (CFRA).

If the District does not pay such other benefits, it must permit the employee to pay for them. Benefits include, but are not limited to, disability, life insurance, and retirement contributions.

An employee who is on leave without pay under Family Care Leave, who has elected not to continue benefits while on the Family Care Leave, shall be allowed to re-enroll in the medical program in which the employee participated prior to the leave without pay, subject to carrier approval.

- g. Status While on Leave: Leave does not constitute a break-in-service for purposes of seniority or longevity.
- h. Husband and Wife Employees: If both spouses are employed by the District, the aggregate leave for both employees is limited to twelve (12) weeks for the care of a newly-arrived child or sick parent. For other purposes, each employee is entitled to twelve (12) weeks of leave.
- i. Verification: The employee shall provide verification of the need to care for a spouse, parent or child or for the employee's own serious health condition. Verification may be provided by a physician, osteopath or other health care provider designated by the Secretary of Labor. The District may, at its expense, require additional medical evaluation of the employee's own health condition (but not the employee's spouse, parent, or child).
- j. Serious Health Condition: A serious health condition is an illness, impairment, or physical or mental condition involving in-patient care, continuing treatment, or supervision of a health care provider.
- k. Right to Reinstatement: An employee is entitled to reinstatement to the same or a comparable position except that a salaried employee who is among the highest paid ten (10%) percent of the District employees may be denied reinstatement if the reinstatement would cause substantial economic injury to the District. The District must notify the employee of the intent to deny reinstatement as soon as that decision is made. If the notice is given after commencement of the leave, the employee has the right to return to work following receipt of the notice.

Board reviewed on 12/11/2012

Board reviewed on 1/8/2013

Board Approved on 2/5/2013

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY EMPLOYEE ASSISTANCE PROGRAM (EAP)**

#### **BP 4159**

The Governing Board recognizes that school district employees may have problems which can have detrimental effects upon job performance and student safety. The Board encourages employees to seek help when such problems exist and to take advantage of the resources that are available to assist them.

Employees shall have confidential access to information about the district's employee assistance program. This information shall be available to all employees and their spouses and dependents.

Management and supervisory staff shall be knowledgeable about the district's employee assistance program and may counsel employees about the program, as appropriate.

Participation in the assistance program shall not jeopardize an employee's employment or career advancement, nor will it protect the employee from disciplinary action for substandard job performance.

Legal Reference:

#### **EDUCATION CODE**

35160 Authority of governing board  
35160.1 Broad authority of school districts  
44962 Leaves of absence for certificated employees  
44964 Power to grant leaves of absence for accident, illness or quarantine  
45190-45209 Resignations and leaves of absence for classified employees

#### **GOVERNMENT CODE**

8355 Certification to contracting or granting agency; requisites

#### **HEALTH AND SAFETY CODE**

104420 Providing information re: smoking cessation program

#### **UNITED STATES CODE, TITLE 41**

701-707 Drug-Free Workplace Act

(7/86 3/92) 7/02

Approved 5/11/10

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

#### **#4200**

#### **DISTRIBUTION OF KEYS**

1. Principal shall issue keys.
2. All keys issued shall be entered into a key log with NAME, KEY #, DATE ISSUED and DATE RETURNED.
3. Teachers assigned a room permanently may keep their keys during the summer.
4. Principal shall see to the return of all keys so key log can be kept current.
5. Fee for replacing a lost key shall be \$ 20.00.
6. The re-keying charge for a master key shall be \$ 50.00.

Adopted 5-18-82

Revised 4-02-85

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised and approved 2/7/2012

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

**#4210**

#### **GENERAL PERSONNEL**

The Board of Trustees recognizes that the success of district students and programs hinges on effective personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

The Board recognizes that every employee has a stake in the district's successful operation. The Board encourages all district employees to express their ideas, concerns and proposals related to the improvement of working conditions and the total educational program. The Superintendent/Principal or designee shall establish procedures whereby he/she will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

The Superintendent/Principal or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with effective accountability systems approved by the Board. The Superintendent/Principal or designee also shall recommend disciplinary action, which the Board may take against employees when warranted pursuant to Board policy, administrative regulations and/or state or federal law.

The Board recognizes the importance of establishing standards of conduct for all employees of the District. In addition to professional standards established in state and/or federal law, the collective bargaining agreements and other District policy, the Board has established the following standards for all employees.

#### In relation to pupils

1. All school employees will behave in a manner that respects the dignity and rights of all persons without prejudice as to race, religious beliefs, color, sex, sexual orientation, gender identity, physical characteristics, age, ancestry or place of origin.
2. Teachers are responsible for diagnosing educational needs, prescribing and implementing instructional programs and evaluating progress of pupils.
3. Teachers may delegate specific and limited aspects of instructional activity to non-certificated personnel, provided that the teacher supervises and directs such activity.

**#4210**

**GENERAL PERSONNEL (CONTINUED)**

4. All school employees are considerate of circumstances, which may impact the behavior or academic progress of students. Staff will make every effort to insure that appropriate support services are identified to assist students.
5. School employees may not divulge information about a pupil received in confidence or in the course of professional duties except as required by law or where, in the judgment of the teacher, to do so is in the best interest of the pupil.

In relation to colleagues

1. All school employees understand the importance of professional teamwork in addressing the needs of all students.
2. All school employees recognize the value of each individual employee's contribution to the school as a whole by extending mutual respect and acting as role models for the children of the district.
3. A school employee will not undermine the confidence of pupils or authority of other school employees.
4. Administrators provide opportunities for staff members to express their opinions and to bring forth suggestions regarding the administration of the school.
5. Personal and/or professional conflicts between employees will be addressed by those school employees with assistance from the administrator, a Board member or other outside mediator appointed by the administration and agreed to by the employees as needed.

The Superintendent/Principal has primary responsibility for overseeing the district's personnel system.

Adopted: 4-08-04

Reviewed: 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

**#4211**

#### **SELECTION OF PERSONNEL**

In order to hire and retain the most qualified personnel, it shall be the policy of the district to use the most effective human resources tools possible. Applicants shall be employed only upon satisfactory completion of employment procedures. Selection shall be based upon an objective review of an applicant's qualifications and experience. The Board of Trustees and/or its designee shall be the only employer for the Bolinas-Stinson Union School District.

Employment procedures will include but are not limited to review of a District application form, review of resume and references, interview and the review of recommendations from past and present employers.

#### **Application**

Applications for employment must be made in writing or electronically and will be maintained by the Superintendent. All application materials become part of the application.

#### **Screening/Interview**

There must be an interview of a candidate before a recommendation for hiring is made to the Board of Trustees. A screening/interviewing committee authorized by the Board and appointed by the Superintendent complete screening of applications and conduct interviews. The Superintendent may screen applications in advance to determine if applicants meet minimum qualifications.

Screening/interviewing committees will be composed of teachers, parents, classified staff members, administrators and board members as outlined in the attached Procedure For Hiring New Employees unless otherwise designated by the Board. Committee members must agree to participate in all aspects of the screening/interviewing process, sign a confidentiality statement and be willing to dismiss themselves from the committee should there be any question of conflict-of-interest.

#### **Recommendation**

The board shall take action to approve hiring in all positions. The Superintendent shall make a recommendation to the board to fill open positions. The Superintendent will determine salary placement in accord with Collective Bargaining Agreements and shall notify the Board of such placement prior to a recommendation of employment. If any candidate has been referred to the Superintendent by any Board member, or is known to be related to any board member or employee, the Superintendent shall inform the board accordingly in his or her recommendation.

#### **Appointment**

After approval by the Board of Trustees the Superintendent shall notify the successful candidate of the employment arrangements, i.e., forms for employment taxes, retirement, etc. shall be completed. Fingerprinting and T.B. testing shall be completed at district expense, prior to the first day of paid service.

Revised 8-17-82

Revised 12-20-83

Revised 11/1/94  
Revised 6/6/02  
Reviewed 2/5/2004  
Revised 6/28/2005  
Reviewed 11/9/2005  
Reviewed 4/7/15  
Approved 5/12/15

## PROCEDURES FOR HIRING NEW EMPLOYEES

- Step 1. Vacancy identified  
Superintendent informs Board of vacancy  
Superintendent announces vacancy
- Step 2. Board:  
Formally Accepts resignation/grants leave of absence (resignation previously submitted to the Superintendent)  
Determines which Board members will serve on committee
- Step 3. Certificated and Classified staff are notified of need for committee members. Board facilitates parent representatives  
Superintendent/Principal creates time-line, posts vacancy

### Committee Make-Up

The committees will have a fair representation from the following stakeholders

Certificated	Classified/Instructional	Classified/Non-Instructional
2 Parents	2 Parents	1 Board
2 Board	1 Board	1 Classified
2 Certificated	1 Certificated	Superintendent and/or Principal
1 Classified	2 Classified	(1 Parent if bus driver)
Superintendent and/or Principal	Superintendent and/or Principal	

- Step 4. Superintendent  
Pre-screens applications for minimum qualifications  
Reviews applications and chooses candidates for interview  
Committee:  
Interviews candidates  
Recommends candidate(s) to Board
- Step 5. Superintendent or Principal checks references
- Step 6. Board reviews and takes action on committee recommendations.  
(Note: Board interviews candidates if necessary.)
- Step 7. Superintendent and/or Principal notifies successful candidate.

### Notes:

In the event of a last minute vacancy, the above process may be modified, as necessary, by the Board of Trustees.

An opening for a certificated teacher at the 7/8 grade level may include an additional certificated representative on the hiring committee.

The committee may recommend multiple candidates for consideration by the Board.

Approved 5/12/2015



**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IV - PERSONNEL****#4212****SUBSTITUTE TEACHERS AND SUBSTITUTE CLASSIFIED INSTRUCTIONAL STAFF**

The Board recognizes the necessity of providing substitute teachers or substitute classified instructors when members of the professional staff are absent from school. The Board also recognizes the importance of maintaining the students' instructional program through a well planned and coordinated substitute teacher or substitute classified instructor program.

Every effort will be made to seek the most qualified person available, in accordance with any and all state and local requirements, when the need for a substitute teacher or substitute classified instructor arises. All substitute teachers shall hold a valid teaching credential or permit when substitute teaching for a certificated teacher. Substitutes for classified instructional staff should have prior experience working with children in a school environment. All substitutes shall be screened by the Superintendent/Principal or designee prior to employment and shall be made aware of district policies and guidelines.

The Superintendent/Principal or designee shall be responsible for the employment of all substitute teachers or substitute classified instructors in the district and shall maintain a list of persons qualified, who have been previously screened and interviewed. The Superintendent/Principal or designee shall determine procedures for acquiring substitute teachers or substitute classified instructors and for ensuring that the welfare of the students is served through an uninterrupted instructional program.

The Board will set rates for substitute pay commensurate with the duties and qualifications of the position. The Board maintains the right to make exceptions as befit particular circumstances.

Substitute teaching or substitute classified instruction may also be done by other members of the professional staff when determined advisable by the Superintendent/Principal or designee.

Adopted: May 10, 2005

Reviewed: 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

#### **#4213**

#### **EQUAL EMPLOYMENT OPPORTUNITY**

It is the policy of the Bolinas-Stinson Union School District to provide equal opportunity in employment and promotion without regard to race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin.

The Superintendent is the "Equal Employment Opportunity Officer" of the District. He/She shall develop and enforce a written "Equal Employment Opportunity Program" to implement this policy. The Equal Employment Opportunity Program shall be consistent with State and Federal law and shall conform to the regulations issued from time to time by the State Department of Education or the Equal Employment Opportunity Commission.

The Superintendent shall report annually at the first board meeting in December on the implementation of the Equal Employment Opportunity program.

#### Superintendent

1. The Superintendent shall be responsible for the overall administration and coordination of this program of equal employment opportunity and for preparing periodic reports to the Board of Trustees. The Superintendent shall implement the equal employment opportunity steps necessary to achieve the purposed objectives of this plan.
2. The Superintendent shall be the Equal Employment Opportunity Officer charged with directing recruitment, assisting in the upgrading of skills for promotion consideration, and providing consultation to all persons regardless of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin.

#### Administrative Staff

1. The administrative staff will explain the equal employment opportunity program to all employees of the District and endeavor to obtain their understanding and cooperation in its implementation. Employee positions will be reviewed to identify and eliminate any non-essential qualification which may discourage employment because of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry or national origin.

#### Objectives

The Superintendent will maintain practical personnel procedures that will:

**#4213**

**EQUAL EMPLOYMENT OPPORTUNITY (CONTINUED)**

1. Insure that employment, re-employment, or promotion at all staff levels will be granted on the basis of merit without consideration of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry or national origin.
2. Achieve equality in employment through equal employment opportunity in hiring and promotion policies. Qualified persons regardless of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin will be sought to fill vacancies arising through normal attrition.
3. Remove any artificial, arbitrary or unnecessary barriers to employment which would operate to discriminate on the basis of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin.
4. Increase employment opportunities of all qualified persons by eliminating from position specifications any conditions and requirements with specific validity and applicability to the respective position and its function.
5. Insure uniformity of application to all position classifications recognizing that some exceptions are necessary because of the various statues or regulations that apply to a specific group of employees.

**Recruitment and Publicizing Vacancies**

In filling vacancies on the staff, the District shall refrain from using any recruitment or selection procedure which has an adverse impact on the employment of members of any race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin, and shall endeavor to attract applicants for such vacancies in such a way as to ensure the employment of the best qualified candidate regardless of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin. Public announcements of staff vacancies shall contain the statement, "The Bolinas-Stinson Union School District is an equal opportunity employer".

**Selection and Promotion**

1. The Superintendent shall maintain recruitment and selection procedures consistent with board policy, Federal and State laws, Education Code, to insure that only the best qualified applicants, without regard to race, sex, color, religion, sexual orientation, age, physical handicap, ancestry, or national origin are recommended for employment.
2. The design and execution of these procedures shall demonstrate the Governing Board's intent to employ and promote qualified persons without regard to race, sex, color, religion, sexual orientation, age, physical handicap, ancestry or national origin.

**#4213**

**EQUAL EMPLOYMENT OPPORTUNITY (CONTINUED)**

3. The timetable for complete equality in employment shall be December, 1980, such goal being dependant on attrition, recruitment and the availability of qualified personnel. A progress report shall be presented at the first meeting of the Governing Board each December.
4. Nothing in this program shall mitigate against the candidate who is clearly the best qualified, regardless of race, sex, color, religion, sexual orientation, age, physical handicap, ancestry or national origin.
5. All employees shall be encouraged to take advantage of training programs that may become available in order to prepare themselves for promotional opportunities.
6. Selection rules and regulations shall be re-examined periodically and shall be revised and/or updated as necessary to ensure that fair employment practices are maintained.
7. Annually, at the first meeting of the Board in December, a classification and ethnic survey will be reviewed to determine progress in implementing this program.

Adopted 1-20-76

Revised 5-15-79

Recruitment and Vacancies amended 10-7-86

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IV - PERSONNEL****#4214****PHYSICAL EXAMINATION**

Successful applicants for all positions, at the district's discretion, may be required before reporting to work to pass a job related physical examination at the district's expense. All employees, except temporaries, will need to present proof of freedom from tuberculosis at the district's expense prior to their employment and every four years thereafter.

Revised 9-4-84

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

#### **#4215**

#### **NEW STAFF MENTORING PROGRAM – CERTIFICATED AND CLASSIFIED STAFF**

The Board of Trustees believes that new teachers to the Bolinas-Stinson Union School District should be provided with mentoring and support so that they rapidly acquire necessary knowledge and skills to meet District guidelines for student achievement. The New Staff Mentoring Program is a cooperative arrangement between peers in which new members of the instructional staff are provided ongoing assistance and support by one or more skilled and experienced staff members. This relationship is collegial in nature and all experiences are directed toward the development and refinement of the knowledge, skills and dispositions necessary for effective teaching. This process will result in improved instructional practice and professional performance, and will directly benefit Bolinas-Stinson School students. The New Staff Mentoring program is not designed or to be construed as replacing the District's employee professional evaluation processes, which is established in employee contracts and/or collective bargaining agreements.

An instructional staff member is anyone, classified or certificated, who is hired by the District to instruct students. A new instructional staff member is any staff member new to the District. An instructional staff member reassigned within the District will receive mentoring if deemed necessary by District administration or the teacher.

#### Orientation

The District shall provide orientation of new instructional staff member before a new instructional staff member begins instruction. Orientation shall be provided by District administration or the designated mentor and shall include:

- Acquaint new instructional staff member with the school and community culture
- Introduction to school personnel, facilities and equipment
- Familiarization with paperwork and procedures
- Assistance with understanding elementary/middle school students
- Student discipline and professional obligations
- Information about contract and personnel policies, District policies and professional development programs and opportunities
- Diversity in the classroom and parent/guardian interaction
- Use of volunteers
- Employee information packet

**#4215****NEW STAFF MENTORING PROGRAM – CERTIFICATED AND CLASSIFIED STAFF  
(CONTINUED)**Training

The District shall provide new instructional staff member training in the following areas:

- Instructional methods
- Curricular requirements/alignment
- Student assessment

In their first year:

- New full-time (certificated or classified) instructional staff members will be given release time as necessary at the discretion of the Principal/Superintendent to work with their assigned mentor and other experienced teachers, and to observe other teachers teaching.
- New part-time (certificated or classified) instructional staff members will be paid for additional time at the discretion of the Principal/Superintendent to work with their assigned mentor and other experienced instructional staff members, and to observe other instructional staff members teaching.

In the case of certificated teachers with temporary, emergency, or new credentials, or otherwise limited teaching experience in Elementary/Middle School, the District shall provide training for:

- Classroom management
- Time management

Support

The District shall provide a mentoring program for new instructional staff members with the following characteristics:

- Mentor is a peer advisor and confidant selected by the Principal/Superintendent prior to the new instructional staff member's first instructional day. The mentor may be certificated or classified staff with experience/expertise as an instructor in the district.
- During a new instructional staff member's first year, the mentor will be provided release time for observing the new instructional staff member teacher and conferencing:
  - 1 hour/week for the first 12 weeks plus after school time
  - 30 minutes/week thereafter plus after school time
- Mentor will be paid a stipend to acknowledge the importance of the role and to compensate for the extra time spent working with the new instructional staff member
- Mentor will not be responsible for evaluation process of the new instructional staff member.

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**NEW STAFF MENTORING PROGRAM – CERTIFICATED AND CLASSIFIED STAFF  
(CONTINUED)**

- Mentor is responsible for new instructional staff member orientation as described above

New Instructional Staff Member Assessment

Ongoing assessment of new teachers will be conducted to track teaching performance. Assessment will consist of the following:

- Semi-annual self assessment conducted with mentor using video recording of new instructional staff member in their instructional setting
- Principal observes and provides feedback to new teacher on classroom performance early in each trimester
- Standard District classified and certificated evaluation process

Assessment of Mentoring Program

The Principal/Superintendent is responsible for assessing the overall effectiveness of the New Instructional Staff Member Mentoring Program and recommending changes to the program and/or policy to the Board. At the conclusion of each mentoring year, both the mentor and new instructional staff member will provide a confidential evaluation of the program to the Principal/Superintendent. The evaluation will rate for effectiveness and solicit suggestions for improvement for the following components of the Mentoring Program:

- Orientation program and materials
- Setting expectations for new employees
- Effectiveness of the mentoring program
- Teacher assessment
- Other suggestions for improvement of the mentoring program

Approved: October 12, 2004

Reviewed: 11/9/2005



**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IV - PERSONNEL****#4217****CLASSIFICATION**

All employees of the classified service, during their first six months of service shall be "probationary" or as designated in the collective bargaining agreement between the district and the classified bargaining unit. After six months they shall be designated as "permanent".

Revised 1/1/94

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IV - PERSONNEL****#4218****STATUS OF PERMANENT EMPLOYEES**

No person in the permanent classified service shall be suspended, demoted, or dismissed except for reasonable cause designated by these rules as detrimental to the efficiency of the service or the welfare of the District. Nothing in these rules shall be construed to prevent layoffs for lack of work or lack of funds. Nothing in these rules shall be construed to prevent re-classification of any individual by promotion or demotion for good and just reasons when in the best interest of the District to do so.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

**#4219**

#### **DISCIPLINE OF CLASSIFIED EMPLOYEES**

No person in the permanent Classified service shall be suspended, demoted or dismissed except for reasonable cause designated by these rules as detrimental to the efficiency of the service or the welfare of the District.

##### **A. Definitions**

1. Suspension. Means either temporary removal or an employee from his/her position with loss of pay as a disciplinary measure, or his/her removal preliminary to investigation of charges pending demotion or dismissal.
2. Demotion. Means reduction of an employee from a given class to a class having a lower salary rate.
3. Dismissal. Means separation, discharge, or permanent removal of an employee from his/her position for cause in accordance with these rules.
4. Disciplinary action. Means either suspension, demotion or dismissal.

##### **B. Employment Status of Classified Employees**

1. Probationary Employee. All Classified employees employed to fill a regularly established full-time position or part-time position are employed on a probationary status for the first six months or as designated of service and may be released during this time without a hearing or any right of appeal. They are however, entitled to a written warning pursuant to Section D, Step I of this policy.
2. Permanent Employees. All Classified employees who have served as probationary employees and have been recommended for regular status shall be permanent employees or shall have their employment terminated. Permanent employees shall be disciplined during the employment period for cause only and shall be entitled to notice and a hearing as hereinafter set forth.
3. Substitute and Short-term Employee. Substitute and short-term employees employed and paid for less than 75% of a school year, part-time playground positions, noon aide, full-time day students employed part-time, apprentices and professional experts employed on a temporary basis for specific project, regardless of length of employment, shall not be part of the Classified service.

