

CSBA's Policy Services

2015 Policies in Review



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CSBA offers a wide array of products and services to assist governance teams in school districts and county offices of education (COEs). For a complete description of the various policy services offered by CSBA, please see Appendix B.

Several times a year, CSBA issues a Policy Update packet containing new and revised sample board policies (BP), administrative regulations (AR), board bylaws (BB) and exhibits (E) to recommend best practices for improving student learning and school operations, and to assist districts in complying with law. Included in these packets are CSBA's *Policy News*, policy briefs and fact sheets on important and emerging issues in education. In addition, when the revisions are limited and do not warrant reissuing the entire sample, CSBA may inform districts of the changes through its Minor Revisions document. Although only a paragraph may be affected, these changes affect policy/regulation language and therefore require adoption through the district's normal process, by either the board or superintendent as appropriate.

Beginning in July 2015, CSBA switched to a new schedule that provides five Policy Update packets per fiscal year instead of three. Packets are issued in July, October, December, March and May in order to address legislative changes and other critical issues in a timely manner.

Also in 2015, CSBA began developing an additional set of sample board policies and bylaws specifically tailored to COEs. Although COEs are subject to many of the laws and governance principles that are applicable to school

districts, this increased effort to provide samples for COEs recognizes that they also have unique purposes, responsibilities, structures and board-superintendent relationships that influence their policy needs.

2015 Policies in Review provides an overview of the major policy issues addressed throughout the year. Unless otherwise indicated, bills referenced in this document were signed in 2015. While the issues highlighted in this annual summary are those that affect policy in school districts, many of these issues are also applicable to COEs. For a list of the specific changes made to the sample policies and regulations, go to Appendix E.

See Appendices C and D for a list of publications and continuing education opportunities provided in 2015 to support the board's policy development role.

For further information, call CSBA's Member Services Department at (800) 266-3382 or email policy@csba.org.

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Accountability

State accountability system

(December 2015)

At its November 2015 meeting, the State Board of Education (SBE) continued discussions toward the development of a new, coherent accountability system aligned with the Local Control Funding Formula (LCFF) and the state priorities which are specified in Education Code 52060 and 52066 and are the basis for goals established by each district and COE for its Local Control and Accountability Plan (LCAP). A draft framework and implementation plan outline action steps and tasks that will be completed in the transition to the new system.

“The Board remains focused on shifting from an outdated accountability system based solely on test scores to a new system that includes additional state and local measures to assess progress. This will allow us to focus on a broader set of outcomes than in the past,” stated SBE President Michael W. Kirst. “The API [Academic Performance Index] based solely on test scores is behind us, and we are in the middle of developing the remaining pieces of our accountability system based on the eight statutory priorities established by the Legislature and the Governor in 2013.”

Kirst noted that the state is on track to meet the July 2016 adoption of evaluation rubrics that will assist districts/COEs in evaluating their strengths, weaknesses and areas that need improvement. Other actions outlined in the implementation plan include identification of obsolete references to the API that need to be deleted in law, determination of status and growth measures, improved alignment of the school accountability report card and single plan for student achievement with state priorities, establishment of a network of educational agencies to provide relevant and timely information about accountability.

To watch the archived broadcast of the SBE’s discussion, go to www.cde.ca.gov/be/ag/ag/sbewebcastarchive.asp (Nov. 5, item 11).

Accountability-related matters were addressed in 2015 through revisions to BP/AR 0460 - Local Control and Accountability Plan and BP 0500 - Accountability. CSBA will continue to monitor changes in the state accountability system and will update these and other policies as needed.

Admission

District residency

(December 2015)

Beginning Jan. 1, 2016, the criteria and processes for establishing district residency for purposes of student enrollment will undergo several changes as a result of three bills (Senate Bill 200, Assembly Bill 224 and Assembly Bill 1101) signed by Gov. Jerry Brown in 2015. In part, these bills were proposed in response to a situation in which a district decided to disenroll a second-grade student whose parent worked for five days a week within the district as a live-in nanny, and then stayed with relatives outside the district on weekends. Assembly Member Susan Bonilla cited “questionable” investigatory techniques used by the private investigator who had been hired by the district.

SB 200 requires that a student be deemed to meet residency requirements if his or her parent/guardian is employed within district boundaries and lives with the student in the place of employment for at least three days during the school week. It also continues to give districts the option to admit a student whose parent/guardian is employed within district boundaries for a minimum of 10 hours during the school week (“Allen transfers”), although this option will become inoperative on July 1, 2017. The same amendments were incorporated into AB 224.

AB 1101 mandates school boards to adopt a policy with specified components if the district wants to be able to engage in an inves-

tigation to verify students' residency. The policy must identify the circumstances under which the district may initiate an investigation, describe the investigatory methods that may be used, state whether the district might use the services of a private investigator, prohibit surreptitious photographing or video-recording of students who are being investigated, require the investigator to

truthfully identify himself/herself as an investigator, and provide for an appeals process.

CSBA added a new policy, BP 5111.1 - District Residency, and updated the existing AR 5111.1 to reflect these new laws. In addition, AR 5111.12 - Residency Based on Parent/Guardian Employment was deleted and the key concepts were incorporated into BP/AR 5111.1.

Assessment

High school exit examination

(December 2015)

Gov. Brown signed SB 725 to exempt all current students in grade 12 from having to pass the California High School Exit Examination as a condition of graduating in the 2014-15 school year, and then signed SB 172 to suspend the administration of the exit exam through the 2017-18 school year. SB 172 also requires the board of a school district, COE or charter school to grant a diploma to any student who completed grade 12 in 2003-04 or later, and met all graduation requirements other than passing the exit exam.

An independent evaluation conducted by Human Resources Research Organization in 2014 found that student performance on the exit exam was improving. Among all students in the Class of 2014, including students who had taken the exam more than once, 91.8 percent had passed both the English language arts and mathematics tests by the end of their senior year. In fact, males and females, all racial/ethnic groups and economically disadvantaged students had passing rates above 90 percent. However, the passing rates remained lower for English learners (80.6 percent) and students with disabilities who took the exam (56.5 percent). For further evaluation results, see www.cde.ca.gov/ta/tg/hs/documents/cahsee14evalrpt.pdf.

One concern with the exit exam was that it was aligned to English language arts and mathematics standards adopted by the SBE in 1997, and had not been updated to reflect the Common Core State Standards adopted by the SBE in 2010. The new law does not prescribe that the exam be updated or replaced, but rather requires the State Superintendent of Public Instruction to convene an advisory panel to provide recommendations as to whether a high school exit exam should be continued and alternative pathways to satisfy high school graduation requirements.

CSBA added a Cautionary Notice to BP/AR/E 6162.52 - High School Exit Examination to advise that the materials contain legal requirements that are currently suspended. These samples will be revised or deleted as necessary when the state takes further action regarding the exam. A district/COE may add a similar Cautionary Notice to its local policy to alert anyone reading it that the legal requirements stated in the policy are currently not in operation. In addition, CSBA deleted material related to the exit exam from BP 6146.1 - High School Graduation Requirements, BP 6177 - Summer Learning Programs and BP 6179 - Supplemental Instruction, and updated BP 6146.1 to reflect the requirement to retroactively grant diplomas to students who met all graduation requirements other than passing the exit exam.

Attendance

Chronic absence

(April 2015)

State priorities for the LCAP include a requirement to create annual goals and specific actions to address student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates and high school graduation rates, as applicable. As defined in the new state template for the LCAP adopted in Register 2015, No. 2, chronic absence refers to the percentage of students missing 10 percent or more of the school year. Absence for any reason — excused or unexcused — is included in the calculation.

It has long been necessary to track unexcused absences for the purpose of imposing specified interventions for truancy, but monitoring of chronic absence had been at the discretion of the district/COE. CSBA's sample BP 5113.1 - Chronic Absence and Truancy was updated in April to reflect the inclusion of chronic absence in the LCAP. As revised, BP 5113.1 also strengthens the strategies for tracking student attendance in order to identify and provide assistance to individual students who are chronic absentees and truant and to identify patterns of absence throughout the district.

