



Please copy and distribute to all board members, the superintendent and other appropriate staff.

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Customer satisfaction is our goal

If you have any comments, suggestions or questions about CSBA's sample policies and regulations or our various policy services, please contact Martin Gonzalez, assistant executive director, Governance and Policy Services, at (800) 266-3382 or mgonzalez@csba.org.

Districts choose options for students not passing exit exam

On January 31, as required by the stipulation and order issued by the court in *Valenzuela v. O'Connell*, State Superintendent of Public Instruction Jack O'Connell sent a letter to districts reminding them of the importance of reaching out and serving students in the class of 2006 who were unable to graduate solely because they failed to pass one or both sections of the state's exit examination. The letter encouraged districts to immediately inform those students of the locally determined options, if any, available to them to continue their education in order to earn a high school diploma.

According to the California Department of Education (CDE), the options a district may offer include:

- supplemental, remediation instruction during the year following grade 12 using currently available funding under Education Code 37252 or 37254;
- enrollment for an additional semester or year at a comprehensive high school;
- enrollment in an alternative education program;
- reclassification as a junior;
- enrollment in an independent study program with targeted course work;
- enrollment in a charter school;
- enrollment in an adult secondary school; and/or
- enrollment in a community college program offering a high school diploma in conjunction with the high school district.

Students may also obtain a diploma equivalent by passing the California High School Proficiency Exam or the General Education Development test.

Each district may determine which option(s), if any, it will provide. CSBA's sample BP 6146.1 - High School Graduation Requirements is being reissued in March to provide blanks for the board to indicate which options will be provided to students beyond their regular senior year.

The ideal situation, of course, is for students to pass the exit exam by the end of grade 12, with extra assistance from the district as needed. Education Code 37252 and

37254 require the district to provide supplemental instruction to students in grades 7-12 who are not making sufficient progress toward passing the exit exam. The supplemental instruction must be specifically designed to assist eligible students in passing the exam (i.e., to achieve state standards in English/language arts and mathematics).

AB 2989 (Ch. 586, 2006) added Education Code 37254.1 authorizing the district to require students who are not making sufficient progress toward the exit exam to participate in supplemental instructional programs. If the board wishes to require student participation, it is mandated to adopt policy to this effect. However, participation cannot be strictly mandatory since the law also requires the district to provide a mechanism for a parent/guardian to decline to enroll his/her child in a supplemental instructional program. BP 6179 - Supplemental Instruction, reissued in March, reflects this new law.

New sample policy addresses food allergies

For most children (and adults), food allergies result in only minor symptoms. However, a small number of allergic people are susceptible to a severe (“anaphylactic”) reaction that is life threatening. Although such reactions are rare, schools should make every effort to protect students from foods to which they are allergic and to be prepared to react in the event of an emergency.

A new, optional sample policy and regulation available from CSBA, BP/AR 5141.27 - Food Allergies/Special Dietary Needs, highlight key policy and administrative issues for consideration by districts. Districts may want to develop guidance related to parental and staff notifications, food substitutions in the food services program, foods offered at class parties and other school events, sanitation and cleaning to avoid spreading allergens, professional development on the identification and management of food allergies, supervision of food-allergic students, related health education, and the appropriate response in an emergency.

Contest challenges students to get fit

The 2007 Governor’s Challenge Competition is a contest among all K-12 schools in the state to help California students get healthy and fit. The Governor’s Challenge is for students to be active for 30-60 minutes a day at least three days a week for four weeks, in addition to the student’s regularly scheduled physical education classes.

In each of 11 regions throughout the state, one school with the highest percentage of students completing the

Governor’s Challenge by May 31, 2007, will win \$1,000 of physical activity equipment and qualify as a finalist for a new fitness center. To qualify as a regional or grand prize winner, a school must have a minimum enrollment of 100 students.

Each student completing the Governor’s Challenge will earn an official patch and certificate of completion signed by the Governor. High school students who sign up for the Governor’s Challenge will be able to work out for free at a 24 Hour Fitness Center, a partner in the Challenge, during selected times.

Students, or teachers on behalf of students, can sign up to take the Governor’s Challenge at www.calgovcouncil.org/challenge.