##### **C. Causes for Suspension, Demotion or Dismissal**

One or more of the following causes may be grounds for suspension, demotion or dismissal of any Classified employee:

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**DISCIPLINE OF CLASSIFIED EMPLOYEES (CONTINUED)**

1. Repeated and unexcused absence or tardiness.
2. Abuse of sick leave privileges.
3. Unauthorized absence.
4. Abandonment of position.
5. Addiction to, or being under the influence of narcotics while on school premises or while on duty.
6. Drinking alcoholic beverages on the job or having reported for work while under the influence of alcohol.
7. Falsifying any information supplied to the school district including information supplied on application forms, employment records, or any other district records.
8. Incompetence and/or inefficiency and/or negligence and /or failure to follow the directions of a supervisor in the performance of the duties of his/her position as set forth in the job description.
9. Conviction of a felony.
10. Fighting or gambling on duty time.
11. Negligence in use and care of school property.
12. Willful or persistent violation of the Education Code or rules of the District and State law.
13. Conviction of any crime set forth in Education Code sections 44010 or 44011
14. Any action detrimental to the District, its students or employees.

The District shall not initiate any disciplinary action for any cause alleged to have arisen prior to the employee becoming permanent or for any cause alleged to have arisen more than two years preceding the date that the District files notice of disciplinary action.

**D. Disciplinary Procedure**

**Step I: Verbal Warning**

Except in those situations where an immediate suspension is justified under the provision of this policy, an employee whose work or conduct is felt by his supervisor to be of such character as to warrant possible future discipline shall first be warned by means of a

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**DISCIPLINE OF CLASSIFIED EMPLOYEES (CONTINUED)**

conference between the Superintendent and the employee. The purposes of the conference shall be (1) for the

Superintendent to define areas of work or conduct that need improvement, (2) for the employee to discuss his perceptions of the problem, (3) for both parties to agree on the means necessary and the time required to effect a change.

**Step II: Written Warning**

If, in the judgment of the Superintendent, such verbal warning proves ineffective to remedy the problem with a reasonable time, the Superintendent shall then submit to the employee a further warning, which shall be in writing. Such warning shall state the reasons underlying any intention the Superintendent may have for recommending disciplinary action, and shall give a specified period of advanced warning to give the employee time to correct the deficiency with incurring disciplinary action. An employee who has received such a written warning may respond orally at a conference with the Superintendent or in writing to the Superintendent.

**Step III: Notice**

If the problem persists, the Superintendent may seek imposition of disciplinary action. Notice of such intention shall be made in writing and served in person or by registered or certified mail upon the employee. A copy of this notice shall be placed in the employee's file. The notice shall include,

1. the specific charges against the employee which shall include times, dates and location or chargeable actions or omissions and shall be written in ordinary and concise language,
2. the penalty proposed,
3. a statement that the employee has five days after service of the notice in which to request a hearing, the statement shall specify the last date on which a hearing can be requested,
4. a card or paper the signing of which constitutes a demand for a hearing,
5. the written request for a hearing must be delivered to the Superintendent on or before the date specified.

If the employee fails to make a request for a hearing in the required amount of time, the District may act upon said charges without a hearing and without notice to the employee of the time and place of the District's meeting to act upon the charges.

**Step IV: Hearing**

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**DISCIPLINE OF CLASSIFIED EMPLOYEES (CONTINUED)**

Not less than five (5) days after receipt of a demand for a hearing by a permanent employee who has been given notice of a proposed suspension, demotion, or dismissal, the District shall schedule a hearing at a time and place designated by the District Board. The employee shall be given at least five (5) days written notice of the time and place of hearing unless such notice is specifically waived by the employee. The employee and school administration shall be afforded equal opportunity to present evidence. All hearing will be in Executive Session unless the employee requests an open hearing on his/her request for written appeal. At the close of the hearing, the District shall render its decision which shall be final.

**E. Immediate Suspension without Pay of Permanent Classified Employees**

In the event that an emergency situation occurred involving the health and welfare of students or employees and if the employee's presence would lead to a clear and present danger to the lives, safety, or health of students or fellow employees, the District may immediately suspend the employee. The following procedure shall be initiated.

1. Written notice shall be given as previously specified, within one working day. The employee shall receive written notice of the suspension and the charges upon which the action is based and his right to request a hearing as outlined in D. II of this policy.
2. A reasonable opportunity shall be afforded the employee to conference with the Supervisor and/or Superintendent within one working day from the date of suspension.

**F. Administrative Leave**

The Superintendent/Principal is authorized to place an employee on paid administrative leave when doing so is in the best interest of the school and/or district.

Revised 4-3-79

Revised 10-6-81

Revised 1-22-85

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

Revised 1/10/2006

Reviewed and approved 5/11/10

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IV - PERSONNEL****#4221****ASSISTANCE FOR PROBATIONARY CERTIFICATED EMPLOYEES**

It is the intent of the Governing Board to insure that probationary certificated employees' potential needs for training, assistance, and evaluation be recognized. The Principal shall have the responsibility to provide necessary training, assistance, and evaluations for probationary certificated employees assigned to their respective schools.

Adopted 9-18-84  
Reviewed 7/8/90 4/1/90  
Reviewed 8/6/91  
Reviewed 8/4/92  
Reviewed 8/3/93  
Reviewed 8/2/94  
Reviewed 8/1/95  
Reviewed 8/6/96  
Reviewed 8/5/97  
Revised 2/12/02  
Reviewed 2/5/2004  
Reviewed 11/9/2005  
Revised 1/10/2006

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IV - PERSONNEL****#4222****PROBATIONARY/PERMANENT STATUS FOR CERTIFICATED EMPLOYEES**

A properly credentialed probationary certificated employee who has been employed by the District in a position or positions requiring certification for two (2) complete consecutive years and is then reelected for the next succeeding school year shall become a permanent employee at the beginning of the third year.

Legal Reference: Education Code Sections 44929.21

Adopted: 2/7/95  
Reviewed 12/17/01  
Reviewed 2/5/04  
Revised 3/11/2004  
Reviewed 11/9/2005  
Reviewed 3/19/2010  
Changes approved 5/11/10



## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

#### **#4223**

#### **DRUG AND ALCOHOL TESTING**

Every employee of the District is expected to render service without being impaired or under the influence of alcohol or drugs of any kind. The safety and health of students, staff and the public require that every reasonable precaution be taken to discourage substance abuse to prevent impaired individuals from rendering service to the District.

It shall be the policy of the District to comply with the Drug Free Work Place Act and title 49, CFR Parts 382, 391, 392 and 395 which specifically outline the Federal Omnibus Employee Testing Act of 1991.

The District will comply by contracting for oversight with a professional drug and alcohol testing management company, or by joining a consortium of local school districts to provide such oversight. All employees of the District who hold a commercial drivers license and who drive a commercial vehicle in the course of employment with the District shall be subject to testing.

Testing will be for alcohol and controlled substances at the following times and covers any safety sensitive function during any time in which the driver is actually performing, ready to perform, or immediately available to perform any safety sensitive function.

The district designates the Superintendent/Principal as the employee designated to answer questions about this policy.

#### 1. Types of Testing:

- a. Pre-employment screening.
- b. Post-accident - - where accident is defined to be: a school bus accident, or any accident where there is injury, or there is \$1,000 or more of damage as a result.
- c. Random testing - - to be 25% of the total number of employees for alcohol testing and 50% of the employees for drug testing, to be randomly selected by the company providing oversight on an annual basis.
- d. Reasonable suspicion testing - - a properly trained supervisor may require an employee to submit to an alcohol or drug test for controlled substances when, in their determination, there exists reasonable suspicion that the employee may be impaired when the employee is on duty or reporting for duty. The prerogative shall not be exercised by the supervisor arbitrarily or capriciously.

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**DRUG AND ALCOHOL TESTING (CONTINUED)**

e. Return-to-duty/follow-up testing - the District shall ensure that before an employee that has tested positive for an alcohol level of 0.02 or higher, or the presence of controlled substances, and has undergone treatment for the use thereof, returns to duty, the employee shall undergo a return-to-duty test for alcohol or drugs as indicated. An employee who had undergone treatment for alcohol misuse or controlled substance use, and has had a negative result on a return-to-duty test, shall be subject to at least six unannounced follow-up alcohol and/or drug tests conducted in six months or as determined by the substance abuse professional, in accordance with the provisions of 49CFR382.605 (c) (2) (ii).

**2. Testing for Alcohol**

All employees of the District covered by this Agreement shall be subject to testing for alcohol use. All employees of the District covered by this Agreement will be prohibited from the use of any alcohol for four (4) hours prior to rendering service to the District. After an accident the employee is prohibited from using alcohol for a period of eight (8) hours or until a test is done, whichever is first. The employee must be tested for alcohol use within eight (8) hours of the accident. Any employee who tests positive with an alcohol blood level of 0.02 or higher will be prohibited from rendering service to the District.

**3. Alcohol Testing Procedure.**

Alcohol testing will be accomplished by using evidential breath testing devices (EBT) approved by the National Highway Traffic Safety Administration (NHTSA). The breath alcohol testing technicians will be provided by the testing management company that the District or a consortium of school districts will contract with, and will not be District employees. The contracting testing management company will be responsible for testing procedures that ensure accuracy, reliability and confidentiality of tests results. These procedures shall include training and proficiency requirements for the breath alcohol testing technicians, quality assurances plans for the evidential breath testing devices, including calibrations of the EBTs. The EBTs used shall print out the results, date and time, a sequential test number, and the type and serial number of the EBT. To ensure the reliability of the test results all EBTs used shall be calibrated for accuracy, and a record shall be kept of the calibration test which the employee will be able to inspect.

Any employee who tests positive for an alcohol blood level of 0.02 or higher will be tested again with another EBT to verify the initial reading. In post-accident testing the employee may request a blood test be taken to ensure that an accurate blood alcohol level is recorded. The employee requesting a blood test may be sent to a medical facility. Request for the blood test is not required by the federal regulation and employee will bear the cost of such if requested and if the confirming test is positive but the District will pay if the confirming test is negative.

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**DRUG AND ALCOHOL TESTING (CONTINUED)****4. Testing for Controlled Substances**

All employees of the District who are required to have a commercial driver's license and who drive a commercial vehicle in the course of employment with the District shall be subject to testing for use of controlled substances (or drugs). Drug testing will be accomplished by analysis of a sample of the employee's urine conducted at a professional testing laboratory certified and monitored by the Department of Health and Human Services (DHHS). All urine specimens will be analyzed for the following drugs:

- A. Marijuana (THC metabolite)
- B. Cocaine
- C. Amphetamines
- D. Opiates (including heroin, codeine and morphine)
- E. Phencyclidine (PCP)

Each employee's urine sample will be subdivided into two bottles labeled as "primary" and "split" specimens. Only the primary specimen will be opened and used for urinalysis. The split specimen bottle will remain sealed and will be stored at the laboratory. If the drug screening test(s) indicates the presence of one or more of these drugs, then a confirmation test will be performed for each identified drug using state-of-the-art gas chromatography/mass spectrometry (GC/MS) analysis. If the analysis of the primary specimen shows the presence of an illegal controlled substance, the employee shall be notified by the Medical Review Officer (MRO), and the MRO will notify the individual they will have 72 hours to request the split specimen to be sent to another DHHS certified laboratory for analysis. Such will be done at the employee's own expense if the confirming test is positive, but the District will pay if the confirming test is negative.

**5. Chain of Custody Procedures**

The parties recognize that the key to chain of custody integrity is the immediate sealing and labeling of the specimens in the presence of the tested employee. The transportation container and specimen containers must be received undamaged at the laboratory properly sealed, labeled, and initialed, consistent with DOT regulations, as certified by the laboratory. Therefore, the District may take disciplinary action against an employee based only upon properly obtained laboratory samples.

All specimens collected for drug testing shall follow the Department of Health and Human Services/Department of Transportation (DHHS/Dot) specimen collection procedures. Urine specimens shall be collected directly into a wide-mouthed, single-use specimen container which shall be sealed in shrink-wrap when received by the employee. The specimens are to remain in full view of the employee until they are transferred to tamper-resistant urine sample bottles, and then sealed and labeled in the presence of the employee. As per DOT regulations, it is the employee's responsibility to initial the specimen containers, after labeling. After the specimen containers are labeled and initialed they shall be placed in the transportation container together

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**DRUG AND ALCOHOL TESTING (CONTINUED)**

with the appropriate copies of the chain of custody form. The transportation container shall then be sealed in the employee's presence. The specimen samples shall then be sent to the designated testing laboratory on the same day, or the next normal business day, by the fastest available method.

**6. Reporting Test Results**

All drug tests results will be reviewed and interpreted by a physician Medical Review Officer. If the laboratory reports a positive result to the MRO, the MRO will contact the employee by telephone, and conduct an interview to determine if there is an alternative medical explanation for drugs found in the employee's urine specimen. If the employee provides appropriate documentation and the MRO determines that it is a legitimate medical use of the prohibited drug, the drug test result is reported as negative to the District. In all cases the MRO will maintain confidentiality and will report only those test results that are confirmed positive by a scientific analysis using gas chromatography/mass spectrometry, and reviewed with the employee for medical explanation, directly to the District Representative.

**7. Consequences**

Any employee refusing to submit to an alcohol or drug test shall be immediately removed from service and shall be considered insubordinate and will be subject to discipline under discipline policies stated elsewhere in the District Policy. Refusal to submit means that a driver 1) fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for the breath testing, 2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing or 3) engages in conduct that clearly obstructs the testing process.

Any employee who tests positive for controlled substances, or for a blood alcohol level of 0.02 or higher, on a return to duty or follow-test, or in a post-accident test where there has been injury or death involved, shall be subject to dismissal as stated elsewhere in District Policy. In these circumstances the employee shall immediately, following the Skelly meeting on the notice of charges, be suspended without pay or benefits, pending the employee's appeal request.

In all other circumstances outlined in the types of testing "b" through "d" above, the employee who tests positive for controlled substances, or for a blood alcohol level of 0.02 or higher, will be subject to discipline as stated elsewhere in District Policy. The employee may be subject to a suspension, without pay or benefits, of up to thirty (30) calendar days during which the employee shall be required to enroll in, and complete at his/her own expense, a substance abuse rehabilitation program. After the employee has successfully completed the rehabilitation program, as verified by his/her substance abuse counselor, the employee shall undergo a return-to-duty test for alcohol or drugs, as indicated, and shall be subject to unannounced follow-up alcohol and/or drug tests as determined by the substance abuse counselor.

**#4223**

**DRUG AND ALCOHOL TESTING (CONTINUED)**

Reviewed 12/17/01  
Reviewed 2/5/2004  
Reviewed 11/9/2005  
Revised 1/10/2006

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE IV – PERSONNEL**

**#4224**

#### **NON-REEMPLOYMENT OF TEMPORARY CERTIFICATED EMPLOYEES**

The Governing Board may release temporary employees requiring certification qualifications under the following circumstances:

- (a) At the pleasure of the Board prior to service during one school year at least 75 percent of the number of days the regular schools of the district are maintained
- (b) After serving one school year the number of days set forth in subdivision (a), if the employee is notified before the end of the school year of the decision not to reelect the employee for the next succeeding year

The Bolinas-Stinson Union School District will, by its May Board meeting, adopt a Resolution of Non-re-election by roll call vote, in closed session and authorize the district superintendent to notify each temporary certificated employee that he/she will not be elected for employment for the next school year.

Legal reference: Education Code 44954

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised 1/10/2006

Reviewed 3/19/10

Changes approved 5/11/10

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE IV - PERSONNEL**

**#4225**

#### **EVALUATION OF SUPERINTENDENT**

The Board of Trustees believes that an annual evaluation of the Superintendent's performance serves to measure the district's progress toward established goals and objectives and strengthens working relationships between the Superintendent and the Board. Evaluations should provide commendations in areas of strength and recommendations for improving effectiveness, thus clarifying the Superintendent's role and giving the Board and Superintendent an opportunity to jointly identify priorities among the Superintendent's many responsibilities. Evaluations should help the Board to set reasonable criteria for salary increases and/or contract extension, and help evaluate overall progress toward district goals and vision. The Board shall appoint one of its members to oversee the Superintendent evaluation at its annual Board Reorganization meeting in December.

#### **Performance Objectives**

The Board and Superintendent shall annually agree upon a limited number of Job Target goals and objectives for the coming year, typically not more than five, which shall be used to evaluate the Superintendent's performance. These Job Targets shall reflect established general goals and needs of the district. For each Job Target, the Board and Superintendent shall identify in writing the activities to be performed, expected results and timelines, and resources or constraints that may affect achievement.

In addition, the Superintendent shall be evaluated annually for performance in the following general areas:

- Educational Program
- Personnel
- Administration and Operations
- Community Relations
- Board – Superintendent Relations

#### **Evaluation Process**

The Superintendent completes a self-assessment evaluation based on the annual Job Targets established and agreed upon by the Board and Superintendent. Documents and data used to support the measurable outcomes are prepared and presented to the Board.

Individual Board members complete evaluation forms and provide the completed forms to the Board president to be compiled for formal review.

**#4225**

### **EVALUATION OF SUPERINTENDENT (CONTINUED)**

The Board shall meet to examine all Board members' and the Superintendent's evaluations and reach a consensus upon the evaluation of each Job Target and general performance areas. The Board president or designee shall then develop a single evaluation representing the Board's collective judgment and provide a copy to the Superintendent. The process will proceed even if the Superintendent has not provided a self-evaluation.

The Board shall meet in closed session with the Superintendent to discuss the evaluation. The Superintendent and Board members shall agree upon and sign an evaluation summary. If performance issues requiring remediation are identified during this process, the Superintendent and Board shall identify in writing the activities to be performed, expected results and evaluation timelines, and resources or constraints that may affect achievement for each performance remediation.

The Superintendent and Board president shall examine and update the schedule for the annual evaluation process and annual setting of performance objectives. The timeline for the entire process from goal definition through signed evaluation summary is given below.

Additional evaluations may be arranged at any time during the year at the request of either the Board or the Superintendent.

### **Contract Renewal**

Board of Trustees will notify Superintendent no later than December 31 of their intention to renew, extend or terminate the contract of employment with the Superintendent.



## **SUPERINTENDENT EVALUATION SCHEDULE**

### **June**

6. Return to the beginning of the cycle
7. Superintendent and board clarify vision, mission and long-range (5-year) goals for district.
8. Board and Superintendent review Superintendent job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.

### **August**

1. Superintendent creates up to five (5) Job Targets, based on district goals, which are measurable and doable in 12-months. The Job Targets are mutually agreed to by the board and Superintendent and shared with staff and community.

### **September**

1. Professional Growth areas are identified by the Superintendent to support his/her learning goals and shared with the board.
2. Superintendent and Board review long-range district goals and Job Targets; these are also included with each Board of Trustees meeting agenda.

### **December or January**

1. Superintendent makes interim progress reports to the board on district goals and Job Targets as they relate to evaluation system.

### **February or March**

1. The Board President and Clerk will meet with classified and certificated staff to obtain information about the performance of the Superintendent. The discussion should include actions or behavior of the Superintendent that are effective, and those that are less effective. Suggestions for improvement should also be shared.  
The Superintendent will be responsible for scheduling this meeting but will not attend.

### **March**

1. Individual board members complete evaluation forms and bring the forms to the board's evaluation session *or* sends copies to the board president or designee to be compiled for formal review.
2. Superintendent completes a self-assessment using the evaluation form(s) including Job Targets. Documents and data used to support the measurable outcomes are prepared and presented to the board by the end of March.

### **June**

1. Board members meet to discuss their evaluations and develop the board's official written evaluation document(s) that will be shared with the Superintendent following the meeting.
2. Individual board member evaluations of the Superintendent and staff Superintendent evaluation surveys are destroyed. Self evaluation supplied by the Superintendent is placed in the Superintendent's personnel folder.

**#4225**

**EVALUATION OF SUPERINTENDENT (CONTINUED)**

**April (continued)**

3. The board's official evaluation document(s) is shared, clarified and discussed with the Superintendent. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential, personnel record.
4. If performance issues requiring remediation are identified the Superintendent and Board shall identify in writing activities to be performed, expected results and evaluation timelines, and resources or constraints that may affect achievement for each performance remediation.
5. A copy of the final written evaluation form is placed in the Superintendent's personnel folder.
6. Return to the beginning of the cycle.

Adopted: 8-19-2003  
Reviewed: 2/5/2004  
Revised: 5/11/2004  
Reviewed: 11/9/2005  
Revised: 1/10/2006  
Revised: 2/14/2006  
Revised: 3/14/2006  
Reviewed: 4/6/10  
Approved 5/11/10

# Bolinas-Stinson Union School District

## Board Policy

### Resignation

BP 4317

#### Personnel

Any district employee who desires to resign his/her position shall submit, in writing, a letter of resignation which indicates the date which the employee intends as his/her last day at work. The Governing Board encourages employees to provide advance notice that is appropriate for the position they hold.

The Board authorizes the Superintendent or designee to accept an employee's written resignation and to set its effective date. Once the Superintendent or designee has accepted and set an effective date for this resignation, the resignation may not thereafter be withdrawn by the employee.