Individual student attendance is not currently reported to the California Department of Education (CDE) for the California Longitudinal Pupil Achievement Data System (CALPADS) and so CDE does not provide these statistics. However, districts/COEs can obtain the data needed to produce their own chronic absence analysis through a student information system that reports the total days of absence for each student.

To assist with attendance tracking, the organization Attendance Works has introduced free data tools designed specifically for California districts and schools to track chronic absence. The California versions of the district and school absence tracking tools (CalDATT and CalSATT) produce lists of individual students who have irregular attendance. They also detect patterns of chronic absence by grade, school, race/ethnicity, gender, special needs

status, English learner status, free and reduced-price lunch status and zip code. A new California Truancy Supplement to the CalDATT and CalSATT offers insights into the relationship between chronic absence, suspension and truancy. The CalDATT and CalSATT are compatible with any student information system, and feature an easy interface for Aeries users due to a cooperative effort with the software creator and the California Attorney General's Office.

See the Attendance Works website at www.attendanceworks.org for information about these attendance tracking tools and other resources on chronic absence, including *Accountable for Attendance: Addressing Chronic Student Absence in Your Local Control and Accountability Plan* and *Frequently Asked Questions About Calculating and Monitoring Chronic Absence for LCFF*.

In addition, the California Attorney General's Office has developed a sample LCAP to help districts prepare the portion of their LCAP related to attendance and chronic absence; see <https://oag.ca.gov>. The publication includes recommendations for the types of stakeholders who should be involved in LCAP development, as well as sample needs statements, metrics to measure progress, specific actions/services, responsibilities of the school attendance team, district infrastructure necessary to increase attendance rates, and infrastructure to address the needs of foster youth, English learners, redesignated fluent English proficient students and low-income students.

Curriculum

International Baccalaureate

(October 2015)

The International Baccalaureate (IB) program, governed by the International Baccalaureate Organization in Geneva, Switzerland, is a rigorous academic option with an intercultural, global approach to education and a focus on structured, purposeful inquiry designed to engage students in their own learning. CSBA has developed a new sample policy, BP 6141.4 - International Baccalaureate Program, which reflects the philosophy and requirements of this program.

Districts may seek authorization from the International Baccalaureate Organization to offer one or more of the following programs:

- » The IB Diploma Program is a two-year program for students age 16-19 years. Requirements include completion of an intensive course of study, examinations in six subject areas (language and literature, language acquisition, individuals and societies, sciences, mathematics, and the arts), an oral presentation, an extended essay and community service.
- » The IB Career-related Program, also for students age 16-19 years, addresses the needs of students for vocational or career technical education (CTE). Participating students take a minimum of two IB courses, perform community service, and complete a final project related to their CTE field.
- » The Primary Years Program for students age 3-12 years and the Middle School Program for students ages 11-15 years help prepare students for the high school programs by de-

veloping active learners who are able to make connections between their studies and the real world.

In California, 52 schools currently offer the Primary Years Program, 44 offer the Middle School Program, 103 schools offer the IB Diploma Program, and four offer the Career-related Program. For further information about establishing an IB program, see www.ibo.org.

Research provides evidence of the benefits of the IB program for students and schools. As with the Advanced Placement program, achievement of a qualifying score on IB examinations may earn students college credit and make them more competitive in college admissions. Research shows that IB students are more likely than their peers to enroll in top universities, complete their undergraduate degrees, pursue graduate work and be engaged in various aspects of university life (International Baccalaureate Organization, www.ibo.org/research).

To encourage students to participate in the program and take the examinations, districts may offer fee assistance to students from low-income families. Districts may apply to the CDE annually for federal funds to support the fee assistance and/or may use other funding sources. SB 416 amended Education Code 52922 to eliminate a separate state allocation that could be used for IB fee assistance and professional development. SB 416 also repealed Education Code 52921 which required districts to annually submit to the CDE specified data regarding the district's implementation of the IB Diploma Program.

Math placement

(October, December 2015)

The California Mathematics Placement Act of 2015 (SB 359) mandates the board of any district, COE or charter school serving students entering grade 9, which has not adopted a math placement policy prior to Jan. 1, 2016, to adopt a fair, objective and transparent policy on math placement by the beginning of the 2016-17 school year. The policy must then be posted on its website.

SB 359 includes legislative findings and declarations that a policy or practice of requiring students to repeat a math course in grade 9 that they successfully completed in grade 8 (i.e., "math misplacement") affects students' competitiveness for college

admissions and also disproportionately impacts students of color. A 2010 study by the Noyce Foundation found that uniform criteria for math placement were lacking in the nine school districts studied (*Pathways Study: Dead Ends and Wrong Turns on the Path Through Algebra*, www.noycefdn.org/documents/Pathways_Report.pdf). The study showed that many students who had taken Algebra I in grade 8 were repeating Algebra I in grade 9 even though more than 42 percent of those students had earned a grade of B- or better in the grade 8 course and 42-60 percent had met proficiency standards on math assessments.

Furthermore, the study found that math misplacement disproportionately impacted African American and Latino students. Only about one-third of students in these groups who took Algebra I in grade 8 went on to take Geometry in grade 9.

Thus, the stated intent of the law is to ensure “a fair process and chance of success for all pupils.” Local policy must be adopted in a regularly scheduled public meeting and must contain specified provisions, including, but not limited to:

- » Consideration of multiple objective academic measures, such as statewide math assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards
- » At least one placement checkpoint within the first month of the school year to ensure accurate placement and subsequent reevaluation of individual student progress
- » Clear and timely recourse for each student and his or her parent/guardian who questions the student’s placement

- » Annual examination of aggregate student placement data to ensure that students who are qualified to progress in math courses are not held back in a disproportionate manner on the basis of their race, ethnicity, gender or socioeconomic background
- » For nonunified school districts, the consistency of math placement policies between elementary and high school districts

BP 6152.1 - Placement in Mathematics Courses, issued in a special release in August 2015, anticipated the possible signing of SB 359 and addressed the major requirements. The policy was updated in December to reflect the mandate for adoption of a policy and to make further clarifications. In addition, BP 6142.92 - Mathematics Instruction was updated to add language related to appropriate placement of students in math courses.

Further information is available in a governance brief, *Math Misplacement*, jointly issued by CSBA and the Silicon Valley Community Foundation (available at www.csba.org/GovernanceAndPolicyResources.aspx).

Sexual health and HIV prevention education

(December 2015)

Prior to the passage of AB 329, districts/COEs were required to provide HIV prevention education in grades 7-12 and were permitted, but not required, to offer comprehensive sexual health education at those grade levels. If offered, sexual health education was required to be age appropriate, be medically accurate and objective, teach respect for committed relationships and marriage, encourage students to speak with their parents/guardians about human sexuality and meet other requirements.

Although it was voluntary, 96 percent of districts offer a program of sexual health education, according to the legislative bill analysis for AB 329. The vast majority (93 percent) teach sexual health education and HIV prevention education as one class. Therefore, the AB 329 requirement to provide an integrated program of sexual health education and HIV prevention education generally reflects current practice in California.

However, districts/COEs do need to ensure that the instruction contains all the required components and meets other criteria as amended by AB 329. A 2011 study found problems regarding district compliance with specific requirements of the law. For example, only 58 percent of the districts in the study included information about approved contraceptive methods in their edu-

cational program, 55 percent included the success rates of different contraceptive methods, and 25 percent discussed emergency contraception, even though these subjects are required. (See *Uneven Progress: Sex Education in California Schools*, University of California San Francisco, available at <http://healthpolicy.ucsf.edu>.)

The new law also clarifies parental consent requirements, requiring that a “passive consent” or “opt out” process be used for both HIV prevention education and sexual health education. Districts/COEs are required to notify parents/guardians of the opportunity to request that their child not receive the instruction, but students will receive the instruction unless their parent/guardian otherwise submits a written request. Parents/guardians cannot be required to give consent as a condition of their child receiving the instruction (i.e., “active consent”).

BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction were updated in December to reflect new law.