CDE urges service learning to support academics

CSBA has retitled and updated sample board policy BP 6142.4 - Service Learning/Community Service Classes to better distinguish between “community service” as a separate course or extracurricular activity and “service learning” which integrates a student’s community service activities into the academic curriculum. In addition to supporting academic achievement, both are designed to help foster civic responsibility and meet the needs of the community.

It is CDE’s vision that 50 percent of all districts will include service learning as part of their regular instructional practice, engaging students in at least one service learning experience at each grade span (K-5, 6-8, and 9-12).

An example of service learning is a middle school partnership with the U.S. Forest Service to conduct an in-depth study of a nearby watershed as part of the science curriculum. The students identify what constitutes a healthy watershed and, with the help of the teachers and volunteer biologists, hydrologists and environmental engineers, design a rehabilitation plan to restore degraded areas of the watershed. In their language arts classes, students develop articles and public service announcements to educate the community.

Service learning is supported by both federal and state initiatives. Learn and Serve America is a federal grants program that promotes service learning in grades K-16 in the areas of education, public safety, the environment, health and human needs. The CDE’s CalServe Initiative supports districtwide school-community partnerships that annually involve over 120,000 students and approximately 15,000 community volunteers.

As boards review CSBA’s sample policy on this topic and consider whether to develop or enhance their own service

learning programs or community service classes, they might consider the following questions:

- Who besides district staff should be involved in helping to develop district policy on this topic? Elected officials, community leaders, service organizations, nonprofit organizations, local businesses, religious organizations, parents, students?
- Will district staff integrate service learning throughout the curriculum? Will the district offer a separate community service course? Or both?
- At what grade levels will service learning/community service be implemented?
- In what subject areas should service learning be integrated? How will service learning be aligned to academic standards?
- Should the policy *require* service learning/community service or merely encourage it? Should it be a requirement for graduation?
- How will the superintendent or designee identify or develop specific opportunities for students to volunteer in the community? How can the district ensure that such opportunities are linked to the needs of the community?
- What expectations should the policy establish for the superintendent or designee to address transportation to off-site activities, supervision of participating students, parental consent, credits and grades?
- What reports does the board want to receive from the superintendent to assess the effectiveness of the district's service learning/community service program in meeting its goals? How can student feedback be incorporated into the evaluation?

BP 6142.4 has long included optional language for boards that choose to require community service as a condition of graduation. CSBA is tracking newly introduced legislation (SB 227, Harman) which, as currently written, would require that all students, beginning with the 2011-12 school year, complete community service in order to graduate.

For further information about service learning, browse the following resources:

- California Department of Education, www.cde.ca.gov/ci/cr/sl
- Corporation for National and Community Service, Learn and Serve America, www.learnandserve.org
- Youth Service California, www.yscal.org

News from CSBA

School Wellness Conference

Because school nutrition and physical education are key components to a student's education, CSBA, the CDE and the Department of Health Services are partnering to present a two-day event highlighting what board members

and staff need to know about creating a healthier school environment. School board members, superintendents, food service directors and others involved in the development and/or implementation of the district's wellness policies are encouraged to attend this inaugural conference in Anaheim on October 1-2, 2007.

The registration fee is \$150 and includes a compendium of best practices, refreshments and lunch both days. For further information, go to www.csba.org/events/swc. To register in advance, contact CSBA at (800) 266-3382 ext. 3275 or by email at register@csba.org.

Agenda Online Webinar

On May 15, CSBA will demonstrate its cutting-edge *Agenda Online* service during a 75-minute online Webinar. *Agenda Online* allows districts and county offices to develop, publish and search board meeting agendas, minutes and supporting documents. Users will have an opportunity to view *Agenda Online* from each level of access – that is, from the point of view of the public, board member and staff member. Major features will be discussed and demonstrated during the Webinar, and throughout the demonstration there will be an opportunity for questions and answers.

To register, go to www.csba.org/events.

Program Improvement Webinar

CSBA plans to archive its popular Webinar on "program improvement," originally presented in January and March, so that districts can access it through CSBA's web site. The information is especially important for districts that have been designated by the State Board of Education as "program improvement" or "at risk of program improvement." But it is also valuable for all board members and superintendents who wish to avoid this designation as student achievement requirements tighten over the next several years.

The Webinar focuses on the board's role with program improvement schools and presents various governance strategies, tools, and resources available to help governance teams align their efforts to address the challenges of program improvement.