The effective date of the resignation shall be a date not later than the close of the school year during which the resignation is received. However, an employee and the Board may agree that a resignation will be accepted at a mutually agreed upon date not later than two years beyond the close of the school year during which the resignation is received by the Board. (Education Code 44930, 45201)

#### Legal Reference:

##### EDUCATION CODE

35161 Board delegation of any powers or duties

44420 Failure to fulfill contract as ground for suspension of diplomas and certificates

44433 Unauthorized departure from service as unprofessional conduct

44930 Acceptance and date of resignation

45201 Power to accept resignation

##### CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status

80304 Notice of sexual misconduct

##### COURT DECISIONS

American Federation of Teachers, Local #1050 v. Board of Education of Pasadena Unified School District, (1980) 107 Cal.App.3d 829

Board reviewed 3/10/2015

Board Approved: 4/7/2015

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**5000 ARTICLE V - STUDENTS**

<b>SECTION</b>	<b>ITEM</b>
5030	Student Wellness (revised/approved 3/11/2014)
5110	Corporal Punishment
5111	Entrance Requirements For Pupils (revised 4/7/15)
5111.1	Transitional Kindergarten (revised 4/7/2015)
AR 5111.1	District residency (approved 4/7/2015)
5112	Promotion/Acceleration/Retention
5113	Admission to Elementary Grades Beyond First Grade
5113.1	Student Absences and Excuses reviewed & approved 8/19/2014
5114.3	Policy Regarding Vandalism and Theft
5117	Interdistrict Transfers – General Statement
5119	Transfer Between Classes
5120	Procedures for Assignment of Pupils to Classroom
5122	Student Grade Level Placement
5127	Eighth Grade Graduation
5131.2	Anti-Bullying Policy (Revised / approved 11/13/2012)
5132	Student Dress and Grooming
5137	Positive School Climate
5138	School Safety Plan (Approved 12/11/2012)
5141	Admission Policy
5142	Injuries or Illness
5143	Sexual Harassment Policy (approved 5/11/10 revision)
5144	Drugs and Alcohol Policy
5145	Tobacco Policy
5146	Student Discipline Policy and Administrative Regulations (11/13/2013)
5147	Section 504 of the Rehabilitation Act of 1973
5148	Weapons and Dangerous Instruments
5149	Head Lice

## BOLINAS-STINSON UNION SCHOOL DISTRICT

### BOARD POLICY - ARTICLE V - STUDENTS

#5030

#### STUDENT WELLNESS

The Board of Trustees recognizes the link between student health and learning and desires to provide a comprehensive program promoting healthy eating and physical activity for district students to learn effectively and achieve high standards in school. The Board also recognizes the school's important role as part of the larger community, to support family health, environmental awareness, and sustainable agriculture and business practices.

The Governing Board recognizes The Superintendent or designee shall coordinate and align district efforts to support student wellness through health education, physical education and activity, health services, nutrition services, psychological and counseling services, and a safe and healthy school environment. In addition, the Superintendent or designee shall develop strategies for promoting staff wellness and for involving parents/guardians and the community in reinforcing students' understanding and appreciation of the importance of a healthy lifestyle.

#### School Wellness Committee

The Bolinas-Stinson School Wellness Committee shall meet at least quarterly, and shall be charged with making wellness policy recommendations to the Board of Trustees and advising the district on school health and environment related issues, activities, policies and programs.

The Principal, Superintendent or designee shall appoint the School Wellness Committee, consisting of parents/guardians, students, school food service professional, school administrator, Board representative, school nurse, physical education teacher, and/or others interested in school health issues.

#### Goals for Nutrition Education, Physical Activity and Education, and Other School Based Activities

The Board shall adopt goals for nutrition education, physical activity and education, and other school based activities that are designed to promote student wellness consistent with the district's educational mission.

The district shall promote a comprehensive nutrition education and physical education program that is sequential and generally consistent with the expectations established in the state's curriculum frameworks. The goal of the programs should be to build the skills and knowledge that all students need to foster lifelong habits of healthy eating and physical activity, and social-emotional well-being.

#5030

## STUDENT WELLNESS (continued)

Nutrition Education

The nutrition education program shall include, but is not limited to, information about the benefits of healthy eating for learning, disease prevention, weight management, and oral health. Nutrition education shall be provided as part of the health education program and, as appropriate, shall be integrated into other academic subjects in the regular educational program, instruction in such core subjects as science,

mathematics, English-language arts, history-social science, before- and after-school programs, summer learning programs, and school garden programs.

Encourage instructional strategies that incorporate experiential learning opportunities (such as taste testing, cooking demonstrations, tours of farmers markets and school gardens) and that engage family members in reinforcing healthy nutrition behaviors.

Reinforce messages on healthy eating by coordinating child nutrition programs/school food service with classroom-based nutrition and health education.

Provide instructional staff with adequate and ongoing in-service nutrition education training that focuses on teaching strategies that assess health knowledge and skills and promote healthy behaviors.

Physical Activity and Education

All students in grades K-8 shall be provided opportunities to be physically active on a regular basis, including students with disabilities and students with special health-care needs. Opportunities for moderate to vigorous physical activity shall be provided through physical education, recess, school athletic programs, extracurricular programs and other structured and unstructured activities.

All K-8 students will receive physical education instruction that meets or exceeds state requirements (EC sections 51210, 51222, 51233, 51241).

The school district will continue to collaborate with state and local agencies in identifying and achieving safe routes to school for walking and biking, before- and after-school programs, summer learning programs, programs encouraging students to walk or bicycle to and from school, and in-class physical activity breaks.

Other School Based Activities

The Principal/Superintendent or designee shall encourage all District staff to strive to serve as positive role models through promoting healthy food options and opportunities for regular physical activity for all District employees.

#5030

## STUDENT WELLNESS (continued)

Professional development shall be regularly offered to health education and physical education teachers, coaches, activity supervisors, food services staff, and other staff as appropriate to enhance their health knowledge and skills, healthy behaviors, physical education strategies and environmental awareness.

The Superintendent or designee shall encourage staff to serve as positive role models for healthy eating and physical fitness. He/she shall promote work-site wellness programs and may provide opportunities for regular physical activity among employees.

To encourage consistent health messages between the home and school environment, the Principal and or Superintendent or designee may disseminate health information to parents/guardians through district or school newsletters, handouts, parent/guardian meetings, the district or school website, and other communications. Outreach to parents/guardians shall emphasize the relationship between student health and academic performance.

The Board prohibits the marketing and advertising of non-nutritious foods and beverages. The Board may enter into a joint use agreement or memorandum of understanding to make district facilities or grounds available for recreational or sports activities outside the school day and/or to use community facilities to expand students' access to opportunity for physical activity.

In order to ensure that students have access to comprehensive health services, the district may provide access to health services at or near district schools and/or may provide referrals to community resources.

The Board recognizes that a safe, positive school environment is also conducive to students' physical and mental health and thus prohibits threatening, intimidating behavior, physical harm and harassment of all students, including threatening, intimidating behavior, physical harm and harassment on the basis of weight or health condition.

### NUTRITION GUIDELINES FOR FOODS AVAILABLE AT SCHOOL

The Board shall adopt nutrition guidelines/standards selected by the district for all foods available on each campus during the school day, with the objectives of promoting student health and reducing childhood obesity. (BP. #3550)

The Board believes that foods and beverages available to students at school should support the health curriculum and promote optimal health. Nutrition standards adopted by the district for all foods and beverages sold to students, including foods and beverages provided through the district's food service program, fundraisers, or other venues, shall meet or exceed state and federal nutrition standards.

The Principal/Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the #5030

## STUDENT WELLNESS (continued)

use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

School staff shall encourage parents/guardians or other volunteers to support the district's nutrition education program by limiting unhealthy foods served at class parties and considering nutritional quality when selecting any snacks which they may

donate for occasional class parties and birthday celebrations. Class parties or celebrations shall be held after the lunch period when possible.

### Guidelines for Reimbursable Meals

Foods and beverages provided through federally reimbursable school meal programs shall meet or exceed state and federal regulations and guidance issued pursuant to 42 USC 1758(f)(I), 1766(a), and 1779(a) and (b) as they apply to schools.

In order to maximize the district's ability to provide nutritious meals and snacks, the district shall participate in available federal school nutrition programs, including the National School Lunch and School Breakfast Programs, to the extent possible.

The District shall utilize all available resources to strengthen its outreach to students and their families, to ensure that all eligible Bolinas-Stinson Union School District students are enrolled in the free/reduced meal program. Outreach and participation plans will incorporate strategies to prevent overt identification of low-income students or otherwise treat them differently because of their income status.

Qualified child nutrition professionals shall provide students with access to a variety of affordable, fresh, nutritious, and appealing foods that meet the health and nutrition needs of students. Organic and locally grown produce shall be provided when available and economically and operationally feasible. Student preferences shall be solicited in the planning of menus and snacks, and religious, ethnic, and cultural diversity of the student body shall be incorporated in meal planning.

The District shall provide all students and staff with a clean, safe, and pleasant eating environment with sufficient time for eating meals.

The District shall also provide access to free, potable water during meal times in the food service area in accordance with Education Code 38086 and 42 USC 1758, and shall encourage students' consumption of water by educating them about the health benefits of water and serving water in an appealing manner.

The Superintendent or designee shall encourage school organizations to use healthy food items or non-food items for fundraising purposes. He/she also shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.



#5030

STUDENT WELLNESS (continued)

Program Implementation and Evaluation

The Principal/Superintendent shall have responsibility for implementing the district's wellness policy.

The School Wellness Committee shall repeat the School Health Index baseline nutrition and physical activity assessment at least every two years to determine compliance and progress to implementation of the adopted school wellness policy.

The School Wellness Committee shall utilize quality indicators that will help to measure the implementation of the wellness policy district-wide. These measures may include, but are not limited to:

- an analysis of the nutritional content of meals served;
- student participation rates in school meal programs;
- feedback from food service personnel, teachers, students, parents/guardians, school administrators, and other appropriate persons;
- data collected on student wellness and achievement from:
  - o annual Fitnessgram scores including Body Mass Index (BMI) scores for students in grades 5 and 7
  - o California Healthy Kids Survey data (exercise and eating practices, BMI)
  - o Average Daily Attendance (ADA)
  - o Academic Performance Index (API) scores

The Principal/Superintendent or designee shall report to the Board at least every two years on the implementation of this policy and any other Board policies related to nutrition and physical activity and education, and set new priorities as needed.

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, the school health council, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)

In addition, the assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

#5030

STUDENT WELLNESS (continued)

The Superintendent or designee shall invite feedback on district and school wellness activities from food service personnel, school administrators, parents/guardians, students, teachers, before- and after-school program staff, and/or other appropriate persons.

As feasible, the assessment report may include a comparison of results across multiple years, a comparison of district data with county, statewide, or national data, and/or a comparison of wellness data with other student outcomes such as academic indicators or student discipline rates.

The Superintendent or designee shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and assessment results. (42 USC 1758b)

In addition, the assessment results shall be submitted to the Board for the purposes of evaluating policy and practice, recognizing accomplishments, and making policy adjustments as needed to focus district resources and efforts on actions that are most likely to make a positive impact on student health and achievement.

Adopted: 6/27/2006

Board approved 3/11/2014

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE V - STUDENTS****#5110****CORPORAL PUNISHMENT**

Corporal punishment is not to be used in the District as a means of correcting children's behavior.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT**  
**BOARD POLICY - ARTICLE V - STUDENTS**

**#5111**

**ENTRANCE REQUIREMENTS FOR PUPILS**

1. Admission to Kindergarten

For years prior to the 2011-2012 school year, a child shall have reached his/her fifth birthday by December 2 of the year entering school and have presented evidence of the child's age.

(a) A child shall be admitted to kindergarten at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011-12 school year.
- (2) November 1 of the 2012-13 school year.
- (3) October 1 of the 2013-14 school year.
- (4) September 1 of the 2014-15 school year and each school year thereafter.

Any child who will have his/her fifth birthday between the date listed above for the applicable school year and December 2 shall be offered a transitional kindergarten program in accordance with law and Board policy. (Education Code 48000)

On a case-by-case basis, a child who reaches age five after the date listed above for the applicable school year may be admitted to kindergarten at any time during the school year with the approval of the child's parent/guardian, provided that: (Education Code 48000)

1. The Superintendent or designee determines that the admittance is in the best interests of the child.
2. The parent/guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance.

In determining whether a child may be granted early entry to kindergarten, the Superintendent or designee may also consider the availability of classroom space and any negotiated maximum class size.

2. Admission of Kindergarten Children to First Grade

A child who has been lawfully admitted to a public school kindergarten in California may be placed in first grade if,

- A. The child is five years of age.

**#5111****ENTRANCE REQUIREMENTS FOR PUPILS (CONTINUED)**

B. The child shall be in the upper ten percent of his/her age group in terms of general mental ability as determined by the school psychologist.

C. The child's physical development and social maturity shall be consistent with his/her advanced mental ability.

D. The parent or guardian of the child files with the District a written request for advanced placement.

3. Admission to First Grade

A child may enter first grade if he/she is six years of age on or before December 2 of the year he enters school, or transfers from another first grade. No child shall be admitted to first grade unless the child is at least five years old.

4. Admission to Grades 2 to 8

A student enrolling in a district school at any other grade level shall present records from his/her previous school district documenting his/her age and current grade level.

Legal Reference: Education code 4800 and 48002

Revised 11/1/94 Reviewed

12/17/01 Reviewed

2/5/2004 Reviewed

11/9/2005 Reviewed

3/19/2010

Changes approved 5/11/10

Revised, Reviewed & Approved Revised 2/17/2011 Reviewed

3/10/2015

Approved: Approved 4/7/2015

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY- ARTICLE V – STUDENTS**

#### **#5111.1**

#### **Instruction**

##### **Transitional Kindergarten**

The Governing Board desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

#### **Eligibility**

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. September 1 and December 2 in the 2012-13 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

#### **Curriculum and Instruction**

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

## **Eligibility**

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. September 1 and December 2 in the 2012-13 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

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The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program in Ed Code. (at least 180 minutes per school day)

Transitional kindergarten students may be placed in the same classrooms as kindergarten students provided that the instructional program is differentiated to meet student needs.

## **Staffing**

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

#5111.1

Instruction

Transitional Kindergarten (continued)

Continuation to Kindergarten

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

**Program Evaluation**

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

EDUCATION CODE

- 8973 Extended-day kindergarten
- 44258.9 Assignment monitoring by county office of education
- 46111 Kindergarten, hours of attendance
- 46114-46119 Minimum school day, kindergarten
- 46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
- 48000 Minimum age of admission (kindergarten)
- 48002 Evidence of minimum age required to enter kindergarten or first grade
- 48200 Compulsory education, starting at age six
- 60605.8 Academic Content Standards Commission, development of Common Core Standards

**Reviewed and approved on: March 6, 2012**



**BOLINAS-STINSON UNION SCHOOL DISTRICT  
BOARD POLICY - ARTICLE V - STUDENTS**

**#5111**

**ENTRANCE REQUIREMENTS FOR PUPILS**

1. Admission to Kindergarten

For years prior to the 2011-2012 school year, a child shall have reached his/her fifth birthday by December 2 of the year entering school and have presented evidence of the child's age.

(a) A child shall be admitted to kindergarten at the beginning of a school year, or at a later time in the same year if the child will have his or her fifth birthday on or before one of the following dates:

- (1) December 2 of the 2011-12 school year.
- (2) November 1 of the 2012-13 school year.
- (3) October 1 of the 2013-14 school year.
- (4) September 1 of the 2014-15 school year and each school year thereafter.

2. Admission of Kindergarten Children to First Grade

A child who has been lawfully admitted to a public school kindergarten in California may be placed in first grade if,

- A. The child is five years of age.
- B. The child shall be in the upper ten percent of his/her age group in terms of general mental ability as determined by the school psychologist.
- C. The child's physical development and social maturity shall be consistent with his/her advanced mental ability.
- D. The parent or guardian of the child files with the District a written request for advanced placement.

3. Admission to First Grade

A child may enter first grade if he/she is six years of age on or before December 2 of the year he enters school, or transfers from another first grade. No child shall be admitted to first grade unless the child is at least five years old.

Legal Reference: Education code 4800 and 48002

**#5111**

**ENTRANCE REQUIREMENTS FOR PUPILS (CONTINUED)**

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Reviewed 3/19/2010

Changes approved 5/11/10

Revised, Reviewed & Approved Revised 2/17/2011

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY- ARTICLE V – STUDENTS**

#### **#5111.1**

#### **Instruction**

##### **Transitional Kindergarten**

The Governing Board desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's transitional kindergarten shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

##### **Eligibility**

The district's transitional kindergarten program shall admit children whose fifth birthday lies between: (Education Code 48000)

1. September 1 and December 2 in the 2012-13 school year and each school year thereafter

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

##### **Curriculum and Instruction**

The district's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

Upon recommendation by the Superintendent or designee, the Board shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

**#5111.1****Instruction  
Transitional Kindergarten (continued)**

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for the district's kindergarten program in Ed Code. (at least 180 minutes per school day)

Transitional kindergarten students may be placed in the same classrooms as kindergarten students provided that the instructional program is differentiated to meet student needs.

**Staffing**

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

The Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about district standards and effective instructional methods for teaching young children.

**Continuation to Kindergarten**

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten. (Education Code 46300)

**Program Evaluation**

The Superintendent or designee shall develop or identify appropriate assessments of transitional kindergarten students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

**EDUCATION CODE**

8973 Extended-day kindergarten  
 44258.9 Assignment monitoring by county office of education  
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 48002 Evidence of minimum age required to enter kindergarten or first grade  
 48200 Compulsory education, starting at age six  
 60605.8 Academic Content Standards Commission, development of Common Core Standards

**Reviewed and approved on: March 6, 2012**

**Bolinas-Stinson Union School District  
Administrative Regulation  
District Residency**

AR 5111.1

**Students**

**Criteria for Residency**

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)
3. The student has been admitted through an interdistrict attendance option. (Education Code 48204, 48356)
4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries. (Education Code 48204)
6. The student resides in a state hospital located within district boundaries. (Education Code 48204)

In addition, district residency status may be granted to a student if at least one parent/guardian is physically employed within district boundaries. (Education Code 48204)

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)

**Proof of Residency**

The Superintendent or designee shall annually verify each student's district residency status and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record.

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following:

## **Administrative Regulation District Residency**

AR 5111.1

### **Students (continued)**

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency

The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.

However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48853.5; 42 USC 11432)

### **Failure to Verify Residency**

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. (Education Code 48204.1)

If the Superintendent or designee, upon investigation, determines that a student's enrollment or attempted enrollment is based on false or unreliable evidence of residency, he/she shall deny or revoke the student's enrollment. Before any such denial or revocation is final, the parent/guardian shall be sent written notice of the facts leading to the decision. This notice also shall inform the parent/guardian that he/she may provide new material evidence of residency, in writing, to the Superintendent or designee within 10 school days. The Superintendent or designee shall review any new evidence and make a final decision within 10 school days.

### **Safe at Home/Confidential Address Program**

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. The Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. (Government Code 6206, 6207)

**Administrative Regulation  
District Residency**

AR 5111.1

**Students (continued)**

Legal Reference:

EDUCATION CODE

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance permits

48050-48054 Nonresidents

48200-48208 Compulsory education law

48356 Open Enrollment Act transfer, fulfillment of residency requirement

48853.5 Education of foster youth; immediate enrollment

48980 Notifications at beginning of term

52317 Regional occupational program, admission of persons including nonresidents

Reviewed 3/10/2015

Approved: 4/7/2015

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE V - STUDENTS**

**#5112**

#### **PROMOTION/ACCELERATION/RETENTION POLICY**

The Governing Board expects students to progress through each grade within one school year. To accomplish this, instruction should accommodate the varying interests and growth patterns of individual students and include strategies for addressing academic deficiencies when needed. A concerted effort will be made to do this as early as possible during the school year in order to make maximum use of intervention strategies.

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level. The student's social and emotional growth shall be taken into consideration in making a determination to accelerate a student.

As early as possible in the school year and in students' school careers, the Superintendent or designee shall identify students who are at risk of being retained in accordance with law, Board policy, administrative regulation and the following criteria:

Students shall be identified on the basis of multiple assessment measures. The following indicators of academic achievement shall be used:

1. the current report card, with scores indicating the student is not meeting the requirements in reading for grades two and three and in language arts and mathematics for grades four through eight
2. the SAT 9 results with a score below the 25<sup>th</sup> percentile in total reading (grade 3) and a score below the 25<sup>th</sup> percentile in total reading, language, and math (grades 4-8)
3. embedded assessment with a score below grade level as determined by district standards
4. teacher recommendation
5. excessive absences (more than 10 days)

Students who meet one of these measures during the school year will be recommended for review for possible intervention strategy; students who meet three of these measures at the end of the year, one of which is teacher recommendation, will be recommended for retention.



#5112

**PROMOTION/ACCELERATION/RETENTION POLICY (CONTINUED)**

When a student is recommended for retention or is identified as being at risk for retention, the Superintendent or designee shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities will include use of a Child Study Team with follow-up, and may include but are not limited to tutorial programs, after-school programs, and summer school programs that are based on the individual needs of the child.

**Promotion and retention decisions for students in Special Education will continue to be made by the IEP team.**

**For English Learner (EL) children, determination of retention would take into account their progress on the (ELD) English Language Development standards.**

*Acceleration Rules*

Acceleration may be recommended by staff at any grade, kindergarten through eighth.

**Acceleration from Kindergarten to First Grade**

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Principal or Superintendent or designee and with the consent of the parent/guardian, upon determination that the child is ready for first-grade work. (Education code 48011)

Admission shall be subject to the following minimum criteria: (5 CCR 200)

1. The student is at least five years of age.
  2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability or the student has completed a public school Transitional Kindergarten program.
  3. The student is in the upper five percent of his/her age group in terms of general mental ability.
  4. The physical development and social maturity of the student are consistent with his/her advanced cognitive ability.
  5. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.
- B.** Each child recommended for acceleration will be considered individually in an attempt to determine whether or not acceleration will be beneficial in terms of immediate and long-range advantages.
- C.** The classroom teachers, the psychologist, the parents, and the Principal/Superintendent will cooperate in making the decision with the advice of other school personnel as deemed necessary.