Facilities

Alcohol for special events on campus

(April 2015)

Business and Professions Code 25608 provides that it is a misdemeanor to possess, consume, sell, give away or deliver any alcoholic beverage in public school facilities or grounds unless a listed exception applies. A new law (AB 2073, 2014) provides an exception authorizing districts to allow the use of their facilities or grounds for events that involve the acquisition, possession, use or consumption of alcohol, provided that the entity using the facilities obtains and provides to the district a special event permit or license under the Alcohol Beverage Control Act and the event will occur at a time when students are not generally present on school grounds.

For those districts that may wish to exercise this authority, AR 1330 - Use of School Facilities was revised in April to reflect the new law. AR 1330 also provides that the district may set limitations in order to reduce risks to the district and ensure the safety of participants and that any such limitations will be clearly stated in the facility use agreement.

Some limitations that districts may want to include in their administrative regulation and/or facility use agreement include, but are not limited to:

- » Requiring security guards or law enforcement at the event
- » Requiring additional insurance
- » Limiting the presence of alcohol to designated areas (e.g., a single building or outside location where security guards can observe those persons drinking alcohol)
- » Limiting the types of alcoholic beverages to be served to wine and/or beer
- » Limiting each adult to a maximum of two drinks per event
- » Setting specific times when alcoholic beverages may be served (e.g., not after midnight)

Water conservation in schools

(April 2015)

With California facing one of the most severe droughts on record, Gov. Brown declared a state of emergency in January and directed state officials to take all necessary actions to prepare for water shortages. He signed legislation providing \$1 billion in funding for drought relief and critical water infrastructure projects, and has called on all Californians to reduce their water use and prevent water waste.

In a letter to school officials, state architect Chester A. Widom asked school districts “to lead by example in water conservation and water efficiency efforts, wherever possible.” Schools were supplied with a water conservation best practices guide developed by the California Department of General Services and the Department of Water Resources.

An executive order issued by the Governor on April 1 includes the following directives to state agencies, which will impact schools:

- » Achieve a 25 percent statewide reduction in water use, or a proportionately higher reduction in areas with relatively high per capita use
- » Restrict potable water use for institutional properties

- » Allow only drip or microspray irrigation of ornamental turf on public street medians and outside of newly constructed buildings
- » Increase water efficiency standards for new and existing landscapes through more efficient irrigation systems, gray water use, onsite storm water capture and limitations on turf coverage
- » Improve water efficiency standards for water appliances (e.g., toilets, faucets) for installation in new and existing buildings

(Update: An emergency regulation implementing some of these provisions was approved in May 2015 and extended in February 2016.)

Districts are encouraged to review their local policies and regulations pertaining to water conservation (BP/AR 3511 - Energy and Water Management) for strategies for developing a comprehensive resource management program. Also see the Department of Water Resources’ website at www.water.ca.gov.

Health and Wellness

Immunizations

(October 2015)

SB 277 provides that, beginning in the 2016-17 school year, students in public and private schools will no longer be exempted from immunization requirements based on the personal beliefs of their parents/guardians. The legislation was inspired by the outbreak of measles that hit California in 2014. In his signing message, Gov. Brown acknowledged that the issue has been controversial but “the science is clear that vaccines dramatically protect children against a number of infectious and dangerous diseases. While it’s true that no medical intervention is without risk, the evidence shows that immunization powerfully benefits and protects the community.”

It is important to note that personal belief exemptions must still be granted to parents/guardians who submitted a letter or written affidavit by Jan. 1, 2016. Such exemptions are valid until the next applicable grade span (i.e., birth-preschool, grades K-6, grades 7-12), at which time immunization will be required. For example, a first grader who has a personal belief exemption on file by Jan. 1, 2016 must be exempted until he or she starts seventh grade. According to Frequently Asked Questions issued by the California Department of Public Health ([www.cdph.ca.gov/](http://www.cdph.ca.gov/programs/immunize/Documents/SB277FAQs%20-%20080515.pdf)

[programs/immunize/Documents/SB277FAQs%20-%20080515.pdf](http://www.cdph.ca.gov/programs/immunize/Documents/SB277FAQs%20-%20080515.pdf)), personal belief exemptions may be transferred across districts and child care facilities within California, but personal belief exemptions from other states or countries may not be accepted.

SB 277 does not affect students who are exempted from one or more immunizations for medical reasons. Medical exemptions should still be granted when a parent/guardian submits a letter from a health provider documenting the need for a medical exemption.

In addition, students who have an individualized education program (IEP) should continue to receive special education and related services as specified in the IEP, even if they do not have all the required immunizations.

CSBA updated AR 5141.31 - Immunizations and AR 5112.2 - Exclusions from Attendance to reflect the new law. In addition, CSBA issued a fact sheet, *Recent Legislation on Vaccines: SB 277*, which provides further information and questions for districts to consider. The fact sheet is available at www.csba.org/GovernanceAndPolicyResources.

Local Control and Accountability Plan

LCAP development

(April 2015)

State law requires governing boards to adopt a three-year LCAP and to annually update that plan by July 1. CSBA’s sample BP/AR 0460 - Local Control and Accountability Plan, as updated in April, details the LCAP development process and the content that must be included.

A template for the LCAP has been adopted by the SBE and is contained in new state regulations (5 CCR 15497.5, as added by Register 2015, No. 2). The template presents guiding questions related to each state priority that must be addressed in the LCAP, and groups these state priorities into three categories of Conditions of Learning, Pupil Outcomes and Engagement.

District/COEs should be continually monitoring progress toward each of the goals identified in their LCAP, and should use the data to determine what changes are needed in updating the plan. It is important to establish a timeline for plan development that allows sufficient time before the July 1 deadline for data collection, stakeholder input, at least one public hearing in conjunction with the public hearing for the district/COE budget and board deliberations.

Districts/COEs are reminded of the requirement to consult with specified groups in the development of the LCAP or its annual update. These groups include teachers, principals, administrators, other school personnel, employee bargaining units, parents/

guardians, and students. "Consultation" is not defined in the law, except that state regulations (5 CCR 15495, as amended by Register 2015, No. 2) now specify that consultation with students must enable "unduplicated students" (i.e., socioeconomically disadvantaged students, English learners and foster youth) and other numerically significant student subgroups (i.e., ethnic subgroups, students with disabilities, homeless students) to review and comment on the LCAP development. State regulations also provide examples of methods that may be used to consult with students, such as surveys, student forums, student advisory committees, and meetings with student government bodies or other groups representing students.

State law also requires boards to establish a parent advisory committee to review and comment on the LCAP. When enrollment in a district includes at least 15 percent English learners, with at least 50 students who are English learners, the board must establish an English learner parent advisory committee. 5 CCR 15495, as amended, specifies that the parent advisory committee must be composed of a majority of parents/guardians, including at least one parent/guardian of unduplicated students, and that the English learner advisory committee be composed of a majority of parents/guardians of English learners.

Personnel

California Family Rights Act

(July 2015)

Both state and federal law require districts/COEs that employ 50 or more employees to grant family care and medical leave to eligible employees for specified purposes. However, the California Family Rights Act (CFRA) and federal Family and Medical Leave Act (FMLA) do not provide identical rights, and the interplay between the two is often confusing.

Effective July 1, 2015, new state regulations clarified certain provisions of the CFRA and aligned the CFRA more closely with the FMLA. CSBA updated AR 4161.8/4261.8/4361.8 - Family and Medical Care to reflect the retitled, renumbered and amended regulations (2 CCR 11087-11098).

Amendments that make the CFRA more consistent with the FMLA include, but are not limited to, changes related to:

- » The definitions of "covered employer," "eligible employee," "serious health condition" and "spouse"
- » The timeline for responding to leave requests
- » Intermittent leave and reduced work or leave schedule
- » Consequences of an employee's failure to respond to inquiries regarding the leave request or failure to return a required medical certification
- » Employee reinstatement right and permissible grounds for refusing to reinstate an employee

Despite the incorporation of some FMLA rules into the CFRA, significant differences remain. For example, pregnancy is included as a "serious health condition" under FMLA but not under CFRA. Under California law, an employee who is disabled due to

pregnancy, childbirth, or a related medical condition is entitled to pregnancy disability leave (PDL) pursuant to Government Code 12945 and recently updated implementing regulations.