Collective Bargaining DVD-ROM

A self-paced learning tool about the role of the board in collective bargaining is now available on DVD-ROM. Produced by CSBA and The Boeing Company and based on the collective bargaining module of CSBA's Masters in Governance program, the Collective Bargaining DVD-ROM offers 12 lessons ranging from 13 to 51 minutes in length to help board members learn the basics about the legal requirements as well as successful collective bargaining practices.

The DVD-ROM is available for \$30.00 plus sales tax and shipping and handling. To order, call Terri McDaniel at

(800) 266-3382, ext. 3291, or download the order form at www.csba.org/gi.

CSBA's School Finance CD-ROM also continues to be available for purchase. Developed with financial support from the Fiscal Crisis and Management Assistance Team and The Boeing Company, the School Finance CD-ROM offers 20 lessons ranging from 3 to 20 minutes in length that are designed to help board members learn about budget planning and development and fiscal monitoring and accountability.

Request for District Wellness Policies

CSBA is currently collecting and reviewing local school wellness policies which districts were mandated to develop by the beginning of the 2006-07 school year pursuant to the Child Nutrition and Women, Infants and Children (WIC) Reauthorization Act of 2004.

Districts are asked to e-mail (preferred) or mail a copy of their related board policy and/or administrative regulation to kbellacera@csba.org or Karen Bellacera, School Wellness Consultant, CSBA, 3100 Beacon Blvd., West Sacramento, CA 95691. In CSBA's sample policy manual, this material is at BP 5030 - Student Wellness.

"Since this is a new requirement for districts, we would like to understand how they have chosen to address the issue of student wellness," says Bellacera. "This is an information-collecting exercise only. Please also let us know if you grant permission to share your policy as a 'best practice' with other districts or organizations or in future CSBA publications."

New Policy Brief

In March, CSBA issued a new policy brief, *Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools*, which describes a new legal requirement (added by AB 1433, Ch. 413, 2006) for students to have an oral health assessment in kindergarten or in first grade if not previously enrolled in kindergarten. The brief also includes background information on the implications of oral health for student learning and presents policy considerations for boards that wish to promote students' oral health. The oral health assessment requirement has also been added to CSBA's sample AR 5141.32 - Health Screening for School Entry.

Upcoming Issues

Physical Education

All students are required by law to complete two courses in physical education to graduate from high school, unless the district grants an exemption. The district may grant a temporary, two-year or permanent exemption in accordance with Education Code 51241.

This section of the Education Code is scheduled to sunset June 30, 2007. Unless additional legislation is passed to extend the date of the current law, the section will be replaced effective July 1, 2007, by language added by SB 78 (Ch. 459, 2003).

The new language will retain and make no changes to the temporary or permanent exemptions. However, the two-year exemption for students in grades 10-12 will only be available to students who have passed the state's physical performance test (the FITNESSGRAM®) administered in grade 9, or in any of grades 10-12 when the district chooses to administer the test in those grades.

There is no designated passing score on the FITNESSGRAM® and the law does not define the criteria for passage to qualify for an exemption from the PE requirement. Thus, pending further legislative change, if any, the determination of "passage" of the FITNESSGRAM® is within the discretion of the local district.

CSBA will review and revise BP/AR 6142.7 - Physical Education to reflect new law.

CSBA is also evaluating the policy implications of two new reports commissioned by The California Endowment (*Physical Education Matters* and *Failing Fitness: Physical Activity and Physical Education in Schools*, both released in January 2007) which identify research-based strategies for improving the quantity and quality of the PE program; see www.calendow.org/program_areas/physicaleducation.stm.

In addition, CSBA is tracking newly introduced legislation (SB 750, Florez) which, as currently written, would increase the number of years of PE instruction required for graduation from two years to four years.

For further information about policies on PE and physical activity, see CSBA's related policy brief and policy development worksheet at www.csba.org/ps.

Technology

To keep up with technological advances, changing laws and changes in grant programs, CSBA is reviewing and planning to revise a series of technology-related policies and administrative regulations in July.

Affected materials may include BP/AR 0440 - District Technology Plan; BP/AR 1113 - District and School Web Sites; BP/AR 4040 - Employee Use of Technology; BP 5131 - Conduct; BP/AR 6162.7 - Use of Technology in Instruction; and BP/AR 6163.3 - Student Use of Technology.