#5112

**PROMOTION/ACCELERATION/RETENTION POLICY (CONTINUED)**

**D.** While of significant importance, academic progress alone is not sufficient cause for acceleration.

1. A child being considered for acceleration will be given appropriate tests by the school psychologist/Resource Specialist with parental permission, as requested by the parent or teacher.
2. Alternate assignment, such as special programs which the child may be qualified, or an alternate class assignment or change of schedule should be considered.
3. The child's age, physical size and emotional stability are factors that should be considered as part of the decision making process.

**Acceleration Procedures**

- A.** The teacher completes an Acceleration Form identifying a possible candidate and discusses the child with the Principal/Superintendent.
- B.** If acceleration seems desirable, the parent will be informed of the school's recommendation at a conference with the teacher, Principal/Superintendent and appropriate specialist.
- C.** A decision regarding acceleration shall be made within 10 school days after the conference. A copy of the decision shall be mailed to the parent within that time framework.
- D.** A Notice of Acceleration should be signed by the parent and placed in the student's CUM record within 15 school days of the decision.

**Continuation in Kindergarten**

Students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the district agree that the student shall continue in kindergarten for not more than one additional school year. (Education code 48011)

Whenever a student continues in kindergarten for an additional year, the Superintendent or designee shall secure an agreement, signed by the parent/guardian, stating that the student shall continue in kindergarten for not more than one additional school year. (Education Code 46300) See attached Kindergarten Continuance Form.

Students who have completed one year of Transitional Kindergarten shall be admitted to Kindergarten unless the parents/Guardians and the district agree that the student shall be accelerated to first grade (See Acceleration Rules, Acceleration from Kindergarten to First Grade BP 5112)

#5112

**PROMOTION/ACCELERATION/RETENTION POLICY (CONTINUED)***Retention at other Grade Levels*

The Superintendent or designee shall identify students who should be retained or who are at risk of being retained at the following grade levels: (Education Code 48070.5)

- |                           |                    |
|---------------------------|--------------------|
| 1. Between grades 2 and 3 | 4. Between 6 and 7 |
| 2. Between grades 3 and 4 | 5. Between 7 and 8 |
| 3. Between grades 4 and 5 | 6. Between 8 and 9 |

Students between grades 2 and 3, and grades 3 and 4 shall be identified primarily on the basis of their level of proficiency in reading. Proficiency in reading, English language arts and mathematics shall be the basis for identifying students between grades 4 and 5, between intermediate and middle school grades, and between middle school grades and high school grades. (Education Code 48070.5)

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student's regular classroom teacher determines, in writing, that retention is not the appropriate intervention for the student's academic deficiencies. This determination shall specify the reasons that retention is not appropriate for the student and shall include recommendations for interventions other than retention that, in the opinion of the teacher, are necessary to assist the student in attaining acceptable levels of academic achievement. (Education Code 48070.5)

If the teacher's recommendation to promote is contingent on the student's participation in a summer school or interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teacher's evaluation shall be provided to and discussed with the student's parents/guardians and the Principal/Superintendent before any final determination of retention or promotion. (Education Code 48070.5)

If the student does not have a single regular classroom teacher, the Principal/Superintendent or designee shall specify the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

When a student is identified as being at risk of retention, the Superintendent or designee shall so notify the student's parents/guardians as early in the school year as practicable. The student's parent/guardian shall be provided an opportunity to consult with the teacher(s) responsible for the decision to promote or retain the student. (Education Code 48070.5)

The Superintendent/designee shall also provide a copy of the district's promotion/retention policy and administrative regulation to those parents/guardians who have been notified that his/her child is at risk of retention.

#5112

**PROMOTION/ACCELERATION/RETENTION POLICY (CONTINUED)**

The teacher's decision to promote or retain a student may be appealed consistent with Board policy, administrative regulation and law.

The burden shall be on the appealing party to show why the teacher's decision should be overruled. (Education Code 48070.5)

To appeal a teacher's decision, the appealing party shall submit a written request to the Superintendent or designee specifying the reasons why the teacher's decision should be overruled. The appeal must be initiated within 10 school days of the determination of retention or promotion. The teacher shall be provided an opportunity to state orally and/or in writing the criteria on which his/her decision was based.

Within 10 days of receiving the request, the Principal/Superintendent or designee shall determine whether or not to overrule the teacher's decision. Prior to making this determination, the Principal/Superintendent or designee may meet with the appealing party and the teacher. If the Principal/Superintendent or designee determines that the appealing party has overwhelmingly proven that the teacher's decision should be overruled, he/she shall overrule the teacher's decision.

The Principal/Superintendent or designee's determination may be appealed by submitting a written appeal to the Board within 10 school days. Within 15 days of receipt of a written appeal, the Board shall meet in closed session to decide the appeal. The Board's decision may be made on the basis of documentation prepared as part of the appeal process or, at the discretion of the Board; the Board may also meet with the appealing party, the teacher and the Principal/Superintendent designee to decide the appeal. The decision of the Board shall be final. If the decision of the Board is unfavorable to the appealing party, he/she shall have the record.

*Remedial Instruction*

With the parent/guardian's consent, the Principal/Superintendent or designee may require a student who has been recommended for retention or has been identified as being at risk of retention to participate in a supplemental instructional program. Such programs shall be offered during the summer, before or after school, on Saturdays and/or during intersessions. Services shall not be provided during the regular instructional day if it would result in the student being removed from classroom instruction in the core curriculum. (Education Code 37252.5)

These services shall be provided to students in the following priority order: (Education Code 37252.5)

1. Students who have been recommended for retention or who have been identified as being at risk of retention pursuant to Education Code 48070.5.
2. Students who have been identified as having a deficiency in mathematics, reading or written expression based on the results of the tests administered under the STAR program.

**#5112**

**PROMOTION/ACCELERATION/RETENTION POLICY (CONTINUED)**

This supplemental instruction program shall be developed in accordance with the requirements of Education Code 37252.5.

10/2/84

Revised 1/11/00

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised, reviewed and approved March 6, 2012

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY - ARTICLE V - STUDENTS**

**#5113**

**ADMISSION TO ELEMENTARY GRADES BEYOND FIRST GRADE**

Children may enter age appropriate grades beyond first grade on presenting evidence that they satisfactorily completed the work of the preceding grades.

Reviewed 12/17/01  
Reviewed 2/5/2004  
Revised 3/11/2004  
Reviewed 11/9/2005

## **Bolinas-Stinson Union School District Board Policy Absences and Excuses**

BP 5113.1

### **Students**

The Governing Board believes that regular attendance plays an important role in student achievement. The Board shall work with parents/guardians and students to ensure their compliance with all state attendance laws, and may use appropriate legal means to correct problems of chronic absence or truancy.

### Excused Absences

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as permitted by law, Board policy, and administrative regulations. (Education Code 48205)

Inasmuch as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

At the beginning of each school year, the Superintendent or designee shall send a notification to the parents/guardians of all students, and to all students in grades 7-8, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian. (Education Code 46010.1)

Students shall not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointment.

### Effect of Absence on Grades/Credits

If a student's absence is excused under Education Code 48205, he/she shall be allowed to complete any missed assignment or test that can be reasonably given, as determined by the teacher of that class. The student shall be given full credit for the assignment or test if he/she satisfactorily completes the assignment or test within a reasonable period of time. (Education Code 48205)

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

(cf. 5121 - Grades/Evaluation of Student Achievement)  
(cf. 6154 - Homework/Makeup Work)

## Absences and Excuses

BP 5113.1

### Students (continued)

Legal Reference:

EDUCATION CODE

1740 Employment of personnel to supervise attendance (county superintendent)

2550-2558.6 Computation of revenue limits

37201 School month

37223 Weekend classes

41601 Reports of average daily attendance

42238-42250.1 Apportionments

46000 Records (attendance)

46010-46014 Absences

46100-46119 Attendance in kindergarten and elementary schools

46140-46147 Attendance in junior high and high schools

48200-48208 Children ages 6-18 (compulsory full-time attendance)

48210-48216 Exclusions from attendance

48240-48246 Supervisors of attendance

48260-48273 Truants

48292 Filing complaint against parent

48320-48324 School attendance review boards

48340-48341 Improvement of student attendance

49067 Unexcused absences as cause of failing grade

49701 Provisions of the interstate compact on educational opportunities for military children

66 Ops.Cal.Atty.Gen. 244 (1983)

Reviewed 8/19/2014

Approved: 8/19/2014



**Bolinas-Stinson Union School District**  
**Administrative Regulation**  
**Absences and Excuses**

AR 5113.1

**Students**

Excused Absences

A student's absence shall be excused for the following reasons:

1. Personal illness (Education Code 48205)
2. Quarantine under the direction of a county or city health officer (Education Code 48205)
3. Medical, dental, optometrical, or chiropractic appointment (Education Code 48205)
4. Attendance at funeral services for a member of the immediate family, which shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state (Education Code 48205)

Immediate family shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any relative living in the student's immediate household. (Education Code 45194, 48205)

5. Jury duty in the manner provided by law (Education Code 48205)
6. The illness or medical appointment during school hours of a child to whom the student is the custodial parent (Education Code 48205)
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to: (Education Code 48205)
  - a. Appearance in court
  - b. Attendance at a funeral service
  - c. Observation of a holiday or ceremony of his/her religion
  - d. Attendance at religious retreats not to exceed four hours per semester
  - e. Attendance at an employment conference
  - f. Attendance at an educational conference offered by a nonprofit organization on the legislative or judicial process

## Absences and Excuses

AR 5113.1

### Students (continued)

8. Service as a member of a precinct board for an election pursuant to Elections Code 12302 (Education Code 48205)
9. To spend time with his/her immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment (Education Code 48205)

### Method of Verification

When a student who has been absent returns to school, he/she shall present a satisfactory explanation verifying the reason for the absence. Absences shall be verified by the student's parent/guardian, other person having control of the minor, or the student if age 18 or older. (Education Code 46012; 5 CCR 306)

The following methods may be used to verify student absences:

1. Written note, fax, email, or voice mail from parent/guardian or parent representative.
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
  - a. Name of student
  - b. Name of parent/guardian or parent representative
  - c. Name of verifying employee
  - d. Date(s) of absence
  - e. Reason for absence
3. Visit to the student's home by the verifying employee, or any other reasonable method which establishes the fact that the student was absent for the reasons stated. The employee shall document the verification and include the information specified in item #2 above.
4. Physician's verification.
  - a. When excusing students for confidential medical services or verifying such appointments, district staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
  - b. When a student has had 14 absences in the school year for illness verified by methods listed in #1-3 above, any further absences for illness shall be verified by a physician.

Reviewed 8/19/2014

Approved: 8/19/2014

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE V - STUDENTS****#5114.3****POLICY REGARDING VANDALISM AND THEFT**

The Board of Trustees views its responsibility for the facilities of the school as inseparable from its responsibility for the education of its students. We believe that student-initiated acts of vandalism and/or theft should be handled within a framework of concern for the instruction and growth of the students involved and each incident must be considered as unique. Since flexibility is essential, we emphasize that the following guidelines, which constitute District policy, are intended to inform and guide, rather than to restrict, the judgments and actions of school personnel.

1. Incidents of theft or vandalism shall be brought to the attention of the Principal (or, in his absence, his delegate). The decision as to what course of action is to be taken will be made by the Principal after due consideration of the nature of the incident.
2. In cases which obviously involve students and which are of a minor nature (e.g., discharge of a fire extinguisher) every effort shall be made, within the school, to identify and counsel those responsible. Incidents of this nature will ordinarily not require notification of police officers.
3. In cases involving extensive vandalism and/or major theft (e.g., destruction of property, theft of a tape recorder) reasonable effort shall be made to identify those responsible and recover the missing items and arrange for restitution of damage. "Reasonable effort", in this connection, will depend upon circumstances and may range from prolonged investigation without police assistance to immediate request for such assistance. It may also include legal intervention.
4. Disciplinary measures to be imposed by the school shall be decided upon after a conference among the students, parents, and school personnel. Such action shall be appropriate to the particular incident and shall be designed to assist the student to avoid repetition of such incidents.
5. The Principal shall attend all interviews between students and police officers which are conducted on school premises.

Adopted 1-3-78  
Reviewed 12/17/01  
Reviewed 2/5/2004  
Revised 3/11/2004  
Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENT**

**#5117**

#### **INTERDISTRICT TRANSFERS - GENERAL STATEMENT**

Interdistrict transfers into and out of the district must be for the purpose of accommodating the educational needs and welfare of the students.

Specific requirements:

1. All Interdistrict attendance agreements shall be approved or denied by the Board upon the recommendation of the Superintendent/Principal.
2. The criteria for approval of transfers are based upon the inability of the Bolinas-Stinson Union School District to meet the needs of the children and include the following:
  - A. Specific and demonstrable educational need.
  - B. Verifiable medical or psychological condition.
  - C. Geographical or transportation problem.
  - D. No significant financial burden for the district.
  - E. Change of residence during the last half of the school year.
  - F. Hardship condition.
  - G. To provide a student who has been the victim of bullying as defined in Education Code Section 48900 (r) with an alternative educational environment
3. Interdistrict attendance agreements shall be for one year only, renewable upon re-application and evaluation.
4. A request for transfer to take effect at the beginning of a school year must be filed at the District office by August 10. A transfer requested during the school year will not be acted upon unless at least thirty days of attendance have elapsed.
5. The parent requesting an Interdistrict transfer shall be in attendance when the Board considers their request.

**#5117**

**INTERDISTRICT TRANSFERS - GENERAL STATEMENT (CONTINUED)**

6. Parents/guardians may request an Interdistrict transfer based on the student being a victim of bullying. Any such requests will be treated by staff as confidential. In making the request, parent/guardian should provide the following:

- a. The name of an administrator or teacher in the district of residence who has information concerning the student;
- b. a letter from the district of residence site administrator regarding the student's having been a victim of bullying;
- c. Other documentation or affidavit from parent  
Any Interdistrict request of this type will receive priority both in how quickly the request is acted upon and in weighing it among other transfer requests. The request may be made at any point during the school year.

Revised 11-03-76

Reviewed 2-06-79

Reviewed 6-19-84

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised and approved 11/13/2012

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE V - STUDENTS****#5119****TRANSFER BETWEEN CLASSES**

This policy of transfer can be implemented only after the first three weeks of school

**Step 1**

Consultation with homeroom teacher. The student and parent shall inform their homeroom teacher, either verbally or in writing, of their intent to visit another class and of the possibility of transferring to it. If the teacher feels a transfer to be beneficial, he/she will inform the student and parent as well as the teacher of the other class.

**Step 2**

Consultation with second classroom teacher. The student and parent shall confer with the teacher of the class they intend to visit. The length of the visit, (one day minimum - one week maximum) shall be decided as well as the terms of that visit. (class rules, assignments, etc.)

**Step 3**

Mutual conferences - Should the student, after the visiting period, wish to join the new class, there shall be a mutual conference. The teachers from both classrooms, the student, parent and, if possible, an administrator shall be present. From three to six weeks after this conference, a second conference shall be held to check progress and adaptation. If no major problems have developed, the transfer will then be considered final.

Passed 5-28-82

Revised 2/12/02

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE V – STUDENTS****#5120****PROCEDURES FOR ASSIGNMENT OF PUPILS TO CLASSROOM**

When multiple classroom assignments at a given grade are available for the forthcoming year, a placement team consisting of the current year's teacher, next year's teachers, classified teacher, the Resource Specialist and/or Title I teacher, and the principal will be established for placement purposes.

Placement will be based on balancing the classrooms as evenly as possible academically, socially, and emotionally and will include an equitable distribution by special education, grade level, and Title I participants, and gender (when possible).

Approved 3/3/87

Revised 9/10/96

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE V – STUDENTS**

#### **#5122**

#### **STUDENT GRADE LEVEL PLACEMENT FOR NEW STUDENTS, RETURNING STUDENTS, AND HOME SCHOOLED STUDENTS.**

The Bolinas-Stinson Union School District believes that all students should be provided with the best possible educational opportunities possible. In order to maximize these opportunities for students who are transferring to or enrolling in the District for the first time or are returning from home schooling, independent study, or attendance at another school.

1. Students transferring to Bolinas-Stinson School who are accompanied by a CUM folder will be placed in the grade level recommended by the records of their previous school.
2. Students who have been home schooled, and/or do not have a CUM folder reflecting recent academic program(s) and progress, will be placed in the grade level requested by the parent for a three week probationary period.

During the three week probationary period the student will be observed and assessed by a teacher team, consisting of two classroom teachers and the Resource Specialist. The assessment will include academic screening in mathematics, reading, and language arts.

The teacher team will use Content Standards and grade-level expectations for mathematics, reading, and language arts to determine whether the student's academic performance is more closely aligned with students currently enrolled in the higher or lower grade.

If the higher grade is determined by the teacher team to be the correct placement, the student will be placed in that grade for the remainder of the year.

If the teacher team believes the lower grade is more appropriate they will make their recommendation to the Principal/Superintendent and request an emergency Student Study Team meeting.

A final determination of the student's grade level placement will be determined by the Student Study Team.

Timeline:

Three weeks observation

Student Study Team reviews in Emergency meeting within one week Appeal to the Board

Adopted: 3/14/2006



**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY - ARTICLE V - STUDENTS**

**#5127**

**EIGHTH GRADE GRADUATION**

A suitable ceremony shall be held in the spring of each year for graduating students.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT BOARD**

### **POLICY – ARTICLE V STUDENTS # 5131**

#### **RESPECTFUL SCHOOL CLIMATE**

The Governing Board recognizes the harmful effects of threatening, intimidating behavior and/or physical harm on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate harassment of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Bullying may be defined as severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- (a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property;
- (b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
- (c) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- (d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for prevention and intervention of any of the above listed conduct shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

#### **RESPECTFUL SCHOOL CLIMATE**

To the extent possible, district and school strategies shall focus on prevention of harassing, threatening, intimidating behavior and/or physical harm by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the

## **# 5131 - RESPECTFUL SCHOOL CLIMATE (continued)**

consequences for perpetrators of harassing/threatening/intimidating behavior and/or physical harm.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of incidents at school, the Superintendent or designee may increase supervision and security in areas where intimidation/harassment and/or physical harm most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

### **Intervention**

Students are encouraged to notify school staff when they are feeling threatened, or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness intimidation shall immediately intervene to stop the incident as soon as it is safe to do so. (Education Code 234.1) School Staff who become aware of such acts or behavior shall immediately report them to the Superintendent's designee for receiving and investigating complaints of discrimination, harassment, intimidation and/or physical harm.

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### **Complaints and Investigation**

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be intimidating. Such Complaints shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5143 - Sexual Harassment.

When a student is reported to be engaging in harassing/threatening/intimidating behavior and/or physical harm off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

## **# 5131 - RESPECTFUL SCHOOL CLIMATE (continued)**

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

### **Discipline**

Any student who engages in harassment or threatening and intimidating behavior and/or physical harm on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Legal References:  
Education Code 234  
et seq Education  
Code 48900 (r)

BSUSD reviewed 10/2/2012  
BSUSD Approved  
11/13/2012  
BSUSD approved 10/8/2013

**Bolinas-Stinson Union School District  
Behavior Complaint Report Form**

This report **MUST** be completed to file a complaint relating to an incident of alleged behavior *(for the purpose of this form, threatening, harassing, intimidating behavior and/or physical harm, and discrimination) and turned in to the school Principal.*

COMPLAINANT NAME (last, first,)	SEX	GRADE
VICTIM NAME (last, first)	SEX	GRADE
ACCUSED NAME (last, first)	SEX	GRADE
Location where incident occurred		
PRINCIPAL/ADMINISTRATOR	INCIDENT DATE / /	

Describe the location where the incident took place:

Describe the incident:

List all witness names and grades:

List evidence of *threatening, harassing, intimidating behavior and/or physical harm* (i.e. letters, photos, etc. – attach evidence if possible):

**I agree that all of the information on this form is accurate and true to the best of my knowledge.**

\_\_\_\_\_  
Signature of complainant

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of person receiving Complaint Form

\_\_\_\_\_  
Date

**Be sure to attach any supporting documentation/evidence/investigation.**

<b>Action</b>	Agreed to Informal Resolution (Student-Student Only)	Formal Resolution	Appeals: Referral to Superintendent
<b>Date</b>			
<b>Outcome</b>			
<b>Signatures</b>			

**Thank you. This report will be followed up within 2 school/work days.  
If you fear a student is in IMMEDIATE danger, please contact the police immediately!**

Approved 10/8/2013

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE V - STUDENTS****#5132****STUDENT DRESS AND GROOMING**

Students are expected to present themselves for school each day dressed and clean to the extent that they are able to benefit, and allow others to benefit, from the day's instruction. Students whose state of dress and cleanliness cause them to be a disturbing element in the classroom will be excluded from the classroom and their parents will be contacted.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT BOARD POLICY**

### **BOARD POLICY: BP 5137**

#### **POSITIVE SCHOOL CLIMATE**

##### **STUDENTS**

The Governing Board desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements. The school environment should be characterized by positive interpersonal relationships among students and between students and staff.

All staff are expected to serve as role models for students by demonstrating positive, professional attitudes and respect toward each student and other staff members. Teachers shall use effective classroom management techniques based on clear expectations for student behavior.

Staff shall consistently enforce Board policies and regulations which establish rules for appropriate student conduct, including prohibitions against bullying, cyber-bullying, harassment of students, hazing, other violence or threats of violence against students and staff, and drug, alcohol, and tobacco use.