Furthermore, for districts that choose to require an employee to use accrued paid leave (e.g., sick leave, vacation, other personal time off) during an otherwise unpaid family care and medical leave, CFRA differentiates between leave for the employee's own serious health condition and for other reasons. When an employee takes leave for his or her own serious health condition, the district can only require him or her to use accrued sick leave and cannot require the employee to use accrued vacation or personal time off. The FMLA makes no such differentiation.

Where there is a conflict between state and federal law, legal counsel should be consulted.

Districts/COEs should update their administrative regulations and also ensure that their employee notices are revised to reflect the changes in CFRA regulations as well as the current FMLA regulations. Information on employee rights and obligations under the CFRA/FMLA must be included in employee handbooks and in a notice that is posted in a conspicuous place on district/COE premises and/or is distributed electronically. Samples of notices are available on the websites of the California Department of Fair Employment and Housing (DFEH) (www.dfeh.ca.gov) and the U.S. Department of Labor (www.dol.gov/whd/regs/compliance/posters/fmla.htm).

Student populations

English learners

(April 2015)

English learners are among the groups of unduplicated students whose needs must be addressed in the LCAP. To assist with the provision of services to English learners, some districts/COEs receive additional funding through the LCFF based on the number and concentration of English learners they serve. Such funds must be used to increase or improve services for unduplicated students pursuant to 5 CCR 15494-15496, as amended by Register 2015, No. 2. BP/AR 6174 - Education for English Language Learners was updated in April to link district programs and services for English learners with the requirements for the LCAP.

Legislation signed by Gov. Brown in fall 2014 (SB 1174) could potentially have a significant impact on educational programs for English learners. However, because SB 1174 amends certain provisions of Proposition 227 approved by the voters in June 1998, its implementation is contingent upon voter approval in the November 2016 statewide general election. If the voters approve these provisions, BP/AR 6174 will be updated again as necessary. The proposed changes to state law include:

- » Replacing the current requirement to place identified English learners in a structured English immersion program (a program in which nearly all instruction is in English) with authority for parents/guardians to select a language acquisition program that best suits their child (e.g., dual immersion program, structured English immersion program, or transitional or development program that provides instruction in both English and a student's native language)
- » Eliminating the need for the parental exception waiver process by which parents/guardians may seek a waiver of the structured English immersion placement
- » Requiring districts/COEs to solicit input on language acquisitions programs as part of the parent/guardian and community engagement process in LCAP development

At the state level, the SBE and CDE continue to work on aligning state English language development (ELD) standards, frame-

works, instructional materials and assessments with the Common Core State Standards. Alignment of the ELD standards with the English language arts standards has already been accomplished, and alignment with math and science standards was a focus in 2015. Under a contract with CDE, WestEd has studied the linkage between the ELD standards and the standards for math and science. (Update: In December 2015, WestEd published "Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning," which specifies these correspondences explicitly and provides examples of the implementation of the ELD standards in tandem with the state math and science standards.)

The state California English Language Development Test (CELDT) is currently used by districts/COEs to assess the English language proficiency of English learners. However, by the 2016-17 school year, the CELDT will be replaced by a test that is aligned with the most recent ELD standards. The new English Language Proficiency Assessments for California (ELPAC) will include both an initial screening test to identify students who may be English learners and a summative assessment which will be used to determine their level of English proficiency and their progress in acquiring listening, speaking, reading and writing skills.

Technology

Use of technology by students and staff

(July 2015)

CSBA is continuing its efforts to update and streamline sample board policies and administrative regulations related to technology, with the goal of ensuring responsible use of technology without inhibiting its use in educational programs or other district operations. Revisions of BP 4040 - Employee Use of Technology and BP/AR 6163.4 - Student Use of Technology were issued in July.

Recognizing the difficulty of developing policies to respond to rapidly changing technologies in a timely manner and the confusion that multiplicity of technology-related policies causes, CSBA recommends that districts not attempt to adopt individual policies to address each technological device or resource used in the district. Instead, districts are encouraged to use an outcome-based approach which focuses on the related student and staff behavior rather than the means through which stu-

dents and staff engage in inappropriate or prohibited behavior. For instance, if a student engages in bullying or academic dishonesty, whether the act is conducted via technology or any other means, he or she should be subject to the consequences provided in the district's disciplinary policies on such conduct.

The effort to reduce unnecessary "scatter" of technology-related principles throughout the policy manual is consistent with the approach advocated by ON[the]LINE, a statewide initiative designed to provide districts, COEs and other stakeholders with guidelines and tools to promote the responsible use of technology. The initiative is led by the Santa Clara County Office of Education and is co-sponsored by CSBA and other education, technology and advocacy groups. Over the past three years, ON[the]LINE has held webinars and workshops and continually adds helpful resources to its website at www.onthelineca.org.

Uniform complaint procedures

Complaints regarding bullying

(July 2015)

During the Federal Program Monitoring process, CDE staff reviews districts' uniform complaint procedures (UCP) (5 CCR 4600-4687) for compliance with state and federal law. One issue that has caused some confusion has been the extent to which UCP should be used to resolve complaints of nondiscriminatory bullying.

In its October 2010 "Dear Colleague Letter: Harassment and Bullying," the U.S. Department of Education's Office for Civil Rights (OCR) clarified that bullying conduct may trigger responsibilities under one or more federal antidiscrimination laws if the bullying is on the basis of race, color, national origin, sex, sexual orientation, gender identity or expression, age, disability, and/or other legally protected category. In such situations, federal law requires the district/COE to investigate the event and, if it finds that bullying occurred on any such basis, take prompt and effective steps reasonably calculated to address the conduct,

eliminate any hostile environment and its effects, and prevent recurrence. The UCP should be used for investigating and resolving charges of discriminatory bullying.

However, it is not always easy, or even possible, for school staff to know whether student conduct involved unlawful discrimination before an investigation is conducted. For this reason and to ensure consistent implementation by school staff, CSBA recommends that districts/COEs use the UCP to investigate all bullying incidents. Student conduct determined during investigation to be nondiscriminatory bullying should then be resolved in accordance with the district's student discipline policies and procedures. CSBA has updated BP/AR 1312.3 - Uniform Complaint Procedures, BP/AR 5131.2 - Bullying, AR 5145.3 - Nondiscrimination/Harassment and AR 5145.7 - Sexual Harassment to further clarify the appropriate use of the UCP in cases of nondiscriminatory bullying.

The revised samples also reflect the OCR's Dear Colleague letter issued in April 2015 (<http://www2.ed.gov/policy/rights/guid/ocr/title-ix-coordinators.html>) which reminds districts/COEs of their obligation to designate a Title IX coordinator to coordinate

efforts to comply with federal prohibitions against sex discrimination. This guidance also recommends disseminating nondiscrimination notices, policies and procedures and the Title IX coordinator's contact information via web posting and social media.

Complaints regarding courses with no educational content

(December 2015)

Beginning in the 2016-17 school year, AB 1012 prohibits districts from assigning a student enrolled in grades 9-12 to any "course period without educational content" for more than one week in any semester. A "course period without educational content" is defined as a course period during which:

- » The student is sent home or released from campus before the end of the school day
- » The student is assigned to a service, instructional work experience or other course during which he or she assists a certificated employee who is teaching during that period and is not expected to complete curricular assignments
- » The student is not assigned to any course for the relevant course period

The law specifically prohibits such assignments based on the lack of sufficient curricular course offerings for students to take during that period.

In addition, except under specified conditions, the law prohibits assigning a student in grades 9-12 to a course that he or she has previously completed and received a grade that the district has determined satisfies high school graduation and college admission requirements.

A student may only be assigned to a course with no educational content or to a course previously completed if the student or parent/guardian has consented in writing to the assignment and a school official determines that the student will benefit from the assignment. The principal or assistant principal must state, in a written document maintained at the school, that all students so assigned meet these criteria. The SBE is required to provide a form for this purpose.