The district's curriculum shall include age-appropriate character education which includes, but is not limited to, the principles of equality, human dignity, mutual respect, fairness, honesty, and citizenship. Teachers are encouraged to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

The Superintendent or designee may develop other strategies to enhance students' feelings of connectedness with the schools, such as campus beautification projects, graffiti removal, development of extracurricular activities and after-school programs, pairing of adult mentors with individual students, recognition of student achievement, and encouragement of strong family and community involvement in the schools.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The schools shall promote nonviolent conflict resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. As part of this effort, students shall be taught the skills necessary to reduce violence, including communication skills, anger management, bias reduction, and mediation skills.

Staff shall receive professional development designed to improve classroom management,



**BP 5137****POSITIVE SCHOOL CLIMATE (CONTINUED)**

conflict resolution techniques, and communications with students and parents/guardians including persons of diverse backgrounds.

Board approved on: 6/9/09

## Legal Reference:

## EDUCATION CODE

233-233.8 Hate violence prevention

32280-32289 School safety plans

32295.5 Teen court programs

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Teachers' duty concerning conduct of students

48900-48925 Suspension and expulsion

## **Bolinas-Stinson Union School District**

### **School Safety Plan**

#### **Board Policy # 5138**

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 includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

Each school shall forward its comprehensive safety plan to the Board for approval. (Education Code 32288)

The Superintendent or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286)

The Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

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)

#### **Tactical Response Plan**

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

## **School Safety Plan (continued)**

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

### Public Access to Safety Plan(s)

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)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

### Legal Reference: EDUCATION CODE

200-262.4 Prohibition of 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  
 41510-41514 School Safety Consolidated Competitive Grant Program  
 48900-48927 Suspension and expulsion  
 48950 Speech and other communication  
 49079 Notification to teacher; student act constituting grounds for suspension or expulsion  
 67381 Violent crime

**Board approved on 12/11/2012**

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENTS**

**#5141**

#### **ADMISSION POLICY**

#### **IMMUNIZATION AND EXAMINATION REQUIREMENT FOR ADMISSION TO SCHOOL**

No child shall be admitted to any school within the District without presentation of evidence that the child has been fully immunized against diphtheria, pertussis (whooping cough), tetanus, and poliomyelitis, measles, mumps, rubella, hepatitis B, and varicella in the manner and with immunizing agents approved by the California State Department of Health. New State immunization requirements are included in this policy as they are enacted. A blue California School Immunization Record (CSIR) must be completed for each student. The CSIR is part of the student's mandatory permanent pupil record. It is the responsibility of the parent to provide a complete CSIR or provide information needed to complete this record. Information required includes:

1. The child's name and birthdate; and
2. The type and date of each dose of vaccine.

Failure to produce such proof of immunization shall result in exclusion of the child from school until such proof is submitted (Health and Safety Code Section 3389 B). Exception: Immunization of student shall not be required for admission to school if:

1. The child is unable to receive immunization due to a medical condition; and/or
2. Immunizations are contrary to the beliefs of the parent or guardian. The parent or guardian must sign the exemption affidavit on the reverse side of the CSIR.

However, whenever there is a good cause to believe that such student has been exposed to one of the communicable diseases listed above, that child may be temporarily excluded from school until the local health officer is satisfied that the student is no longer at risk of developing the disease (Health and Safety Code Sections 3382 and 3385).

At the time the student is excluded, the parent/guardian shall also be informed that immunization requirements as contained the Health and Safety Code which must be satisfied prior to the student's admission to school. The parent/guardian shall also be informed that immunizations may be obtained from the County Health Department or physician or medical clinic of their choice.

**#5141**

**ADMISSION POLICY (CONTINUED)**

No child shall be admitted to kindergarten with the Bolinas-Stinson Union School District without one of the following:

1. A document signed by a physician stating that the child has had a physical examination within the past six months.
2. A waiver document signed by the parent/guardian stating that the parent objects to a physical examination.

Parents shall be notified of the availability of free and low cost health examinations through the County Health CHDP, MEDICAL and other programs.

In the event that the child does not attend kindergarten and enrolls for the first time in our district in first grade, the immunization and physical examination requirement shall apply to any student also enrolled in first grade.

Adopted 2-13-90  
Reviewed 12/17/01  
Reviewed 2/5/2004  
Revised 3/11/2004  
Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE V - STUDENTS****#5142****INJURIES OR ILLNESS**

Occasionally a child will become ill or be injured while in the custody of the school. It is expected that certificated personnel will take action to preserve life and limb. Parents will be notified immediately.

In the event that a child becomes ill or is injured, the professional staff feels that medical attention is needed, and the parent or guardian cannot be reached, the professional staff is instructed to secure medical attention for the child.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENTS**

**#5143**

#### **SEXUAL HARASSMENT POLICY**

The Bolinas-Stinson Union School District believes it has a responsibility to create a safe environment for students and staff. It is the policy of the Board of Trustees to provide an educational, employment, and business environment free of sexual harassment. It shall be a violation of this policy for an employee, student, or anyone who is authorized to transact business or perform services on behalf of the District to engage in sexual harassment.

Sexual harassment means unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress,
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual, and/or
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education setting.

#### **SPECIFIC EXAMPLES**

Sexual harassment includes but is not limited to making unsolicited written, verbal, visual, and/or physical contacts with sexual overtones. (Written examples include suggestive or obscene letters and notes. Verbal examples include derogatory comments, innuendos, slurs, jokes, and epithets. Visual examples include leering, gestures, and display of sexually suggestive objects or pictures. Physical examples include patting, pinching, and constant brushing against another's body.)

An employee or student who feels that he or she is being sexually harassed is encouraged to report such incident without fear of reprisal. Persons complaining of sexual harassment shall not be subject to any procedure that would require the complainant to try to informally resolve the complaint by directly confronting the accused harasser.

A complaint and the results of the investigation shall be confidential to the extent reasonably possible under the investigation process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it is a violation of this policy to disclose the complaint or the nature of the investigation to others.

#5143

**SEXUAL HARASSMENT POLICY (CONTINUED)**

Employees who act in violation of this policy and/or the law may be subject to discipline including dismissal. Such disciplinary action shall be in accordance with applicable policies, laws and/or collective bargaining agreements.

A student who acts in violation of this policy may be suspended from school or recommended for expulsion if the superintendent or the principal determines that the pupil has committed sexual harassment. (This does not apply to pupils enrolled in kindergarten and grades one to three.)

The conduct described must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment.

Legal Reference:

Education Code

200 et al. Prohibition of discrimination on the basis of sex

212.5 Sexual harassment, defined

230 Particular practices prohibited, including sexual harassment

48900.2 Additional grounds for suspension or expulsion; sexual harassment

Title VII, Civil Right Act as amended by Title IX, Equal Employment Opportunity Act

Sexual Harassment - Complaint Procedure

Confidentiality

A complaint and the results of the investigation shall be confidential to the extent reasonably possible. Witnesses and those interviewed shall be informed of the confidential nature of the issues and shall be informed that it will be a violation of this policy to disclose the complaint or the nature of the investigation to others.

Retaliation Prohibited

The initiation of a complaint of sexual harassment will not cause any reflection on the complainant or witnesses nor will it affect his/her employment, compensation or work assignments, or, in the case of students, grades or other matters pertaining to his/her status as a student. It shall be a violation of this policy to engage in such retaliation.



**#5143**

## **SEXUAL HARASSMENT POLICY (CONTINUED)**

### Complaint Procedures

#### A. Informal Resolution

Employees, students, or other individuals who feel aggrieved because of conduct that may constitute sexual harassment are encouraged, but not required, directly to inform the person engaging in such conduct that such conduct is offensive and must stop. An aggrieved individual is not required to complain first to his or her supervisor (in the case of an employee) or to his or her instructor (in the case of a student), if that supervisor, or instructor, is the individual who is harassing the employee or students.

#### B. Formal complaints

1. Complaints shall be in writing and shall be filed with the Superintendent as soon as reasonably possible, but no longer than 21 calendar days, unless it is impossible to meet this deadline, after the conduct in question has arisen. The complaint shall identify the offending person or persons, include reference to specific examples of offensive conduct, identify the remedy sought, and describe the informal efforts made to correct the situation.
2. The Superintendent shall review the complaint and, as soon as reasonably possible after receipt of the complaint, shall inform the employee, student, or other person who is accused of sexual harassment of the contents of the communication.
3. As soon as the Superintendent learns of a complaint, he/she shall investigate the complaint promptly, thoroughly, and in a confidential manner. The investigation and written report shall be completed within 21 calendar days.

#### C. Complaints against Students

Upon completion of the investigation of a complaint filed against a student, the Superintendent shall determine whether the harassment has occurred and whether any corrective action is appropriate. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the student.

#### D. Complaints against Employees

Upon completion of the investigation of a complaint filed against an employee, the superintendent shall determine whether harassment has occurred and whether any corrective action is appropriate. Corrective action may include counseling, warning, or the initiation of disciplinary procedures against the employee.

**#5143**

**SEXUAL HARASSMENT POLICY (CONTINUED)**

E. Appeal Procedures

All decisions made under this procedure may be appealed by the aggrieved person to the Governing Board.

Administrative Regulations

The Superintendent shall adopt, and from time to time may revise, further procedures as may be necessary to implement this policy and provide for enforcing this policy. Such further procedures may include the following: posting and other means of distributing this policy, a process under which complaints of sexual harassment will be handled, and an explanation of possible civil proceedings and potential legal consequences of sexual harassment. The superintendent may initiate training and education programs to enable all persons to better understand the problem of sexual harassment.

Special Assistance

It is expected that questions may arise concerning the interpretation of the prohibition against sexual harassment, the methods and procedures to be followed in the investigation of complaints, and the appropriateness of specific solutions in disposition of complaints. The District will maintain a list of professionals knowledgeable in this area whom an aggrieved person may contact.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENTS**

**#5144**

#### **DRUGS AND ALCOHOL POLICY**

The Governing Board intends to keep District schools free from narcotics, hallucinogenic drugs, and intoxicants. The Board desires that every effort be made to reduce the chances that our students will begin or continue using alcohol or harmful drugs. The Board recognizes that the primary influence on our students is their parents and families. Our goal is to support their efforts with the following measures.

The District shall provide relevant training and curriculum to staff and shall provide students with a drug education program that is preventive in nature and designed to help students who have questions related to drugs and alcohol. The program shall encourage students not to use drugs through sound decision making, an awareness of values, an awareness of drugs and their effects, and enhanced self-esteem, refusal skills, social and practical skills. Parents can support this program by taking advantage of parent education programs provided by the school, by making a commitment to drug and alcohol free social events for students and by setting clear and consistent guidelines for acceptable and unacceptable behavior.

Students shall receive instruction on drug education and the effects of alcohol and other drugs, including dangerous drugs defined by Health and Safety Code. Site administrators shall determine that drug education instructors are appropriately trained. Instruction in drug education shall be sequential in nature and suited to meet the needs of students at their respective grade levels. The District drug education program shall augment any program provided by County drug education services.

#### Regulations

1. Students possessing alcohol or any controlled substance and/or under the influence of alcohol or any controlled substance and/or selling or providing:

- I. First offense
  - a. Student shall be suspended for two days.
  - b. Student and parent shall meet with Principal within 24 hours of suspension.
  - c. Administration shall notify County Sheriff's Department
  - d. Student and parent shall attend a substance abuse education class within a week.
  - e. Student behavioral contract
  - f. Superintendent will recommend expulsion for first offense unless it is 1 oz. or less of marijuana.

**#5144**

**DRUGS AND ALCOHOL POLICY (CONTINUED)**

II. Second offense

- a. Student shall be suspended for five days.
- b. Student and parent shall meet with Principal within 24 hours of suspension.
- c. Administration shall notify County Sheriff's Department
- d. Student must attend a school-approved intervention program.
- e. Parent attends appropriate support group for relatives of substance abusers.
- f. Student behavioral contract

III. Third offense

- a. expulsion

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENTS**

**#5145**

#### **TOBACCO POLICY**

Smoking presents a health hazard which can have serious consequences both for the smoker and the nonsmoker. Students shall not be allowed to smoke, chew or possess tobacco or nicotine products on school property or during school hours, at school-sponsored events, or under the supervision of district employees. Students who violate this policy shall be subject to disciplinary procedures which may result in suspension from school.

The Board shall provide instruction regarding the effects of smoking on the human body and shall take steps to discourage students from making it a practice to smoke.

#### Regulations

Student possession or use of tobacco on school premises or at school-sponsored events is not permitted. Students violating this policy shall be subject to the following disciplinary procedures:

1. First offense
  - a. Student conference
  - b. Parent/Guardian contact
  - c. One-day suspension or detention alternative to suspension
2. Second offense
  - a. Parent/guardian contact
  - b. One to two-day suspension or detention alternative to suspension
3. Third and Subsequent Offenses
  - a. One to five-day suspension
  - b. Student behavioral contract

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENTS**

**#5146**

#### **STUDENT DISCIPLINE POLICY**

The Bolinas/Stinson School Community believes that each child is a unique individual with an enormous capacity to learn. The District is committed to establishing a positive school environment that includes all students. Each member of the school community is responsible for behavior that exhibits respect for human dignity and individual differences. All students and staff share the responsibility of maintaining a safe climate that promotes and encourages learning. Parental reinforcement of behavioral expectations is a vital component of a safe, caring environment.

#### EXPECTATIONS

1. All students in the Bolinas-Stinson Union School District can expect:
  - b. to be treated with courtesy and kindness
  - c. to be protected from physical and/or emotional harm
  - d. to be provided the opportunity to learn in a positive learning environment
  - e. to be encouraged and acknowledged for doing their best
  - f. to be supported in their learning endeavors both academically and socially/emotionally
  - g. to be included in all school activities
  
2. All students in the Bolinas-Stinson Union School District are expected:
  - a. to be ready to learn
  - b. to be prompt and prepared for all classes
  - c. to treat all district staff, visiting adults and fellow students with courtesy, kindness, and respect
  - d. to cooperate and comply with directions that are given
  - e. to respect the working space of others including students, teachers, and other employees
  - f. to respect school property at all times
  - g. to respect the property of others
  - h. to follow all school and classroom rules

#5146

**STUDENT DISCIPLINE POLICY (CONTINUED)****SCHOOL RULES**

1. The following behaviors are not acceptable:
  - repeated talking out of turn;
  - multiple classroom disruptions;
  - talking or acting disrespectfully toward classmates or adults;
  - touching or speaking to others in a manner intended to be irritating, hurtful, offensive or dangerous;
  - use of racial, sexual, or homophobic slurs
  - using profanity or vulgarity;
  - refusing to follow class rules;
  - refusing to obey directions from a teacher or other authorized adult;
  - defacing school property;
  - chronic tardiness or absenteeism
  - gum chewing on school grounds at any time
  
2. In order to foster safety:
  - students are not allowed in school buildings or on school grounds without adult supervision during school hours
  - permission is required to leave the classroom
  - during school hours automobile and bicycle parking areas are off limits
  - climbing on buildings, trees, and fences is prohibited
  - students will keep their hands and feet to themselves at all times
  - parents will “sign-out” their child when leaving the school early and sign children back in if returning later
  - no wheeled modes of transportation allowed on school campuses
  - radio/tape players and/or electronic toys are not allowed for recreational use on school grounds during school hours
  
3. The following are prohibited at school at all times and may result in immediate suspension.
  - any item regarding school discipline enumerated in California Education Code section 48900 and 48901
    - 48900.2
    - 48900.3
    - 48900.4
    - 48900.7
    - 48901
  - including but not limited to:
    - sexual harassment/assault
    - threatening or bullying behavior
    - causing, threatening or attempting to cause physical injury
    - any act that can be classified as “hate violence”

#5146

**STUDENT DISCIPLINE POLICY (CONTINUED)**

- tobacco,
- alcohol
- drugs
- weapons and/or other potentially dangerous instruments
- stealing

**BUS AND FIELD TRIP BEHAVIOR**

All school rules apply.

**SYSTEM OF ENFORCEMENT**

Students are taught that the way they choose to behave leads to certain consequences. It is the school's desire to form a partnership with the parents in communicating and enforcing appropriate school behavior.

Teachers will maintain their own classroom management policies and will be directly responsible for behavior in their own classroom that is consistent with school discipline policies.

If a student engages in inappropriate behavior, the following consequences may be used depending on the seriousness and/or frequency of the problem. Offenses such as use or possession of drugs, alcohol, and tobacco as well as sexual harassment are dealt with under other board policies and have specific consequences and timelines. Serious behavioral problems such as bullying and physical violence may result in immediate suspension.

A. After student completes "Conduct Explanation" form (third through eighth grade students only); Principal will confer with the student. Principal will confer with younger students (grades Kindergarten through second) when other staff members refer students. If appropriate, students will be offered the opportunity to utilize the "Conflict Mediation Program". Consequences for inappropriate behavior may include:

- benching at recess,
- school community service,
- loss of privilege (field trip, assembly, dance),
- telephone conference with parents and/or a written letter of apology may ensue.

If, following this, behavior has not significantly changed, then the teacher and principal will proceed with step B. If the behavioral problem is serious enough, the Principal may implement steps A and B simultaneously.

B. A letter from the teacher and/or Principal will be sent home to the parents/guardian outlining the school's discipline policy, explaining the infraction(s) and enlisting the parents to help correct the situation. Verification of mailing will be made by a phone call from the principal with a brief description of the chronic misbehavior.



#5146

**STUDENT DISCIPLINE POLICY (CONTINUED)**

This letter will be signed by a parent/guardian and returned to the school, followed by a meeting with the student, parents, teacher and principal.

If behavior does not improve by the following school day, step C will be implemented. However, if the behavioral problem is serious enough the Principal may implement steps A, B, and C simultaneously, resulting in immediate suspension.

- C. The student will be suspended from school from 1 to 5 days. The parents will again be asked to confer with the teacher and principal before the student will return to school. A contract outlining behavioral expectations and consequences may be drawn up and signed by all parties. If the offending behavior continues and the terms of the contract are not met, step D will be pursued
- D. The Board of Trustees will become involved and a closed session meeting will take place. The Board will consider options, which may include suspension from 1 to 20 days and/or expulsion. (ED CODE 48912)
- E. In the event it becomes necessary to discipline a student regarding an action or incident not enumerated in this policy, current education code shall be utilized.

Reviewed 12/17/01

Revised 1/13/2004

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised 1/10/2006

**Reference:*****EDUCATION CODE, SECTION 48900***

48900. A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

#5146

**STUDENT DISCIPLINE POLICY (CONTINUED)**

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.

(r) A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

**#5146****STUDENT DISCIPLINE POLICY (CONTINUED)**

(s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(u) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

(v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

For purposes of this subdivision, the following terms have the following meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3 or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property;

(b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;

(c) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or

(d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school

(2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, cordless telephone or other cordless communication device, computer or pager.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.3

**STUDENT DISCIPLINE POLICY (CONTINUED)**

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7

Reviewed 3/19/10

Changes approved 5/11/10

Revised & approved 11/13/2013

**Bolinas-Stinson Union School District  
Associated Administrative Regulations Disciplinary**

**AR 5146**

Based on its experience with students over the years, the District finds that the following acts would cause a reasonable pupil or group of pupils to 1) be afraid of physical harm or harm to personal property; 2) to negatively impact physical or mental health; 3) substantially interfere with the pupil's academic performance; or 4) interfere with the pupil's ability to participate or benefit from school services, activities, or privileges:

- a) Acts of physical intimidation, particularly when the student making the threat is larger, older, stronger than the victim (s) or outnumbers the victim (s).
- b) Defacement of personal property or a space or area on school grounds identified with the victim (s).
- c) Repeated use of language that refers to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This includes language and symbols that may be coded, but reasonably understandable to the victim.
- d) The creation of websites, texts, e-mails, social networking posts, paper notes, or graffiti that refer to a student or group of students in some identifiable way that would result in personal embarrassment, alienation, or lead to the pupil being avoided by others or the pupil avoiding school activities or events. This may include generalized epithets or slang if the number of individuals to whom it might apply is very small.
- e) Acts of systematic hazing directed at a pupil (s). This includes the forming of seating groups, teams, lines, student-chosen instructional groups with the intent of repeatedly excluding the pupil (s) or subjecting the victim (s) to ridicule or embarrassment.

This does not preclude the District from evaluating other, different acts of alleged bullying as being possibly harmful to a reasonable student on a case by case basis.

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE V - STUDENTS**

**#5147**

#### **SECTION 504 OF THE REHABILITATION ACT**

It is the intent of the Bolinas-Stinson Union School District to promote the provisions of Section 504 of the Rehabilitation Act of 1973. Therefore it is the policy of the Bolinas-Stinson Union School District that no otherwise qualified individual with handicaps as defined in Section 504 shall solely by reason of her/his handicaps be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity offered by this district.

In furtherance of this policy the Bolinas-Stinson Union School District acknowledges its duty in the following areas:

- a. identification of qualified students, and
- b. assessment of the education and related service needs of referred or qualified students, and
- c. provision of a free, appropriate public education for all qualified students, and
- d. provision of a system of procedural safeguards which includes notice and an impartial hearing on the issues of identification, evaluation and education placement, and
- e. provision of appropriate safeguards with regard to discipline of qualified students.

In furtherance of this policy and federal law, the Bolinas-Stinson Union School District shall include in its annual notice to all pupils a notice of rights set forth in this policy. In addition the Bolinas-Stinson Union School District shall provide training for appropriate staff on issues related to this policy enforcement and the requirements of Section 504 of the Rehabilitation Act.

The Superintendent/Principal is authorized to develop and revise as necessary the regulations and procedures necessary to implement the requirements of Section 504 and this policy.