Any complaint that a student has been assigned to a course in violation of this law may be addressed through the UCP.

The law does not apply to alternative schools, community day schools, continuation schools, opportunity schools, dual enrollment in community college, evening high school programs, independent study, work-based learning or work experience education, and other courses authorized in Education Code 51700-51879.9 (e.g., community service classes, correspondence course, driver training, etc.).

The SBE is directed to adopt regulations implementing this new law and to submit an annual report to the Legislature.

CSBA is reviewing the new law and will update sample policies as necessary.

Complaints regarding education for foster youth and homeless students

(December 2015)

AB 379 now authorizes the use of UCP for complaints of noncompliance with specified requirements related to the educational rights of foster youth and homeless students. These include, but are not limited to, provisions related to proper educational placement, immediate enrollment, transfer of credits and grades between schools or districts, exemption from

locally established high school graduation requirements, and disciplinary proceedings.

BP/AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth were updated in December to reflect new law.

Complaints regarding lactation accommodations for students

(December 2015)

AB 302 requires any school with at least one lactating student to provide reasonable accommodations to address needs related to breastfeeding. Such accommodations include access to a private and secure room (other than a restroom) to express breast milk or breastfeed an infant child, permission to bring onto a school campus any equipment used to express breast milk, access to a power source for that equipment, and access to a place to safely store expressed breast milk. In addition, the student must be given a reasonable amount of time to accommodate the need to express breast milk or breastfeed an infant child and cannot be penalized academically for her use of these accommodations.

The bill expresses the Legislature's findings that failure to provide such accommodations would violate state and federal laws prohibiting sex discrimination. Any complaint of noncompliance with the new law may be addressed through UCP.

CSBA is reviewing BP/AR 1312.3 - Uniform Complaint Procedures and BP 5146 - Married/Pregnant/Parenting Students and will revise them as necessary to reflect new law.

For information about accommodations that must be provided to employees, see BP 4033 - Lactation Accommodations.

Complaints regarding physical education minutes

(December 2015)

AB 1391 provides for the use of UCP to resolve complaints of noncompliance with state law regarding instructional minutes of physical education, as reflected in AR 6142.7 - Physical Education and Activity. State law requires the adopted course of study for grades 1-6 to include instruction in physical education for at least 200 minutes each 10 school days, exclusive of recesses and the lunch period. Students in grades 7-12 are required to attend courses of physical education for at least 400 minutes each 10 school days, unless they are excused or exempted as allowed by law. An elementary school maintaining grades 1-8 may apply the standard for grades 1-6 to grades 7-8.

co-sponsored AB 1391 to provide a reasonable process for resolving complaints by students, parents/guardians or others. See CSBA's Legal Alert *Districts at Risk from Lawsuits Regarding PE Instructional Minute Requirement* (May 2015) for further information regarding legal actions that have been filed and actions that districts/COEs can take to protect themselves against litigation (www.csba.org/Advocacy/EducationLegalAlliance/LegalResources).

The health and educational benefits of physical activity are well documented. However, CSBA's 2014 fact sheet *Physical Education: A Slow Start to a Promising Educational Boost* cites research indicating that 82 percent of California's elementary students are not receiving the required instructional minutes of physical education per day and that schools serving primarily low-income students tend to offer less physical education than other schools (www.csba.org/GovernanceAndPolicyResources/ConditionsOfChildren/StudentPhysicalHealthWellness/PhysicalActivityAndEducation.aspx). In the wake of litigation against dozens of school districts alleging noncompliance, CSBA

Appendix A: Acronyms

AB - Assembly Bill
ADA - Average daily attendance
AED - Automated external defibrillator
AR - Administrative regulation
BB - Board bylaw
BP - Board policy
CCR - California Code of Regulations
CDE - California Department of Education
CELDT - California English Language Development Test
CFRA - California Family Rights Act
COE - County office of education
CSPP - California State Preschool Program
CTC - Commission on Teacher Credentialing
CTE - Career technical education
DFEH - Department of Fair Employment and Housing
DPM - Department of Pesticide Regulation
E - Exhibit
ELD - English language development
ELPAC - English Language Proficiency Assessments for California

FMLA - Family and Medical Leave Act
GPA - Grade point average
HIV/AIDS - Human immunodeficiency virus/acquired immune deficiency syndrome
IB - International Baccalaureate
IPM - Integrated pest management
LCAP - Local Control and Accountability Plan
LCFF - Local Control Funding Formula
OCR - Office for Civil Rights, U.S. Department of Education
QRIS - Quality Rating and Improvement System
SB - Senate Bill
SBE - State Board of Education
SPSA - Single plan for student achievement
TK - Transitional kindergarten
UCP - Uniform complaint procedures

Appendix B: Policy Services

Keeping a policy manual current can be an overwhelming task. Hundreds of new laws are passed by the state legislature and Congress every year and policies can quickly become out of date. CSBA offers a variety of policy services and programs to provide policy information to districts and COEs and to facilitate local policy development tailored to local needs and circumstances.

For information about subscribing to CSBA policy services, please see www.csba.org/policyservices or contact CSBA at (800) 266-3382.

The CSBA online boardroom

Gamut Online

Gamut Online is the only information system that links school governance and management resources on the Internet. It offers quick access to 650-plus sample board policies, regulations and bylaws as well as the entire Education Code, Title 5 regulations and other state and federal code sections referenced in the sample policies. The search functions enable users to retrieve policies by code number or specific key words or phrases in the manual. Users can export sample policies to their word processing application for easy customization. Users can also

navigate to related policies by clicking on the cross-references within the policy and can click on a legal citation within the policy to bring up that code section. Email notifications alert subscribers when the CSBA policy manual has been updated. A free 30-day trial offer is available.

Policy Online

Districts/COEs that subscribe to Gamut Online and are also Manual Maintenance clients (see below) can post their local policy manual on Gamut Online and receive the following benefits:

- » Online access to the local policy manual, legal references and other member policy manuals
- » Unlimited number of user accounts for district/COE staff and board members
- » Elimination of the need for policy binders and a cumbersome policy dissemination process
- » A “public account” providing parents, students and community members access to the district/COE policy manual (but not providing access to Education Code, other laws and other district/COE policy manuals)
- » Increased transparency in district/COE operations and community engagement with the district
- » Access to new and revised local policies within 30 days after they are received by CSBA

Agenda Online

Agenda Online is an electronic board meeting agenda service. It is a Web-based application that allows development of and access to board meeting information including agendas, supporting documents and minutes, from any computer that has Internet access. Board members, staff and the public have access to information based on user type. Features include meeting and item templates, ability to attach multiple background documents, ability to link to documents already posted on the Web, “sticky note” option for board members and staff, recording of minutes including votes, printing of agenda and minutes, a district goal scorecard and more. Agenda Online can also link to Gamut Online to provide access to policy information during board meetings.

Bringing policy manuals into compliance

Policy Development Workshop

This service helps districts/COEs develop a robust, up-to-date policy manual that addresses key issues and complies with state and federal mandates. The Policy Development Workshop pairs the knowledge and experience of administrators and/or board members with the expertise of a CSBA consultant to generate a clear, user-friendly policy manual that meets local needs. Districts/COEs of all sizes can benefit from an individual workshop designed and led by CSBA. Districts with less than 1,000 ADA can also take advantage of consortium Policy Development Workshops and receive additional discounts.

Policy Audit Program

Through CSBA’s Policy Audit Program, a CSBA consultant will review over 150 of the district’s policies, including about 70 policies mandated by law and others that contain important legal requirements, to determine if they reflect current law and the CSBA sample. This report will help the district identify priority areas for policy updating and give an indication as to the overall status of the district’s manual.

Keeping policy manuals updated and in compliance

Policy Manual Maintenance

CSBA’s Policy Manual Maintenance service is designed to help districts/COEs save time while keeping their policy manual up to date. Subscribers receive policy updates five times a year containing sample policy language that can be modified to reflect local goals, philosophy, circumstances and practices. Word processing is performed by CSBA staff, incorporating adoption dates and policy language modifications made by the district/COE. Ongoing consulting services are also available to Manual Maintenance subscribers.