For further information on this policy and the legal requirements, staff, parents and other interested members of the public may contact the Superintendent/Principal who is designated Section 504 Compliance Officer of the District.

#5147

**SECTION 504 OF THE REHABILITATION ACT (CONTINUED)**

The provisions of this policy and all related regulations and procedures of the Bolinas-Stinson Union School District are intended to supplement, and not replace any applicable federal and state laws and regulations. Individuals with complaints regarding this District's compliance with the applicable federal and state laws are encouraged to bring such complaints/concerns forward to the above assigned compliance officer. In addition such complaints may be forwarded to the appropriate governmental agency such as the Office of Civil Rights.

**REGULATIONS****SECTION 504 OF THE REHABILITATION ACT OF 1973**

The following regulations and procedure are intended to implement the legal requirements of the District under Section 504 of the Rehabilitation Act of 1973. Such regulations and procedures shall be applied to those students who are handicapped as defined under Section 504 but do not qualify for services under the Individuals with Disabilities Education Act (20 U.S.C.1400 et seq.)

**I. Definition**

Pursuant to federal law an individual is entitled to the provisions of Section 504 of the Rehabilitation Act of 1973 if they are a qualified handicapped person.

"Handicapped person" means any person who (i) has a physical or mental impairment, which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

"Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

"Has a record of such an impairment" means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

"Is regarded as having an impairment" means (A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by district as constituting such a limitation; (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (C) has none of the impairments defined above but is treated by a district as having such an impairment.

#5147

**SECTION 504 OF THE REHABILITATION ACT (CONTINUED)**

## II. Identification and Referral Procedures

## A. Team

Students who qualify as a "handicapped person" as that term is defined at 34 C.F.R. 104.3 shall be referred by a parent, teacher, other certificated school employee, Student Study Team, Special Ed IEP team or community agency to the School Intervention Team (\*SIT) for identification and evaluation of the student's individual education needs.

The referral shall be made in writing and given to the Superintendent/Principal who shall be responsible for convening the School Intervention Team.

The School Intervention Team will be composed of persons knowledgeable about the student, the student's individual needs, the meaning of evaluation data, and the placement options. The Superintendent/Principal will monitor the composition of the School Intervention Team to ensure that qualified personnel participate in the evaluation process.

The School Intervention Team will evaluate the nature of the student's handicap in light of the provisions of 34 C.F.R. Sec. 104.3 and the criteria of 34 C.F.R. Section 104.35. No final determination will be made by the School Intervention Team without first inviting the parent or guardian of the student to participate in a meeting concerning the recommendation that the student be identified as a handicapped individual within the meaning of Section 504 and who may require special services, both educational and of a related service nature designed to meet the individual needs of the student. The purpose is to provide the eligible student with a free, appropriate, public education.

The Student Study Team is recognized as a collaborative team of certificated staff which has purposes other than identification of qualified handicapped students under Section 504. However, this team of individuals may convene as the School Intervention Team provided such Notice has been provided to the parent/guardian.

## B. Evaluation and Service Plan Procedures

The School Intervention Team shall have the following responsibilities:

1. The School Intervention Team shall consider all relevant information and assessments in order to determine eligibility and program need. Assessments necessary to understand educational needs of student shall be conducted by the professional staff of the district and/or county office pursuant to 34 C.F.R. Section 104.35(b).



#5147

**SECTION 504 OF THE REHABILITATION ACT (CONTINUED)**

2. Identification of students who are handicapped as defined under Section 504 of the Rehabilitation Act of 1973 and the regulations implementing that Act. (Students may be so identified even though they do not require special education services pursuant to the Education of the Handicapped Act).
3. When the team determines eligibility, the School Intervention Team will develop a written plan describing the handicap and the education, placement or related services as appropriate. The plan will specify how the regular or modified education and related aids and services will be provided, and by whom. The team may also determine that no special education or related services are necessary in order for the student to have a free, appropriate public education.
4. The School Intervention Team may also refer the student to an IEP team for determination of eligibility under P.L. 94-142. Such special education service will be determined and provided in accordance with an IEP prepared under P.L. 94-142. In the event of such referral, the School Intervention Team may develop an interim program/placement for the student.
5. The designated District representative shall write a brief report of the Team meeting and complete necessary forms.

**C. Team Guidelines**

1. It is anticipated that a handicapped student under Section 504 of the Rehabilitation Act who requires an education program or services other than, or in addition to, that provided to non-handicapped students shall be placed in the regular educational environment with the use of the supplementary aids and services. However, if the Team determines that the education of the pupil in the regular educational environment with the use of supplementary aids and services does not provide a free appropriate public education for the student changes in placement may be made. In infrequent instances, a handicapped student who does not qualify for special education under Section 504 may require special education or related aids and services outside of the regular classroom in order to receive an appropriate education. All placements shall be in the least restrictive environment appropriate.
2. The parent or guardian of the student shall be provided an opportunity to participate in School Intervention Team meeting to discuss the tentative conclusion of the team. The parent or guardian will be given the opportunity to examine relevant records.
3. The decision of the School Intervention Team shall be in writing with a copy provided to the parent/guardian. If the parent does not agree with the Team recommendation, the parent may access the due process provisions and have a hearing on the disputed issues.
4. If a plan for providing educational and/or related services is developed, all appropriate school personnel who work with the student shall be informed of the plan.

**#5147**

**SECTION 504 OF THE REHABILITATION ACT (CONTINUED)**

**D. Team Review**

1. The School Intervention Team will monitor the effectiveness of the plan annually to determine whether adjustments in the plan are necessary, and to assure that the agreed upon services are being provided as needed to ensure the handicapped student's needs are met as adequately as the needs of non-handicapped students.

2. Prior to any subsequent significant change in placement, an evaluation of the student's needs will be conducted as necessary, and the School Intervention Team shall set forth in writing the changes as appropriate. When change is proposed as the result of recommended disciplinary action, the Team shall meet to determine the following:

- a. Relationship of behavior (subject of discipline) and handicap, and
- b. Appropriateness of current program and placement.

**III. Assessments**

The District will be responsible for conducting assessments necessary to understand the educational needs of students determined to be eligible or those referred for eligibility. To this end assessments conducted in relation to a referral to Special Education services shall be used. In addition, informal assessments by certificated staff and observations may also be used and relied upon.

Informal observation and assessment by certificated staff shall not require written consent of the parent/guardian. Notice to the parents/guardian shall be provided in advance of all formal testing to be conducted by the district. Consent by the parent/guardian shall be required in advance of any such assessment. In the event that the parent does not consent to the testing the parent/guardian shall be advised of their due process rights. Failure of the parent/guardian to consent to assessment or to access their due process rights shall waive any claim they may have for the provision of Section 504 identification and services for the named student.

Assessment needs will be determined by the School Intervention Team.

**IV. Due Process**

Upon referral or at the meeting of the School Intervention Team, the parent/guardian shall be advised of the procedural safeguards. Such notice shall be provided in writing and any questions may be addressed either by the Team or the Section 504 Compliance Officer.

The procedural safeguards shall include the right to an impartial hearing on the following issues:

**#5147**

**SECTION 504 OF THE REHABILITATION ACT (CONTINUED)**

1. Disagreement about eligibility
2. Disagreement about assessment
3. Disagreement about program and/or placement including related services.
4. Disagreement with Team decision re discipline (relation of behavior/handicap and/or appropriateness of placement)

As part of these procedural safeguards, parents shall have the following rights:

1. notice of hearing date and time,
2. right to examine all relevant records and to receive copies of such records at cost,
3. the right to be represented or accompanied and advised by an individual with special knowledge or training,
4. the right at hearing to present evidence, confront, cross examine and compel attendance of school employees as witnesses, the right of a record and to a written determination including findings of fact and conclusions or law.

In addition to the procedure set forth above, and at the sole discretion of the district, an offer for mediation may be made. As part of an offer for mediation, a time line will be set for resolution of the matter. If the time line is not met or mediation does not resolve the issue, a hearing will be scheduled and held.

The cost of the mediator, if any, and the hearing officer and related costs shall be paid for by the District. Each party shall pay for their own costs related to representation and presentation of their case.

When a parent/guardian decides to access their procedural rights under this policy they must file a written request for due process within 14 calendar days of the date of the action or the date of the written notice. A form shall be available from the district. The notice must be received within the 14 calendar day period by the Superintendent/Principal.

The Superintendent/Principal and Section 504 Compliance Officer shall then be responsible for arranging for the hearing. The hearing shall be held within 20 calendar days after a hearing officer has been retained. The District shall be responsible for notifying the parent/guardian of the date, time and location of the hearing. Both the district and the parent/guardian are advised to provide written notice of witnesses to be called and to provide copies of documentary evidence to the hearing officer and the other side at least 5 calendar days in advance of the hearing.

Continuances for either party may be granted by the hearing officer for good cause.

A record of the hearing shall be maintained. Either party requesting a transcript of the hearing shall pay the cost of such transcription.

#5147

**SECTION 504 OF THE REHABILITATION ACT (CONTINUED)**

Upon submission of the matter to the hearing officer, a written decision shall be filed, including findings of fact and conclusions of law within 15 calendar days that the matter was submitted. In the event the hearing officer requires a transcription of the hearing, the matter shall not be considered submitted until the transcript is received by the hearing officer. Issues to be determined by the hearing officer shall be limited to those listed above. The hearing officer shall have no jurisdiction with regard to issues of compliance or attorney fees.

Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs.

**V. Discipline of Handicapped Students**

The provisions of district policy which relate to discipline of students with exceptional needs shall apply to students determined to be handicapped under Section 504 of the Rehabilitation Act except that there shall be no requirement for a pre-expulsion assessment.

In general, upon a recommendation for expulsion of a qualified handicapped student under Section 504, the School Intervention Team shall be convened to determine if the conduct is related to the student's handicapping condition and if the student is appropriately placed. If the behavior is related to the handicap or if the placement is determined not to be appropriate, the expulsion shall not proceed. If the parent disagrees with the determination of the Team, a hearing request may be made as specified above within 5 calendar days of the Team meeting/decision. All other provisions relating to due process and applicable timelines shall be followed as set forth above in Section IV.

In the event of a hearing request and at the discretion of the District, the expulsion may proceed after a determination by the School Intervention Team but prior to the determination of the hearing officer.

Suspensions of qualified handicapped students shall not exceed beyond 10 consecutive school days and shall be processed in accordance with relevant provisions of the Education Code.

Adopted: 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE V - STUDENTS**

**#5148**

#### **WEAPONS AND DANGEROUS INSTRUMENTS**

The Board of Trustees desires students and staff to be free from the fear and danger presented by firearms and other weapons. The Board therefore prohibits students from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school.

Under the power granted to the Board to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The Board reiterates its desire to deal with disciplinary issues with students on an individual basis. Students should be dealt with directly and parents should be included in deliberations involving disciplinary action. However, students possessing or threatening others with a weapon, dangerous instrument or imitation firearm are subject to mandatory recommendation for expulsion in accordance with law, Board policy and administrative regulations.

If ordering an expulsion for violation of the above, the Board shall set a date for when the student shall be reviewed for readmission. This date shall be one year from the date of expulsion; however, the Board may set an earlier date on a case-by-case basis.

As per legal statute, the principal or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon.

#### Legal Reference:

##### EDUCATION CODE

35291 Governing board to prescribe rules for the government and discipline of the schools

48900 Grounds for suspension/expulsion

48902 Required recommendation for expulsions

48916 Readmission

49330 Injurious object

49331 Removal from possession of pupil by designated employee

49332 Notification of parent or guardian; retention of object by school personnel; release

49333 Return of object

49334 Injurious objects: notification to law enforcement

**#5148**

**WEAPONS AND DANGEROUS INSTRUMENTS (CONTINUED)**

**PENAL CODE**

6301 Assault with deadly weapon

417.2 Imitation firearms Imitation firearm; drawing or exhibiting

**626.9** Gun-Free School Zone Act of 1995

626.10 Dirks, daggers, knives, razor or stun gun; bringing or possessing in school or on school; exception

12020-12028.5 Unlawful carrying and possession of concealed weapons

12403.7 Weapons approved for self defense

**UNITED STATES CODE, TITLE 20**

6301-8962 Improving America's Schools Act, especially:

8921-8922 Gun-Free Schools Act of 1994

APPROVED 11/10/98

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE V - STUDENTS**

#### **# 5149 HEAD LICE**

Because head lice are not uncommon and are easily spread, the principal/superintendent or designee shall send information about the treatment and control of head lice to parents/guardians as needed to prevent the spread of infestations. As part of the health curriculum, teachers shall stress the importance of preventive measures.

The Governing Board recognizes that responsibility for the treatment of head lice rests with the home. When lice or untreated nits are found, the student shall be sent home as soon as possible with proper parental notification.

Staff shall make every effort to maintain the privacy of students identified as having head lice and excluded for treatment.

#### **Procedure for Implementing Head Lice Policy**

School personnel and trained volunteers will periodically screen for head lice. Checks will be done when there are reports of head lice within a family or living arrangement or after school recess/breaks. Whenever possible, if a student is found with lice or nits, a second person will check to verify.

If lice or nits are found, the student will be sent to the office with a note. Volunteers or personnel will make every effort to provide tangible evidence of lice and nits by encasing them in tape in an envelope. The school office will notify the parent/guardian by phone if possible, and ask them to transport the child home. In addition, the most current edition of lice treatment information approved by the school nurse will be sent home with the child.

If there is more than one student affected in any one classroom, all students in the class may be examined. An exposure letter will be sent home to all parents of students in the affected classroom.

Students must be checked before they are readmitted to school. Parents should come to the office with the student for the check. It is the district policy that students must be louse and nit free before reentering school.

Parents should notify school officials of known cases of head lice. Classroom teachers shall be notified by the school nurse or office staff.

Adopted: 11/13/01  
Reviewed 12/17/01  
Reviewed 2/5/2004  
Reviewed 11/9/2005

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **BOARD POLICY**

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### **6000 ARTICLE VI - INSTRUCTION**

<b>SECTION</b>	<b>ITEM</b>
6113	Release Time for Religious Instruction – District Policy (46014)
6120	Instruction Program
6120.1	Study of Issues in the Classroom
6120.2	The American Heritage
6120.3	Reporting Student Progress to Parents
6130	Organization of Instructional Program
6153	Field Trips (revised and approved 6/19/12)
6163.1	Policy for Selection of Library Books and Other Materials
6163.2	Library Bill of Rights
6163.3	School Library Bill of Rights
6170	Independent Study Program revised and approved 8/19/2014
6171	Homework Policy
6172	Internet Safety revised and approved 5/11/10
6173	Instructional Materials
6174	Education for Homeless Children



**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY - ARTICLE VI - INSTRUCTION**

**#6113**

**RELEASE TIME FOR RELIGIOUS INSTRUCTION - DISTRICT POLICY (EC 46014)**

1. Pupils may be excused from school for instruction in matters of conscience or religion.
2. Pupils may be excused no more than four times per school month for a maximum of one hour each time excused.
3. Such excuse may be granted only for period time after the minimum school day.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6120****INSTRUCTION PROGRAM**

The Governing Board believes that in order to be a successful and productive member of a literate and competitive democratic society an individual must have the best education which his abilities enable him to receive. To this end all of the resources of the District and of the community must be made available.

The Governing Board further believes that each student has the right to instruction and experiences which will enable him to achieve to the best of his ability:

1. The ability to read, write, comprehend, and communicate in the English language.
2. The understanding of mathematical concepts, facility in the computation and application of both in problem solving at the accepted level in all grades.
3. Knowledge of history.
4. Respect for the rights of others.
5. The ability to make wise use of leisure time.
6. Appreciation for an ability to participate intelligently in the operation of our democracy.
7. Understanding of the need for conservation of natural resources.
8. Appreciation of our heritage as citizens of the United States.
9. The ability to function as an economic unit.
10. Good health habits.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6120.1****STUDY OF ISSUES IN THE CLASSROOM**

Free discussion of issues is the heart of the democratic process. Freedom of speech and free access to information are among our most cherished traditions. It is the responsibility of the schools to prepare pupils to understand these democratic practices and to use them wisely. In the study of issues in the public schools, the student has four rights:

1. The right to study any issue which has political, economic, or social significance and concerning which, at his maturity level, he should begin to have an opinion.
2. The right to have free access to relevant information.
3. The right to study under competent instruction in an atmosphere free from bias and prejudice.
4. The right to form and express his own opinions on issues without jeopardizing his relations with his teachers or the school.

The Governing Board expects each teacher to control the study of issues in the classroom so that they are presented in an impartial and unprejudiced manner, and to refrain from using his classroom privileges and prestige to promote a partisan point of view.

Teachers shall seek to develop in students a strong love of country.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6120.2****THE AMERICAN HERITAGE**

The study of the American Heritage includes the study of American History, documents, including the Declaration of Independence, the Constitution of the United States, and its Amendments, famous people, the contributions of minorities, literature, music and art.

Stressed in the teaching of the American Heritage shall be

1. The concept of government by the consent of the governed.
2. The Constitution of the United States as the basis on which our government and our laws are built.
3. The right of individual as they are guaranteed by the Constitution and the Bill of Rights.
4. The responsibilities of citizens in a democracy.
5. The need in our society for voluntary compliance to law.
6. The right of citizens through legal means to seek to change the law.
7. The means of redress available to citizens.
8. The equality of citizens before the law.
9. The concept of government by representation.
10. The concept of separation of powers.
11. The way in which society, the Constitution, and government continue to change.
12. The limitations placed on the rights of an individual by the rights of other individuals and needs of society.
13. The concept of majority rules.
14. Constitutional safeguards for the rights of minorities.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6120.3****REPORTING STUDENT PROGRESS TO PARENTS**

The Governing Board recognizes the important role that parents play in the education of their children. As partners in the education of their children, parents must be informed periodically of their child's/children's progress towards the acquisition of skills in the school setting. It shall be the policy of the Board that, three times per year, parents will receive from their child's/children's teacher(s) a written report. This report also referred to, as a report card will reflect a child's attainment of selected academic and social skills as determined by the child's teacher(s).

It shall be the responsibility of the school staff to develop an appropriate instrument to be used at each grade level as a "report card". Teachers will prepare report cards and distribute them during parent-teacher conferences in the fall (1<sup>st</sup> trimester) and the early spring (2<sup>nd</sup> trimester). Teachers will make every possible attempt to contact parents before report cards are issued, especially prior to the end of the third reporting period, if a child is making unsatisfactory progress in any subject area.

Approved: 1/14/03

Reviewed: 2/5/2004

Reviewed: 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6130****ORGANIZATION OF INSTRUCTIONAL PROGRAM**

The professional staff is instructed to organize the instructional program so that within a framework of courtesy, individual responsibility and respect for the rights of others, individual expression, self-motivation, self-discipline, intellectual curiosity and academic excellence are encouraged.

Revised 2-20-79

Revised 2/12/02

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT BOARD POLICY - ARTICLE VI - INSTRUCTION**

### **#6153**

#### **FIELD TRIPS**

Trips away from the classroom and from the school should be scheduled by teachers for various classes and for the total school from time to time. Such trips should facilitate specific learning and should be characterized by careful advance planning, appropriate instructions during the trip and appropriate follow-up activities.

Guidelines for appropriate behavior should be made clear to all students and adults prior to the field trip and students and adults are expected to follow all school rules and any other rules that apply. The Teacher has authority to dismiss a student or chaperone and defer to superintendent.

Education Code Section 35300 provides that all persons making voluntary field trips are deemed to have waived all liability claims against the District for events arising from the field trips. Every adult and the parents or guardians of minor students taking field trips should sign a statement advising them of this waiver.

Because the value and purposes of field trips depends upon the quality of planning, the following considerations, as applicable, will be observed by teachers in organizing trips:

1. All field trips will be conducted with the approval of the Superintendent.
2. Teachers must submit a *Field Trip Request Form* for approval of field trips at least two weeks in advance of the planned trip.
3. Parents of all students involved will be notified in writing well in advance of the trip. Whenever possible, teachers will provide notice of upcoming field trips on an annual or monthly basis, in order to provide parents with opportunities to change work and other schedules and to encourage parent participation.
4. Permission from parents or guardians is required of all students participating in field trips.
5. A list of all students participating in the field trip and, if applicable, a list of the cars and drivers with whom students are riding must be left in the school office with the school secretary.
6. Students may only be transported in private vehicles if drivers have complied with all district and state regulations. Drivers of private cars are primarily responsible for the safety of all the children riding in their cars and must comply with all seat belt and insurance regulations. Vehicles must be in safe operating condition including but not

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**FIELD TRIPS (CONTINUED)**

limited to condition of brakes, tires, lights, turn signals, horn and suspension. All students must be in a seat belt and no child under the age of 12 should be placed in a passenger seat with a frontal air bag. Students being transported in private vehicles must be properly seated in an approved child restraint system in accordance with current law. Each volunteer driver must have a completed District Insurance Certification Form that includes a photocopy of his or her current driver's license and current proof of insurance.