Appendix C: 2015 Publications

The following publications, available at www.csba.org, are among those issued by CSBA in 2015 to provide information and guidance to boards on major policy issues.

Manuals/Guides

Call to Order: A Blueprint for Great Board Meetings (12/15)

What's New for 2016: A Compendium of New Laws that Impact K-12 Education in California (12/15)

2014 Policies in Review (3/15)

Newsletters/Magazines

Policy News (published four times in 2015; 4/15, 7/15, 10/15, 12/15)

California Schools Magazine (published quarterly)

California School News (published monthly)

Policy Briefs

Guide to Complaint Procedures (1/15)

Legal Guidance

Districts At Risk from Lawsuits Regarding PE Instructional Minute Requirements (5/15)

Governance Briefs

Math Misplacement (9/15) (A joint publication of CSBA and the Silicon Valley Community Foundation)

Why Civic Learning is Critical (5/15)

Measles (and Other Infectious Diseases) (3/15)

Climate for Achievement

Issue 4: How Boards Change School Climate (7/15)

Issue 3: Measuring School Climate (6/15)

Issue 2: Why School Climate Matters (4/15)

Issue 1: How Research Defines School Climate (3/15)

Fact Sheets

District Funding for School Crossing Guards (9/15)

Recent Legislation on Vaccines: SB 277 (8/15)

Drinking Water Access in Schools (4/15)

Creating Hunger-Free Schools Through the Community Eligibility Provision (3/15) (A joint publication of CSBA, Food Research and Action Center, and the Center on Budget and Policy Priorities)

Appendix D: 2015 Leadership Development

CSBA offered a number of continuing education opportunities on major policy issues throughout 2015. See the Events calendar at www.csba.org for upcoming workshops, webinars and other training events in 2016. Call 800-266-3382 for further information.

Annual Education Conference and Trade Show

CSBA's 2015 Annual Education Conference and Trade Show included numerous sessions on policy issues, the policy development process and CSBA policy services.

Agenda Online Webinar

This no-obligation webinar showcases CSBA's Agenda Online service which enables easy development and dissemination of board meeting information. The webinar explains features of the service, such as creating meeting templates, electronic submission of agenda items from staff, attaching and linking supporting documents, recording minutes and more. Attendees learn how districts and county offices of education are saving time and money using this service.

Training for Executive Assistants

Executive assistants play a key role in the district and county office of education. In this popular, full-day training, executive assistants can learn skills, tools and strategies to effectively meet the needs of the superintendent, board, students and the community.

Institute for New and First-Term Board Members

This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities. Board members can sharpen their skills on effective governance, finance, human resources and student learning.

The Brown Act

This three-hour workshop provides valuable information about the principles of open meetings, including requirements related to open and closed sessions, meeting agendas and board bylaws.

Board Presidents Workshop

CSBA's Board Presidents Workshop prepares current and aspiring board presidents to perform this critical leadership role. Attendees receive tips, tactics and techniques to build effective governance teams, conduct meaningful meetings and fulfill governance responsibilities while focusing efforts on improved student learning and achievement.

Webinars/Webcasts

The following archived webinars and webcasts are available at www.csba.org/TrainingAndEvents/ContinuingEducation/ArchivedWebcastsandWebinars.aspx.

Forecast Webcast (1/15)

Best Practices for an Effective Hazard Communication Program (11/15)

Back-to-School Webcast (9/15)

One System — Reforming Education to Serve All Students (9/15)

Student Accident Insurance — Best Practices to Protect Families in Your District (8/15)

CSBA Business Partner and Affiliate Budget Webinar (6/15)

CRCs Reporting in a Successful LEA Billing Program (5/15)

Using Low-Interest Bond Programs to Fund Solar Projects (3/15)

Education Insights: Legal Update, Season 3

Episode 2: Bargaining Teacher Evaluations and the New Vaccination Law (11/15)

Episode 1: Lease-Leasebacks and Conflict of Interest (10/15)

Education Insights: Legal Update, Season 2

Episode 6: Adequacy (5/15)

Episode 5: Board and Superintendent Relations (5/15)

Episode 4: Superintendent Contracts and Search (3/15)

Episode 3: Reporting Gifts on Your Form 700 (2/15)

Appendix E: Policies/regulations/bylaws/exhibits issued in 2015

0000 Series: Philosophy, Goals, Objectives, and Comprehensive Plans

BP 0200 - Goals for the School District (10/15)

Policy updated through Minor Revisions to reflect new law (AB 104) which adds homeless students as a “numerically significant” student subgroup for whom goals should be established and included in the LCAP.

BP/AR 0420 - School Plans/Site Councils (7/15)

Policy and regulation updated to reflect requirements to align the district’s LCAP with the strategies in each school’s single plan for student achievement (SPSA) and the repeal of certain categorical programs that had been included in the state’s consolidated application. Policy clarifies the continuing need for schools participating in specified state or federal categorical programs to develop the SPSA.

AR 0420.4 - Charter School Authorization (10/15)

Regulation updated through Minor Revisions to reflect new law (AB 104) which adds homeless students as a “numerically significant” student subgroup for whom goals should be established and included in the charter petition.

E 0420.41 - Charter School Oversight (4/15)

Exhibit updated to add charter school responsibilities related to (1) immediate enrollment of homeless students; (2) enrollment and placement of foster youth; (3) teacher qualifications for transitional kindergarten (TK) programs pursuant to new law (SB 876, 2014); (4) training regarding responsibilities for reporting child abuse and neglect pursuant to new law (AB 1432, 2014); (5) reporting to the Commission on Teacher Credentialing (CTC) of any change in employment status of a certified employee based on alleged misconduct; (6) posting of information about student participation in athletics, by gender, pursuant to new law (SB 1349, 2014); (7) submission to the Cal Grant program of the grade point average (GPA) of students in grade 12 pursuant to new law (AB 2160, 2014); and (8) provi-

sion on epinephrine auto-injectors pursuant to new law (SB 1266, 2014).

BP/AR 0460 - Local Control and Accountability Plan (4/15, 10/15)

Policy updated to reflect new Title 5 regulations (Register 2015, No. 2) which (1) present a template for the LCAP, (2) define and give examples of the means by which districts may consult with students when developing the LCAP, (3) address the composition of the parent advisory committee and English learner parent advisory committee, and (4) require the county superintendent of schools to review district descriptions, if any, of districtwide or schoolwide services provided with LCFF supplemental or concentration funds. Policy subsequently updated through Minor Revisions to reflect new law (AB 104) which adds homeless students as a “numerically significant” student subgroup for whom goals should be addressed in the LCAP. Regulation adds new section which addresses requirement for districts receiving LCFF supplemental or concentration funds to increase or improve services for “unduplicated students” and reflects new Title 5 regulations (Register 2015, No. 2) which specify the method for determining the percentage by which services for unduplicated students must be increased or improved above services provided to all students.

BP 0500 - Accountability (10/15)

Policy updated through Minor Revisions to reflect new law (AB 104) which adds homeless students as a numerically significant student subgroup for whom the district must demonstrate comparable improvement in academic achievement.

BP/AR 0520.4 - Quality Education Investment Schools (4/15)

Policy and regulation deleted since support programs for low-achieving schools identified under the Quality Education Investment Act are no longer being funded.

1000 Series: Community Relations

BP/AR 1312.3 - Uniform Complaint Procedures (7/15)

Policy and regulation updated to reflect CDE compliance requirements for 2015-16 school year. Regulation also clarifies timeline for filing complaints regarding student fees and reflects new U.S. Department of Education OCR guidance recommending that districts use websites and social media to post nondiscrimination notices, policies and procedures and contact information for compliance officer(s).

AR 1330 - Use of School Facilities (4/15)

Regulation updated to reflect new law (AB 2073, 2014) which authorizes districts to allow the use of school facilities for events that may involve the acquisition, possession, use or consumption of alcohol when the event is covered by a special events permit and will be held at a time that students are not present. Regulation provides that, if the district chooses to exercise this authority, it may specify limitations in the facility use agreement to reduce risks to the district and ensure the safety of participants.

2000 Series: Administration

BP 2121 - Superintendent's Contract (12/15)

Policy updated to reflect contract components recommended in CSBA's new Superintendent Contract Template and federal law which prohibits favoring "highly compensated" individuals (i.e., generally the highest paid 25 percent of all district em-

ployees) in terms of the level of benefits provided. Policy also reflects new law (AB 215) which amends the maximum cash settlement that may be granted upon termination of a superintendent contract executed on or after Jan. 1, 2016 and which provides that no cash or noncash settlement may be given if the termination is for fraud or other illegal fiscal practices.

3000 Series: Business & Noninstructional Operations

AR 3100 - Budget (10/15)

Regulation updated through Minor Revisions to reflect new law (SB 78) which changes the date by which boards must adopt a fiscal plan and budget when the Superintendent of Public Instruction has disapproved the district budget.

BP/AR 3270 - Sale and Disposal of Books, Equipment and Supplies (10/15)

Policy updated to add board roles in determining whether the value of the property is sufficient to warrant a sale and in approving the terms and conditions of the sale. Policy also reflects new law (SB 971, 2014) which eliminates the mandate to adopt rules for the identification of obsolete instructional materials. Policy provides optional criteria for such identification and clarifies the circumstances under which the sale or donation of obsolete or unusable instructional materials may be appropriate. Reorganized regulation reflects the repeal by SB 971 of requirements related to the use of the proceeds from the sale of instructional materials and adds section on "Equipment/Supplies Acquired with Federal Funds." Section on "Replacement of School Buses" deleted since new law (SB 78) repealed the conditions for the sale of school buses by districts receiving a state apportionment to replace the buses.

AR 3311 - Bids (10/15)

Regulation updated to reflect new law (AB 1581, 2014) which authorizes districts to set timelines for submittal and opening of bids and, for districts of 2,500 or more average daily attendance, extends prequalification procedures to any lease-leaseback agreement for a public project that involves an expenditure of \$1 million or more and meets other specified criteria. Regulation also references new court decision which ruled that, to be valid, a lease-leaseback agreement must contain a lease term and a financing component.

BP 3312 - Contracts (4/15)

Policy updated to reflect new law (AB 1584, 2014) which mandates policy when the district chooses to enter into a contract with a third party for digital storage, maintenance or retrieval of student records. Policy also updates section for contracts for non-nutritious foods or beverages and adds new section reflecting requirements for contracts for personal services.

AR 3512 - Equipment (10/15)

Regulation updated to define "equipment," provide that district equipment shall be used primarily for educational purposes or other district operations, delete material on comparability of equipment which is also addressed in BP 6171 - Title I Programs, and clarify processes for transferring equipment between work sites. Regulation also adds material related to

equipment inventories, the sale or disposal of equipment, and the purchase of equipment with federal funds.

AR 3514.2 - Integrated Pest Management (4/15)

Regulation updated to reflect new law (SB 1405, 2014) which (1) requires certain persons to complete a Department of Pesticide Regulation (DPR) approved training course beginning July 1, 2016; (2) requires posting of the integrated pest

management (IPM) plan on the school or district website or distribution of the plan with the annual parental notification whenever a non-exempted pesticide will be used; (3) expands the content of the annual notification to include the Internet address where the school's IPM plan is posted, if applicable, and the opportunity to view the IPM plan in the school office; and (4) requires reporting to the DPR whenever the pesticide use is not otherwise reported by the pest control operator to county officials.

4000 Series: Personnel

BP/AR 4030 - Nondiscrimination in Employment (12/15)

Policy updated to reflect the mandate to adopt policy necessary to implement the state's nondiscrimination laws. Policy also updated to reflect new law (AB 987) which prohibits districts from retaliating or otherwise discriminating against a person for requesting accommodation of his or her disability or religious beliefs, regardless of whether the accommodation request was granted. New regulation includes the designation of the district's coordinator for nondiscrimination in employment, addresses measures to prevent employment discrimination and harassment, and incorporates complaint procedures and material on other remedies formerly in AR 4031 - Complaints Concerning Discrimination in Employment.

AR 4031 - Complaints Concerning Discrimination in Employment (12/15)

Regulation deleted and complaint procedures incorporated into AR 4030 - Nondiscrimination in Employment.

AR 4032 - Reasonable Accommodation (12/15)

Regulation updated through Minor Revisions to reflect new law (AB 987) which prohibits discrimination or any punishment or sanction against an employee or job applicant who requests an accommodation for his or her physical or mental disability, regardless of whether the request for accommodation was granted.

BP/AR/E 4040 - Employee Use of Technology (7/15)

Policy updated to delete outdated section on use of cell phone or mobile communications device, clarify that use of a password does not give an employee a reasonable expectation of privacy, and add material formerly in AR re: accessing/posting harmful matter and employees' responsibility to report security problems or misuse of district technology. Regulation deleted and replaced by new Exhibit presenting a sample Acceptable Use Agreement.

AR 4112.23 - Special Education Staff (10/15)

Regulation updated to delete outdated section on "Teachers of Students with Autism" and to update the credentials and

added authorizations available from the CTC which authorize instruction in special education and related services. Regulation also adds material related to the emergency permit for resource specialists, the provisional internship permit and short-term staff permit, credential waivers, qualifications of employees providing related services, professional development and induction programs.

E 4112.9/4212.9/4312.9 - Employee Notifications (4/15)

Exhibit updated to (1) reflect new law (SB 1266, 2014) requiring a notice to request volunteers to receive training to administer epinephrine auto-injector and notice of defense against liability for administering epinephrine auto-injector; (2) add notice requesting volunteers to receive training to administer emergency antiseizure medication; (3) add notice of the amount of sick leave available to the employee; (4) add notice to employee when Department of Justice notification is the reason for an adverse employment action; and (5) update notices related to suspension or dismissal of certificated employees.

BP/AR 4119.11/4219.11/4319.11 - Sexual Harassment (10/15, 12/15)

Policy updated through Minor Revisions to provide that complaints of sexual harassment will be addressed in accordance with AR 4030 - Nondiscrimination in Employment. Regulation updated to clarify that the AR is mandated pursuant to state law and to reflect new law (AB 2053, 2014) which adds prevention of abusive conduct to the contents of sexual harassment training required for supervisory employees. Regulation also reflects state law providing that the conduct need not be motivated by sexual desire in order to constitute sexual harassment. References to Title 2 regulations updated to reflect recent renumbering.

BP 4121 - Temporary/Substitute Personnel (12/15)

Policy updated to reflect new law (AB 304) which amends the Healthy Workplaces, Healthy Families Act (AB 1522, 2014) to (1) authorize paid sick leave accrual on a basis other than one hour for each 30 hours worked, provided that the accrual is on a regular basis and the employee will have 24 hours of accrued sick leave available by the 120th calendar day of employment

(new Option 2 in section "Paid Sick Leave"); (2) clarify that retired annuitants who have not reinstated to the applicable public retirement system are excluded from participation in these leave benefit provisions; and (3) provide that the district has no obligation to inquire into the purposes for which an employee uses sick leave or paid time off.

BP 4131 - Staff Development (7/15)

Policy updated to reflect new law (SB 1060, 2014) which requires any district that offers a program of professional growth for certificated employees to evaluate professional learning opportunities offered by the district based on specified criteria.

BP 4143/4243 - Negotiations/Consultation (4/15)

Policy updated to reflect new law (AB 1611, 2014) which requires reasonable written notice to the exclusive employee representative whenever the district intends to make any changes in matters within the scope of negotiations. Policy also clarifies related meetings that may be held in closed session and adds language on providing released time for a reasonable number of employee representatives for meeting and negotiating and for the processing of grievances.

BP/AR 4154/4254/4354 - Health and Welfare Benefits (10/15)

Policy and regulation updated to reflect the federal Patient Protection and Affordable Care Act, applicable to districts with 50 or more full-time employees. Policy includes information about the calculation of full-time employees for the purpose of determining the applicability of the Act and reflects requirements to provide an affordable health insurance plan which includes specified minimum coverage and pays at least 60 percent of the medical expenses covered under the plan. Policy also reflects new law (SB 1306, 2014) which defines "marriage" as a personal relationship arising out of a civil contract between two persons rather than a man and a woman. Regulation adds section on "Affordability of Health Coverage" which includes methods by which districts may determine that each employee's contribution for employee-only health coverage does not exceed 9.5 percent of his or her household income.