7. Guidelines for appropriate behavior should be made clear to all students and adults prior to the field trip and students and adults are expected to follow all school rules and any other rules that apply.
8. The District shall provide a First Aid Kit whenever students are taken on field trips under the supervision of a teacher, employee or agent of the school district.
9. Destinations and directions should be made clear to all drivers as well as any specific directions and designated meeting places. Copies of these should be left with the school secretary.
10. Special rules and procedures shall be in place for all extended/overnight field trips. These shall include all items previously listed as well as:
  - a. Whenever possible, extended field trips that will include more than one overnight stay and/or require a one-way distance of more than 150 miles should be scheduled at the beginning of the school year.
  - b. The Board, prior to the trip, must approve overnight field trips. The teacher requesting the trip should detail in a letter to the Board at least three months prior to the trip:
    - Details of the itinerary, final destination and duration of the trip
    - Number of students and adults accompanying them on the trip
    - Level of parent support for the trip and the nature of informational meetings held
    - Approximate cost per student of the trip
    - Curricular and instructional focus of the trip
    - Details of discussions between the teacher and other teachers who may have students involved in the proposed trip, regarding scheduling of the trip and accommodation for work missed as a result of the trip.
    - Arrangements needed for students with special circumstances (physical, social, emotional, educational)



#6153

**FIELD TRIPS (CONTINUED)**

- c. The teacher involved will make sure, in conjunction with the school administration that appropriate insurance coverage is secured prior to the trip.
  - d. Parents or guardians of students will be required to sign an authorization for emergency medical treatment and/or release of the student from other authorities where direct parent permission can not be secured. The release form will remain in effect for the duration of the approved trip.
  - e. Selection of adults who will be driving or accompanying students on field trips shall be at the discretion of the teacher requesting the trip and the administration.
  - f. When student are being transported in private vehicles, parents will be required to travel in tandem, in at least pairs of vehicles, (and whenever possible with at least one extra driver) between all destinations. Additional requirements will be instituted as deemed necessary by the teacher leading the trip and/or administrators.
11. No student may be excluded from any District sponsored field trip because of an inability to pay.
  12. It is recognized that all field trips and overnight excursions are voluntary for students and staff.
  13. Whenever possible the school transportation facilities will be made available for use on a field trip.
  14. The Board of Trustees, at their sole discretion, retains final authority to approve or disapprove field trips.
  15. If necessary, trips may be cancelled at the discretion of the teacher, Principal, Superintendent and/or Board of Trustees Whenever possible, 30 days notice will be provided

Approved: May 10, 2001

Revised: June 25, 2002

Reviewed: 2/5/2004

Reviewed: 11/9/2005

Revised: October 14, 2008

Approved: November 6, 2008

Reviewed 3/19/2010

Changes approved 5/11/10

Reviewed 6/5/2012

Revised &amp; approved 6/19/2012

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6163.1****POLICY FOR SELECTION OF LIBRARY BOOKS AND OTHER MATERIALS**

1. The Board subscribes in principle to the national statements of policy on library philosophy as expressed in the Library Bill of Rights (Am. Lib. Assn.) and the School Library Bill of Rights (Am. Assn. of School Librarians).
2. The selection of materials shall be in accordance with three main purposes:
  - A. To enrich and support the curriculum
  - B. To further the development of young people.
  - C. Represent the diverse community in which we live.
3. Final selection of materials is delegated to the Library Aide under the direct supervision of the Principal/Superintendent, and in consultation with other instructional staff and the professional staff of the Marin County Library.
4. No parent or group of parents shall determine the reading matter of students other than their own children.
5. Objection to particular books should be brought to the Superintendent's attention. The Board will hear complaints only if the Superintendent's decision does not satisfy both the complaining party and the school's professional staff.

Revised 2/12/02

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6163.2****LIBRARY BILL OF RIGHTS**

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other reading matter selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should any book be excluded because of the race or nationality or political or religious view of the writer.
2. There should be the fullest practical provision of material presenting all points of view concerning the problems and issues of our times, international, national, and local; and books or other reading matter of sound factual authority should not be proscribed or removed from library shelves because of a partisan or doctrinal disapproval.
3. Censorship of books, urged or practices by volunteer arbiters of morals or political opinion or by organizations that would establish a coercive concept of Americanism, must be challenged by libraries in maintenance of their responsibility to provide public information and enlightenment through the printed word.
4. Libraries should enlist the cooperation of allied groups in the fields of science, of education, and of book publishing in resisting all abridgement of the free access to ideas and full freedom of expression that are the traditional heritage of Americans.
5. The rights of an individual to the use of a library should not be denied or abridged because of his race, religion, national origins, or political views.
6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****#6163.3****SCHOOL LIBRARY BILL OF RIGHTS**

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the LIBRARY BILL OF RIGHTS of the American Library Association and asserts that the responsibility of the school library is:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interest, abilities, and maturity levels of the pupils served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

To provide a background of information which will enable pupils to make intelligent judgment in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the uses of the library.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **Bolinas-Stinson Union School District Board Policy Independent Study**

BP 6170

### **Instruction**

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee. The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The minimum period of time for any independent study option shall be five consecutive school days.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

When a participating student misses three assignments, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

## Independent Study

BP 6170

### Instruction (continued)

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet, either in person or by electronic means, with each participating student at least once a week to discuss the student's progress.

Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.

The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

### Home-Based Independent Study

The Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the district's classroom instruction.

### Legal Reference:

#### EDUCATION CODE

- 17289 Exemption for facilities
- 41976.2 Independent study programs; adult education funding
- 42238 Revenue limits
- 44865 Qualifications for home teachers and teachers in special classes and schools
- 46300-46307.1 Methods of computing average daily attendance
- 47612.5 Independent study in charter schools
- 48204 Residency based on parent employment
- 48206.3 Home or hospital instruction; students with temporary disabilities
- 48220 Classes of children exempted
- 48340 Improvement of pupil attendance
- 48915 Expulsion; particular circumstances
- 48916.1 Educational program requirements for expelled students
- 48917 Suspension of expulsion order
- 51225.3 Requirements for high school graduation

## Independent Study

BP 6170

### Instruction (continued)

51745-51749.3 Independent study programs

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

#### FAMILY CODE

6550 Authorization affidavits

#### CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

19819 State audit compliance

#### COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

#### EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Reviewed 8/19/2014

Approved: 8/19/2014

## **Bolinas-Stinson Union School District Administrative Regulation Independent Study**

AR 6170

### **Instruction**

Educational opportunities offered through independent study may include, but are not limited to:

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities that support and strengthen student achievement

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

### **Equivalency**

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

### **Eligibility for Independent Study**

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. A student whose academic performance is not at grade level may participate in independent study only if the school is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic



## **Administrative Regulation Independent Study**

AR 6170

### **Instruction (continued)**

assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

### **Written Agreements**

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700)

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study

## **Administrative Regulation Independent Study**

AR 6170

### **Instruction (continued)**

5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one semester or one-half year if the school is on a year-round calendar
6. A statement of other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

Before the student begins the independent study, the written agreement shall be signed and dated by the student, the parent/guardian or caregiver, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747; 5 CCR 11702)

### **Monitoring Student Progress**

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

However, the independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in the written agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation to

## **Administrative Regulation Independent Study**

AR 6170

### **Instruction (continued)**

determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to a regular school program.

#### Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator shall be to:

1. Ensure that the district's independent study option is operated in accordance with law, Board policy, and administrative regulation and is substantially equal in quality and quantity to the classroom instruction
2. Obtain and maintain current information and skills required for the operation of an independent study program that meets established standards for the district's educational programs
3. Develop and manage the budget for independent study
4. Authorize the selection of certificated staff to be assigned as independent study teachers
5. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
6. Approve or deny the participation of students requesting independent study
7. Facilitate the completion of written independent study agreements
8. Assure a smooth transition for students into and out of the independent study mode of instruction
9. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
10. Complete or coordinate the preparation of all records and reports required by law, Board policy, or administrative regulation

**Administrative Regulation**  
**Independent Study**  
 AR 6170  
**Instruction (continued)**

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The principal and independent study administrator may recommend and the Superintendent shall approve the assignment of teachers to directly supervise independent study and/or work with students on specific subject matter. The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

The ratio of student average daily attendance to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district. (Education Code 51745.6)

The responsibilities of the supervising teacher shall be to:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
2. Supervise and approve coursework
3. Design lesson plans and make assignments
4. Maintain records of student assignments showing the date the assignment is given and the date the assignment is due
5. Provide direct instruction and counsel as necessary for individual student success
6. Regularly meet with the student to discuss the student's progress
7. Judge the time value of assigned work or work products completed and submitted by the student
8. Assess student work and determine and assign grades or other approved measures of achievement
9. Select and save representative samples of the student's completed and evaluated assignments for each subject, signed or initialed and dated in accordance with item #3 in the section on "Records" below

## **Administrative Regulation Independent Study**

AR 6170

### **Instruction (continued)**

10. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
11. Maintain any other required records and files on a current basis

### Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study.
2. A separate listing of the students, by grade level, program, and school, who have participated in independent study. This listing shall identify units of the curriculum attempted and units of the curriculum completed by students in grades K-8.
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

The above records shall be maintained for three years, excluding the current fiscal year.

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

## **Administrative Regulation Independent Study**

AR 6170

### **Instruction (continued)**

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Reviewed 8/19/2014

Approved 8/19/2014

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE VI - INSTRUCTION**

#### **#6171**

#### **HOMEWORK POLICY**

In our effort to provide education that will meet the varying needs of students it is the policy of the District to have some directed homework beyond the regular school day.

Homework is to be planned for and with pupils in terms of their needs for skill development, skill maintenance, independent work or remedial work to encourage good study habits. All homework assignments should be in terms of sound educational purposes.

In making homework assignments the teacher takes into consideration:

- The individual differences of pupils
- The need for pupils to carry on independent work
- The need to help pupil develop effective home study habits
- The need for children to build meaningful concepts
- The need for pupils to become resourceful in the application of skills and subject matter.
- The need to develop an inter-relatedness between home and school activities

The suggested MAXIMUM homework load, not including independent reading, for the AVERAGE student should not exceed:

K	home learning encouraged No required homework*
1st Grade	10 minutes, 3 nights per week*
2nd Grade	20 minutes, 3 nights per week*
3rd Grade	30 minutes, 4 nights per week*
4th Grade	40 minutes, 4 nights per week*
5th Grade	50 minutes, 4 nights per week*
6th Grade	60 minutes, 4 nights per week*
7th Grade	70 minutes, 4 nights per week*
8th Grade	80 minutes, 4 nights per week*

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**HOMEWORK POLICY (CONTINUED)**

\*All Grades should engage in independent reading nightly

\*(Special events such as field trips, camping trips, school performances, field day and state testing will be considered in assigning homework).

Actual time required to complete homework assignments will vary with each student's study habits, academic skills, and, for 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders, selected course load.

If a child is spending an inordinate amount of time on homework, a parent should contact their child's teacher to discuss possible strategies and accommodations.

Students are encouraged and expected to engage in independent reading daily (not just 4, but 7 days per week).

9-11-84

Revised 9-13-84

Passed 10-2-84

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Reviewed 10/8/2013 and 11/12/2013

Reviewed 10/7/2014

Approved: \_\_\_\_\_ 10/7/2014



## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY - ARTICLE VI - INSTRUCTION**

#### **#6172**

#### **POLICY ON INTERNET SAFETY**

It is the policy of Bolinas-Stinson Union School District that access to the Internet provided by the Bolinas-Stinson Union School District is expected to be used as an educational and/or work-related resource and that such access shall be made available subject to such rules and regulations as may be established.

It is also the policy of the Bolinas-Stinson Union School District (BSUSD) to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act.

#### **Definitions**

1. Access to the Internet- A computer shall be considered to have access to the Internet if such computer is equipped with a modem or is connected to a computer network which has access to the Internet.
2. Minor shall mean an individual who has not attained the age of 19.
3. Obscene shall have the meaning given such term in section 1460 of title 18, United States Code.
4. Child pornography shall have the meaning given such term in section 2256 of title 18, United States Code.
5. Harmful to minors shall mean any picture, image, graphic image file, or other visual depiction that:
  - h. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
  - i. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
  - j. taken as a whole lacks serious literary, artistic, political, or scientific value as to minors.
6. Hacking shall mean attempting to gain unauthorized access to computer and network systems connected to the Internet.

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**POLICY ON INTERNET SAFETY (CONTINUED)**

7. Technology protection measure shall refer to a proxy server managed by the Marin County Office of Education that blocks and/or filters Internet access.

**Access to Internet by Minors**

All minors accessing Internet services provided by the Bolinas-Stinson Union School District including those working as employees or volunteer of Bolinas-Stinson Union School District; when attending trainings, meetings, conferences, or other events sponsored at a facility owned or leased by Bolinas-Stinson Union School District or at a facility of which Bolinas-Stinson Union School District has otherwise been granted primary custody; or when accessing Bolinas-Stinson Union School District Internet services with remote access connections shall be subject to the following rules and regulations.

1. Minors shall not access material that is obscene, child pornography, harmful to minors, or otherwise inappropriate for educational or work-related uses.
2. Minors shall not use Bolinas-Stinson Union School District technology or Internet resources to engage in hacking or attempts to otherwise compromise any computer or network system's security.
3. Minors shall not engage in any illegal activities on the Internet.
4. Minors should only use electronic mail, chat rooms, and other forms of direct electronic communications for purposes related to education within the context of a school-related assignment activity or for purposes related to work, including volunteer, at Bolinas-Stinson Union School District.
5. Minors shall not disclose personal identification information on the Internet
6. The online activities of minors shall be monitored.
7. Minors will be educated, supervised and monitored on appropriate online behavior.

**Access to Internet by Adults**

Adults accessing Internet services provided by the Bolinas-Stinson Union School District when working as an employee or volunteer of the Bolinas-Stinson Union School District; when attending trainings, meetings, conferences, or other events sponsored at a facility owned or leased by Bolinas-Stinson Union School District or at a facility of which the Bolinas-Stinson Union School District has otherwise been granted primary custody; or when accessing the Bolinas-Stinson Union School District Internet services with remote access connections shall be subject to the following rules and regulations:

#6172

**POLICY ON INTERNET SAFETY (CONTINUED)**

1. Adults shall not access material that is obscene, child pornography, or otherwise inappropriate for training or work-related uses.
2. Adults shall not use the Bolinas-Stinson Union School District technology resources to engage in unauthorized hacking or attempts to otherwise compromise any computer or network system's security.
3. Adults shall not engage in illegal activities on the Internet.

**Technology Protection Measure**

The Bolinas-Stinson Union School District shall use a technology protection measure that blocks and/or filters Internet access to prevent access to Internet sites that are not in accordance with the policies of the Bolinas-Stinson Union School District.

1. The technology protection measure that blocks and/or filters Internet access may be disabled by an authorized staff member for bona fide research purposes with permission of the immediate supervisor of the staff member requesting said disabling or with the permission of the administrator of the Bolinas-Stinson Union School District and the Marin County Office of Education.

**Policy Violations**

Any violation of this policy may result in the loss of access to the Internet through the Bolinas-Stinson Union School District. Additional disciplinary action may be determined in accordance with existing procedures and practices, both administrative and as stipulated in the Bolinas-Stinson Union School District board policy, and including applicable law enforcement agencies when necessary.

**Policy Challenge Procedure**

An individual who has been granted access to the Internet by the Bolinas-Stinson Union School District and desires to access an Internet site that is not compliant with this policy may challenge the enforcement of the policy according to the following provisions:

1. Internet site review requests should be directed to the Bolinas-Stinson Union School District Principal and/ or Superintendent in writing for consideration.
2. The Bolinas-Stinson Union School District will review the site within seven working days of submission of the request and, if deemed appropriate for educational or work-related purposes, may unblock the site.

**#6172**

**POLICY ON INTERNET SAFETY (CONTINUED)**

3. The Bolinas-Stinson Union School District shall regulate enforcement of the policy, including disciplinary actions.

References:

Public Law 106-554

47 USC 254 (h)

Approved 12/11/2001

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Reviewed 5/11/2010

Approved 5/11/2010

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE VI - INSTRUCTION****# 6173****INSTRUCTIONAL MATERIALS**

The Board of Trustees recognizes the importance of allocating adequate resources for the purchase of appropriate instructional materials for its students. The Board expects the Superintendent/Principal in direct consultation with classroom teachers and other instructors, to make recommendations regarding the purchase of instructional materials which include, but are not limited to: library books, textbooks, audio-visual resources (e.g. books on tape, art prints, video tapes, slides, etc.), computers and computer software, science materials (microscopes, aquariums, etc.), maps, models, artifacts, films and other materials deemed appropriate for use in instruction.

The Board recognizes the need for teachers to utilize their professional judgment in determining the best ways to implement the use of instructional materials purchased by the District. It is the goal of the District to insure that instructional materials will provide a significant benefit in helping all students to meet the California Content Standards and to enhance their overall learning experiences.

The Superintendent will provide the Board with an annual report, verifying that all students have access to appropriate instructional materials. The District will comply with all relevant laws related to the selection, purchase and use of instructional materials.

First reading: 4-09-02

Adopted: 6-6-02

Reviewed 2/5/2004

Reviewed 11/9/2005

# **BOLINAS-STINSON UNION SCHOOL DISTRICT**

## **Board Policy**

### **Temporary/Substitute Personnel**

BP 4121

#### **Personnel**

##### **Paid Sick Leave**

Any temporary or substitute employee who works for 30 or more days within a year of his/her employment shall be credited with 24 hours of paid sick leave for that year. Unused sick leave shall not carry over to the following year of employment. (Labor Code 246)

A temporary or substitute employee may use accrued sick leave for absences due to: (Labor Code 246.5)

1. The diagnosis, care, or treatment of an existing health condition of, or preventive care for, the employee or his/her family member as defined in Labor Code 245.5
2. Need of the employee to obtain or seek any relief or medical attention specified in Labor Code 230(c) and 230.1(a) for the health, safety, or welfare of the employee, or his/her child, when the employee has been a victim of domestic violence, sexual assault, or stalking

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

No employee shall be denied the right to use accrued sick days and the district shall not in any manner discriminate or retaliate against any employee for using or attempting to use sick leave, filing a complaint with the Labor Commissioner, or alleging district violation of Labor Code 245-249. The Superintendent or designee shall display a poster containing required information, provide notice to eligible employees of their sick leave rights, keep of records of employees' use of sick leave for three years, and comply with other requirements specified in Labor Code 245-249 and in AR 4161.1/4361.1 - Personal Illness/Injury Leave.

Board reviewed on 9/14/2015

Board approved: 9/14/2015

# **Bolinas-Stinson Union School District**

## **Administrative Regulation**

### **Education For Homeless Children**

AR 6174

#### **Instruction**

#### Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes: (42 USC 11434a)

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above
5. Unaccompanied youth who are not in the physical custody of a parent or guardian

School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 USC 11432)

Best interest means, to the extent feasible, continuing a student's enrollment in the school of origin for the duration of his/her homelessness, except when doing so is contrary to the wishes of his/her parent/guardian. (42 USC 11432)

#### District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

Jason Richardson, Principal  
 Bolinas-Stinson Union School District  
 125 Olema Bolinas Road, Bolinas, CA 94924  
 415.868.1603

AR 6174

**Instruction (continued)**

The district's liaison for homeless students shall: (Education Code 48852.5; 42 USC 11432)

1. Ensure that homeless students are identified by school personnel and through coordinated activities with other entities and agencies
2. Ensure that homeless students enroll in, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and students receive educational services for which they are eligible
4. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children
5. Disseminate notice of the educational rights of homeless students in district schools that provide services to homeless children and at places where they receive services, such as schools, family shelters, and hunger relief agencies (soup kitchens)
6. Mediate enrollment disputes in accordance with law, Board policy, and administrative regulation
7. Fully inform parents/guardians of all transportation services
8. When notified pursuant to Education Code 48918.1, assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion
9. When notified pursuant to Education Code 48915.5, participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability
10. Assist a homeless student to obtain records necessary for his/her enrollment into or transfer out of district schools, including immunization, medical, and academic records

**Enrollment**

The district shall make placement decisions for homeless students based on the student's best interest. In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the



AR 6174

**Instruction (continued)**

homelessness or, if the student moves into permanent housing, until the end of any academic year in which he/she moves into permanent housing. (42 USC 11432)

In the case of an unaccompanied youth, the liaison shall assist in placement or enrollment decisions, consider the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

When making a placement decision for a homeless student, the Superintendent or designee may consider the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice, even if the parent/guardian is unable to provide the school with the records normally required for enrollment. (42 USC 11432)

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other medical records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian, the Superintendent or designee shall provide the parent/guardian with a written explanation of the decision along with a statement regarding the parent/guardian's right to appeal the placement decision. (42 USC 11432)

**Resolving Enrollment Disputes**

If a dispute arises over school selection or enrollment in a particular school, the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. (42 USC 11432)

The parent/guardian shall be provided with a written explanation of the placement decision, which shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand. The written explanation shall include:

1. The district liaison's contact information

AR 6174

**Instruction (continued)**

2. A description of the district's placement decision
3. Notice of the student's right to enroll in the school of choice pending resolution of the dispute, including the right to fully participate in all school activities
4. Notice of the parent/guardian's right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education

The district liaison shall work to resolve an enrollment dispute as expeditiously as possible after receiving notice of the dispute. (42 USC 11432)

In working with a student's parents/guardians to resolve an enrollment dispute, the district liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

**Transfer of Coursework and Credits**

When a homeless student transfers into a district school, the district shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the student to retake the course. (Education Code 51225.2)

AR 6174

**Instruction (continued)**

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the district may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the district finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course. (Education Code 51225.2)

In no event shall the district prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California. (Education Code 51225.2)

Board reviewed: 9/14/2015

Board approved: 9/14/2015

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY**

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**8000 ARTICLE VIII - INTERNAL BOARD**

# BOLINAS-STINSON UNION SCHOOL DISTRICT

## BOARD POLICY

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### 9000 ARTICLE IX - BYLAWS OF THE BOARD

SECTION	ITEM
9012	Electronic Communications (approved 5/11/10)
9130	Board Committees (approved 5/11/10)
9240	Officers of the Board
9280	Status of Trustees
9310	The Governing Board – General Declarations
9310.1	Legislative Functions (changes approved 5/11/10)
9310.2	Minutes
9310.3	Actions of Employees
9310.4	Vacancies on the Board
9311	Petitions (Not related to Election)
9320	Meetings and Notices (approved 5/11/10)
9330	Benefits and Compensations for Board Members
9331	Policy Regarding a Tie Vote Occurring in a Governing Board Member Election in the Bolinas-Stinson Union School District
9332	Policy Pertaining to Candidates Statements and Candidate's Separately Prepared Materials
9341.1	School Board Meetings
9341.2	Agenda
9341.3	Meeting Procedures
9342	Special Meetings (approved 5/11/10)
9343	Conflict of Interest

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD BYLAW BOARD MEMBER ELECTRONIC COMMUNICATIONS # 9012**

The Governing Board recognizes that electronic communication among Board members and between Board members, district administration, and members of the public is an efficient and convenient way to communicate and expedite the exchange of information and to help keep the community informed about the goals, programs, and achievements of the district and its schools. Board members shall exercise caution so as to ensure that electronic communications are not used as a means for the Board to deliberate outside of an agenized Board meeting.

A majority of the Board shall not, outside of an authorized meeting, use a series of electronic communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

Examples of permissible electronic communications concerning district business include, but are not limited to, dissemination of Board meeting agendas and agenda packets, reports of activities from the Superintendent, and reminders regarding meeting times, dates, and places.

Board members shall make every effort to ensure that their electronic communications conform to the same standards and protocols established for other forms of communication. A Board member may respond, as appropriate, to an electronic communication received from a member of the community and should make clear that his/her response does not necessarily reflect the views of the Board as a whole. Any complaint or request for information should be forwarded to the Superintendent in accordance with Board bylaws and protocols so that the issue may receive proper consideration and be handled through the appropriate district process. As appropriate, communication received from the press shall be forwarded to the designated district spokesperson.

In order to minimize the risk of improper disclosure, Board members shall avoid reference to confidential information and information acquired during closed session.

Board members may use electronic communications to discuss matters other than district business with each other, regardless of the number of members participating in the discussion.

Like other writings concerning district business, a Board member's electronic communication may be subject to disclosure under the California Public Records Act.

**BOARD BYLAW  
BOARD MEMBER ELECTRONIC COMMUNICATIONS  
# 9012  
(CONTINUED)**

Legal Reference:

**EDUCATION CODE**

35140 Time and place of meetings

35145 Public meetings

35145.5 Agenda; public participation; regulations

35147 Open meeting law exceptions and applications

**GOVERNMENT CODE**

11135 State programs and activities, discrimination

54950-54963 The Ralph M. Brown Act, especially:

54952.2 Meeting, defined

54953 Meetings to be open and public; attendance

54954.2 Agenda posting requirements, board actions

BSUSD Approved 5/11/10

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD BYLAW**

#### **# 9130**

### **BOARD COMMITTEES**

The Governing Board may establish Board committees as necessary. The Board shall determine the duties of the committee at the time of its appointment. Unless specifically authorized by the Board to act on its behalf, Board committees shall act in an advisory capacity. When its duties have been completed, the committee shall be dissolved.

Board committees shall provide public notice of their meetings and conduct these meetings in accordance with state open meeting laws.

Meetings of advisory committees or standing committees for which an agenda is posted at least 72 hours in advance of the meeting pursuant to Government Code 54954.2, shall be considered, for purposes of the Brown Act, as regular meetings of the Board. (Government Code 54954)

Board advisory committees composed solely of less than a quorum of the members of the Board are not subject to open meeting laws unless they are standing committees that have a continuing subject matter jurisdiction or a meeting schedule established by the Board. (Government Code 54952)

Standing committees with a continuing subject matter jurisdiction include but are not limited to those responsible for providing advice on budgets, audits, contracts and personnel matters at the Board's request.

When a majority of the members of the Board attend an open and noticed meeting of a standing committee, the Board members who are not members of the standing committee shall attend only as observers. (Government Code 54952.2)

The Superintendent or designee may serve as an advisor to any committee at the discretion of the Board.

Whenever so charged, committees may actively seek input and participation by parents/guardians, staff, community and students and may consult with local public boards and agencies.

When a Board committee composed exclusively of Board members has provided for public comment on an item at a public meeting before or during the committee's consideration of the item, the Board is not obliged to provide for public comment on the item at a subsequent Board meeting. Public comment shall be afforded, however, if the Board determines that the item has been substantially changed since it was heard by the committee. (Government Code 54954.3)



**BOARD BYLAW**  
**# 9130**  
**BOARD COMMITTEES (CONTINUED)**

Legal Reference:

**EDUCATION CODE**

- 35010 Control of district; prescription and enforcement of rules
- 35024 Executive committee
- 35160 Authority of governing boards
- 35160.1 Broad authority of school districts

**GOVERNMENT CODE**

- 54952 Legislative body, definition
- 54952.2 Definition of meeting
- 54954 Time and place of regular meetings; special meetings; emergencies
- 54954.3 Opportunity for public to address legislative body

Reviewed: 5/11/2010

Approved: 5/11/2010

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY - ARTICLE IX - BYLAWS OF THE BOARD**

**#9240**

**OFFICERS OF THE BOARD**

Officers of the Board shall consist of a President and Clerk.

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IX - BYLAWS OF THE BOARD****#9280****STATUS OF TRUSTEES**

1. An individual member of the Board has status as a Trustee only when participating in a properly called meeting at which a quorum is present.
2. The Trustee confronted individually with an issue of importance in relation to the school should withhold commitment until the matter has been presented to the whole Board at an official session. It is often wise for a Trustee to postpone the formulation of his own opinion until he has had the benefit of hearing the issue discussed by the Board in a situation in which all aspects of the problem can be aired. A Trustee should not obligate himself by promising how he will vote, not attempt to obligate the Trustees by predicting how they will vote.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IX - BYLAWS OF THE BOARD****#9310****THE GOVERNING BOARD - GENERAL DECLARATIONS**

1. The Governing Board recognizes the Constitution of the State of California and Education Code as well as the rules and regulations of the California State Board of Education as the sources of its authority to establish and conduct a program of education within the Bolinas-Stinson Union School District.
2. In conformity with its interpretation of its powers and duties under the law, the Governing Board assumes full responsibility for the general control and direction of the affairs of the District.
3. While it does not delegate its responsibilities for the general control and direction of the affairs of the district, the Board recognizes its need for counsel from a variety of sources. The Board therefore invites citizens, and members of the staff, as individuals and as groups, to attend meetings and address the Board on matters of importance.

Revised 2/12/02

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IX - BYLAWS OF THE BOARD****#9310.1****LEGISLATIVE FUNCTIONS**

1. The Governing Board will exercise general control over the District by the establishing of policies and through the enactment of such special and continuous rules and regulations as may be necessary for the conduct of the affairs of the District.
2. The Governing Board shall appoint a Superintendent and fix his/her compensation and term of office. The Superintendent shall be the Chief Executive Officer of the Governing Board. The Governing Board hereby delegates to the Superintendent all administrative authority except that having to do with his own appointment or dismissal and this delegation of authority shall carry with it the full responsibility for proper use of such authority.
3. The Board may take positions on legal, fiscal and legislative matters which strengthen the position of public education in American society; to this end individual board members shall keep themselves informed on legal, fiscal and legislative matters both local and statewide.

2-20-79

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Reviewed 3/19/2010

Changes approved 5/11/10

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY - ARTICLE IX - BYLAWS OF THE BOARD****#9310.2****MINUTES**

1. An accurate set of minutes shall be kept of each meeting. These minutes shall contain the following information:
  - A. Members present
  - B. Members absent
  - C. Official actions taken
  - D. In the case of a split vote a list of ayes and nays.
  - E. A summary of reports received and discussions held.
2. These minutes shall be transcribed and duplicated within one week after the meeting.
3. Copies shall be distributed as follows:
  - A. One copy shall be placed in the official minutes book.
  - B. One copy shall be mailed to each trustee.
  - C. Copies shall be available in the Bolinas School for examination by the public.
  - D. Copies shall be available at the next regular meeting for the convenience of the Board and examination by the public.
4. The minutes of a meeting become the official minutes of the meeting only after they have been approved, with any necessary changes, by the Board at the next regular meeting.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD**

**#9310.3**

**ACTIONS OF EMPLOYEES**

The Board reserves the right to approve, reject or modify any action by any of its employees performed as an employee.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD**

#### **#9310.4**

#### **VACANCIES ON THE BOARD**

When a vacancy or a deferred resignation has been filed with the county superintendent, the Governing Board shall within sixty (60) days, either order an election or make a provisional appointment to fill the vacancy.

1. When the Governing Board fails to make a provisional appointment or order an election the county superintendent shall call an election.
2. When a provisional appointment is made, five percent (5%) of the registered voters may, within thirty (30) days of the appointment, petition for a special election to fill the vacancy.
3. When a provisional appointment is made, it confers all powers and duties for a period of thirty (30) days. If a petition for election is not filed within thirty (30) days, then the appointee shall have all the powers and perform all the duties of a governing board member until the next regularly scheduled election for governing board members.
4. When a provisional appointment is desired a notice of the vacancy shall be published in newspapers of general circulation in the District. The notice shall:
  - A. declare the vacancy
  - B. declare the Board's interest in receiving letters of application from persons interested in filling the vacancy
  - C. state the place and time at which letters from applicants will be read by the Board.
4. At the place and time stated in the notice the Board shall receive and read the letters of application, and determine the time and place for interview of candidates.
6. The form of the interview will be determined by the board.
7. The Board will, following the interviews,
  - A. appoint a candidate to fill the vacancy or,
  - B. reject all of the candidates.

Revised 1-16-79

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised 1/10/2006



**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD**

**#9311**

**PETITIONS (NOT RELATED TO ELECTION)**

Petitions received by the Governing Board and dealing with matters other than those specified in Education Code Section 35190 will be regarded by the Board as being advisory only.

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT  
BOARD BYLAW  
MEETINGS AND NOTICES**

**# 9320**

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. In accordance with state open meeting laws (Brown Act), the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, Board meetings shall provide opportunities for questions and comments by members of the public. All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.

A Board meeting exists whenever a majority of Board members gather at the same time and place to hear, discuss, or deliberate upon any item within the subject matter jurisdiction of the Board or district. (Government Code 54952.2)

A majority of the Board shall not, outside of an authorized meeting, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the Board. However, an employee or district official may engage in separate conversations with Board members in order to answer questions or provide information regarding an item within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. (Government Code 54952.2)

In order to help ensure participation in the meeting by disabled individuals, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. (Government Code 54953.2, 54954.1)

Meeting notices and agendas shall specify that any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent or designee. (Government Code 54954.2)

Each agenda shall also list the address (es) designated by the Superintendent or designee for public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting. (Government Code 54957.5)

Regular Meetings

The Board shall hold one regular meeting each month.

## **BOARD BYLAW MEETINGS AND NOTICES**

### **# 9320 (CONTINUED)**

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

#### Special Meetings

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members. (Government Code 54956)

Written notice of special meetings shall be delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. The notice shall be received at least 24 hours before the time of the meeting. The notice shall also be posted at least 24 hours before the meeting in a location freely accessible to the public. The notice shall specify the time and place of the meeting and the business to be transacted or discussed. No other business shall be considered at this meeting. (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Government Code 54956)

Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)

#### Emergency Meetings

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency meeting without complying with the 24-hour notice and/or 24-hour posting requirement for special meetings pursuant to Government Code 54956. The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)

An emergency situation means either of the following: (Government Code 54956.5)

1. An emergency, which shall be defined as a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board
2. A dire emergency, which shall be defined as a crippling disaster, mass destruction, terrorist activity, or threatened terrorist act that poses peril so immediate and significant that requiring

## **BOARD BYLAW MEETINGS AND NOTICES**

### **# 9320 (CONTINUED)**

the Board to provide one-hour notice before holding an emergency meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency meeting by telephone at least one hour before the meeting to the local media that have requested notice of special meetings. All telephone numbers provided by the media in the most recent request for notification must be exhausted. If telephone services are not functioning,

The notice requirement of one hour is waived and, as soon after the meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time he/she notifies the other members of the Board about the meeting. (Government Code 54956.5)

The minutes of the meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon after the meeting as possible. (Government Code 54956.5)

#### Adjourned/Continued Meetings

A majority vote by the Board may adjourn/continue any regular or special meeting to a later time and place that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn such a meeting. If no Board members are present, the secretary or the clerk may declare the meeting adjourned to a later time and shall give notice in the same manner required for special meetings. (Government Code 54955)

Within 24 hours after the time of adjournment, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the place where the meeting was held. (Government Code 54955)

#### Study Sessions, Retreats, Public Forums, and Discussion Meetings

The Board may occasionally convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public.

The Board may also convene a retreat or discussion meeting to discuss Board roles and relationships.

## **BOARD BYLAW MEETINGS AND NOTICES**

### **# 9320 (CONTINUED)**

Public notice shall be given in accordance with law when a quorum of the Board is attending a study session, retreat, public forum, or discussion meeting. All such meetings shall comply with the Brown Act and shall be held in open session and within district boundaries. Action items shall not be included on the agenda for these meetings.

#### Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person are not subject to the Brown Act. (Government Code 54952.2)

#### Location of Meetings

Meetings shall not be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, including, but not limited to, religion, sex, or sexual orientation. In addition, meetings shall not be held in a facility which is inaccessible to disabled persons or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

Meetings shall be held within district boundaries, except to do any of the following:  
(Government Code 54954)

## **BOARD BYLAW MEETINGS AND NOTICES**

### **# 9320 (CONTINUED)**

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if it's principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel for a closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

Meetings exempted from the boundary requirements, as specified in items #1-10 above, shall still be subject to the notice and open meeting requirements for regular and special meetings when a quorum of the Board attends the meeting.

If a fire, flood, earthquake, or other emergency renders the regular meeting place unsafe, meetings shall be held for the duration of the emergency at a place designated by the Board president or designee, who shall so inform all news media who have requested notice of special meetings by the most rapid available means of communication. (Government Code 54954)

## **BOARD BYLAW MEETINGS AND NOTICES**

### **# 9320 (CONTINUED)**

#### Teleconferencing

A teleconference is a meeting of the Board in which Board members are in different locations, connected by electronic means through audio and/or video. (Government Code 54953)

The Board may use teleconferences for all purposes in connection with any meeting within the Board's subject matter jurisdiction. All votes taken during a teleconference meeting shall be by roll call. (Government Code 54953)

During the teleconference, at least a quorum of the members of the Board shall participate from locations within district boundaries. (Government Code 54953)

Agendas shall be posted at all teleconference locations and shall list all teleconference locations whenever they are posted elsewhere. Additional teleconference locations may be provided to the public. (Government Code 54953)

All teleconference locations shall be accessible to the public. All teleconferenced meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board, including the right of the public to address the Board directly at each teleconference location. (Government Code 54953)

All Board policies, administrative regulations, and bylaws shall apply equally to meetings that are teleconferenced. The Superintendent or designee shall facilitate public participation in the meeting at each teleconference location.

#### Legal Reference:

##### EDUCATION CODE

- 35140 Time and place of meetings
- 35143 Annual organizational meeting, date, and notice
- 35144 Special meeting
- 35145 Public meetings
- 35145.5 Agenda; public participation; regulations
- 35146 Closed sessions
- 35147 Open meeting law exceptions and applications

##### GOVERNMENT CODE

- 11135 State programs and activities, discrimination
- 54950-54963 The Ralph M. Brown Act, especially:
  - 54953 Meetings to be open and public; attendance
  - 54954 Time and place of regular meetings
    - 54954.2 Agenda posting requirements, board actions
  - 54956 Special meetings; call; notice
    - 54956.5 Emergency meetings

BSUSD approved 5/11/10

**BOLINAS-STINSON UNION SCHOOL DISTRICT**

**BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD**

**#9330**

**BENEFITS AND COMPENSATIONS FOR BOARD MEMBERS**

Board members may be compensated for out-of-pocket expenses incurred as a result of Board business.

Revised 1-6-76

Revised 1-?-79

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Revised 1/10/2006



**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD****#9331****POLICY REGARDING A TIE VOTE OCCURRING IN A GOVERNING BOARD MEMBER ELECTION IN THE BOLINAS-STINSON UNION SCHOOL DISTRICT**

## 1. General

Section 5016 of Education Code provides that a procedure shall be established prior to the conduct of a School Board Member Election to be employed in case of a tie vote.

## 2. Policies

A. The Governing Board of the District shall in the case of a tie vote in a Governing Board Member Election which make is impossible to determine which of two or more candidates have been elected to said Governing Board determine the winner by lot.

B. The Governing Board shall notify the candidates who have received the tie votes to appear before it, either personally or by a representative at a time and place designated by the Governing Board.

C. The Governing Board shall, at that time and place, determine the winner or winners by lot.

4. The aforementioned procedure shall apply to the election of Governing Board Members for said District at the November 3, 1981 General District Election and all subsequent elections of such officers until said regulations are revoked or amended.

Adopted 6-16-81

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD****#9332****POLICY PERTAINING TO CANDIDATES STATEMENTS AND CANDIDATE'S SEPARATELY PREPARED MATERIALS**

## General

The Board, pursuant to California Elections Code Section 10012, does hereby establish the following rules, regulations and policies which shall apply to the election the Directors/Governing Board members of the District's General Election on November 3, 1981, and all subsequent elections of such officers until said regulations are revoked or amended.

## Policies and Regulations

1. The word limitation of Candidate's Statements shall not exceed 200 words.
2. The actual pro-rated cost of printing, handling and translating Candidate's Statements shall be levied against each candidate availing himself of such service.
3. The candidate shall be required to pay in advance, at the time of filing, his or her prorata share of the estimated total cost of printing, handling, translating and mailing the Candidate's Statement as a condition of having the statement included in the sample ballot.
4. No additional material shall be prepared to be sent on behalf of the candidate with the Marin County Sample Ballot/Voters Pamphlet.
5. The County Clerk is authorized and requested to inform each candidate and prospective candidate of the foregoing.

Adopted 6-16-81

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD****#9341.1****SCHOOL BOARD MEETINGS**

Regular meeting of the Board shall be held on the second Tuesday of each month. The meetings shall be held at the Bolinas School unless otherwise posted.

All official meetings of the Board shall be open to the public. Official actions of the Board shall be taken only in open meetings.

The Board may meet in closed session only for those purposes permitted by law.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

## **BOLINAS-STINSON UNION SCHOOL DISTRICT**

### **BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD**

#### **#9341.2**

#### **AGENDA**

1. The agenda for each meeting shall be prepared by the Superintendent after consultation with the Board President. A copy will be mailed or delivered to each trustee, to the Point Reyes Light, and to the Bolinas Hearsay News. Copies will be publicly posted in the following locations: Stinson Beach Campus, Community Bulletin Board on the Bolinas Campus, Stinson Beach Post Office, Bolinas Post Office, and whenever possible to be included in the weekly School News and posted on the school website.
2. Any trustee may request that an item be placed on the agenda under study and information.
3. Any citizen may request an item to be placed on the agenda that is within the jurisdiction of the Board.
4. Advance Written Notice for Agenda Item Request: Any person wishing to place an item on the Board's agenda should submit his/her request to the Superintendent, in writing, seven (7) school days prior to the Board meeting, so that the topic to be discussed may be placed on the Board's agenda either for discussion or action. He will then be heard at such time as the item is scheduled.
5. No Advance Written Request: If no advance request has been made, the person or group wishing to address the Board shall have an opportunity to do so in the Hearing Session of the Agenda.
6. The agenda for all regular meetings shall be posted at least seventy-two (72) hours prior to the meeting.

Revised 2-6-79

Revised 11/1/94

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

Revised 1/10/2006

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD****#9341.3****MEETING PROCEDURES**

1. A quorum for conducting of Board business shall be three members.
2. A motion must be made and seconded before discussion begins. (Adopted 9-5-78)
3. The rules set forth in The Brown Act shall govern the conduct of each meeting.
4. Teleconference meetings may occur as long as each location is identified in the notice and agenda of the meeting and must be accessible to the public. In addition, a quorum of the Board must participate from within the boundaries of the District.

Reviewed 12/17/01

Reviewed 2/5/2004

Revised 3/11/2004

Reviewed 11/9/2005

Reviewed 3/19/2010

Changes approved 5/11/10

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD****#9342****SPECIAL AND EMERGENCY MEETINGS**

1. Special meeting shall be called when ordered by the Board, and any member or the Superintendent may request the Clerk to call a meeting.
2. Only such business as is indicated in the notice of meeting may be transacted at a special meeting.
3. Notice of a special meeting shall be posted not less than twenty-four (24) hours prior to the meetings.

**Emergency Meetings**

1. The Board may call an Emergency Meeting when there is an emergency requiring prompt attention due to a disruption or a threatened disruption of public facilities without having to comply with the 24 hour notice requirement.
2. An Emergency situation is a) Work stoppage or other activity which severely impairs public health, safety or both or b) a crippling disaster which severely impairs public health, safety or both as determined by a majority of the Board.

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005

Reviewed 3/19/2010

Changes approved 5/11/10

**BOLINAS-STINSON UNION SCHOOL DISTRICT****BOARD POLICY – ARTICLE IX – BYLAWS OF THE BOARD****#9343****CONFLICT OF INTEREST**

Governing Board members shall adhere to the District Conflict of Interest Code, which shall comprise the applicable terms of the California Code of Regulations and any amendments to it duly adopted by the Fair Political Practices Commission, together with attachments specifying designated positions and disclosure categories.

Approved November 10, 1998

Reviewed 12/17/01

Reviewed 2/5/2004

Reviewed 11/9/2005