AR 4161.11/4261.11/4361.11 - Industrial Accident/Illness Leave (10/15)

Regulation updated through Minor Revisions to reflect new law (AB 915) which eliminates the prohibition against traveling outside the state by employees who receive benefits under industrial accident/illness leave.

AR 4161.8/4261.8/4361.8 - Family Care and Medical Leave (7/15)

Regulation updated to reflect new Title 2 regulations (Register 2015, No. 17) which retitle, renumber and amend certain provisions implementing the California Family Rights Act, including the definition of "serious health condition," medical certification of the need for the leave, and refusal to reinstate an employee if the leave was fraudulently obtained by the employee. Renumbered Title 2 regulations related to pregnancy disability leave and other legal cites updated throughout the AR. Regulation also reflects new law (SB 1306, 2014) which revises the definition of marriage and thus affects the definition of "spouse."

BP 4231 - Staff Development (7/15)

Policy updated to reflect new law (SB 1060, 2014) which requires any district that offers a program of professional growth for classified employees involved in the direct instruction of students to evaluate professional learning based on specified criteria.

AR 4261.1 - Personal Illness/Injury Leave (12/15)

Policy updated to reflect new law (AB 304) which amends the Healthy Workplaces, Healthy Families Act to (1) authorize sick leave accrual on a basis other than one hour for each 30 hours worked, provided that the accrual is on a regular basis and the employee will have 24 hours of accrued sick leave available by the 120th calendar day of employment (new Option 2 in section "Short-Term and Substitute Employees"); (2) exclude retired annuitants who have not reinstated to the applicable public retirement system from participation in these leave benefit provisions; and (3) provide that the district has no obligation to inquire into or record the purposes for which an employee uses sick leave or paid time off.

5000 Series: Students

BP/AR 5111 - Admission (4/15)

Policy updated to reflect new law (AB 2706, 2014) which requires district enrollment forms to include information about affordable health care options and available enrollment assistance. Policy also adds language to ensure that enrollment of a homeless student, foster youth or child of a military family is

not delayed for lack of records, and reflects new law (AB 2276, 2014) which prohibits districts from denying enrollment to children from juvenile court schools for the sole reason of their contact with the juvenile court system. Regulation updated to delete outdated dates re: age eligibility for TK, kindergarten or first grade.

BP/AR 5111.1 - District Residency (12/15)

New policy reflects new law (AB 1101) which mandates any district that elects to conduct investigations of students' residency to adopt policy with specified components, including (1) the circumstances under which the district may initiate an investigation; (2) the investigatory methods that may be used, including whether the district may use the services of a private investigator; (3) a prohibition against surreptitious photographing or video-recording of students who are being investigated; and (4) an appeals process. Policy also contains material formerly in AR re: circumstances under which enrollment does not require district residency. Regulation updated to reflect new laws (SB 200 and AB 224) which provide that a student will be deemed to meet residency requirements if his or her parent/guardian lives with the student in the place of his or her employment within district boundaries at least three days during the school week. Regulation also contains material formerly in AR 5111.12 - Residency Based on Parent/Guardian Employment authorizing districts to grant residency status to students whose parent/guardian is employed within district boundaries for at least 10 hours during the school week (Allen bill transfers), and reflects provisions of SB 200 and AB 224 which provide that this option will sunset July 1, 2017 unless further legislation is passed.

AR 5111.12 - Residency Based on Parent/Guardian Employment (12/15)

Regulation deleted and key concepts incorporated into BP/AR 5111.1 - District Residency.

AR 5112.2 - Exclusions from Attendance (10/15)

Regulation updated to clarify the circumstances under which students must or may be denied admission or be temporarily excluded from school. Regulation reflects new law (SB 277) which eliminates the immunization exemption based on a parent/guardian's personal beliefs, except in cases where a parent/guardian submits a letter or written affidavit by Jan. 1, 2016. Regulation also adds the period of time for which each exclusion is applicable.

BP 5113.1 - Chronic Absence and Truancy (4/15)

Policy updated to reflect the inclusion of chronic absenteeism in the LCAP as a measure of student engagement and new Title 5 regulations (Register 2015, No. 2) which establish a formula for calculating the chronic absenteeism rate for this purpose. Policy also revised to reflect new law (AB 1643, 2014) which adds other optional representatives to the school attendance review board.

BP 5117 - Interdistrict Attendance (12/15)

Policy updated through Minor Revisions to reflect new law (AB 306) which requires districts to allow a child of an active military duty parent/guardian to transfer out of the district to

a school district of choice, if the other school district approves the transfer.

BP/AR 5121 - Grades/Evaluation of Student Achievement (7/15)

Policy updated through Minor Revisions to add optional language to grant extra grade weighting to IB courses. Regulation updated to reflect new law (AB 2160, 2014) which requires districts to submit the GPA of students in grade 12 to the Cal Grant program. Revised regulation condenses material prohibiting lowering of a foster youth's grades for absences due to a change in placement or specified court-related activities, also addressed in BP 6173.1 - Education for Foster Youth. Regulation also replaces two options regarding grading for repeated classes with optional language that the highest grade received will be used in calculating the GPA.

BP 5123 - Promotion/Acceleration/Retention (12/15)

Policy updated through Minor Revisions to clarify that the provision of supplemental instruction to students "at risk" of retention in grades 2-6 is optional.

AR 5125 - Student Records (12/15)

Regulation updated through Minor Revisions to reflect new law (AB 1091) which requires districts to submit verification of students' high school graduation to the Student Aid Commission for use in the Cal Grant postsecondary financial aid program, when requested.

AR 5125.1 - Release of Directory Information (7/15)

Regulation updated through Minor Revisions to reflect legal requirement to obtain parent/guardian consent, or consent of student age 18 or older, before releasing directory information of a homeless student.

BP/AR 5126 - Awards for Achievement (4/15)

Updated policy, mandated for districts that maintain a scholarship and loan fund, includes material formerly in AR re: board responsibilities related to the scholarship and loan fund. Material related to selection of the scholarship and loan committee revised to delegate to the Superintendent the appointment of staff, community and student representatives. Updated regulation deletes detailed eligibility criteria for the Golden State Seal Merit Diploma and State Seal of Biliteracy, as these criteria are in transition.

BP/AR 5141 - Health Care and Emergencies (12/15)

Policy and regulation updated to reflect new law (SB 658) which requires the principal of any school that has an automated external defibrillator (AED) to annually provide employees with information on sudden cardiac arrest, the school's emergency response plan and the proper use of an AED and which eliminates the requirement that the principal designate

the trained employees who will be available to respond to an emergency that may involve the use of an AED. Regulation also reflects provisions of SB 658 which require the district to notify the local emergency medical services agency regarding the existence, location and type of AED acquired, require that instructions on how to use the AED be posted next to every AED, and reduce the inspection requirements to once every 90 days.

BP/AR 5141.31 - Immunizations (10/15)

Policy and regulation updated to reflect new law (SB 277) which limits the personal belief exemption to students whose parent/guardian submits a letter or written affidavit by Jan. 1, 2016, in which case the exemption shall be effective only until the student enters the next grade span, as defined. Policy also deletes material related to conditional enrollment of transfer students while waiting for the transfer of immunization records, now addressed in AR. Regulation also reflects provisions of SB 277 which (1) require districts to ensure that students advancing to grade 7 are fully immunized against all specified diseases, (2) state that students with disabilities must be provided special education and related services regardless of their immunization status, and (3) exempt students from immunization requirements who are enrolled in an independent study program and who do not receive classroom-based instruction.

E 5141.6 - School Health Services (12/15)

Exhibit containing sample resolution urging outreach to increase children's access to affordable health care programs was deleted since current law requires the district's enrollment forms for the 2015-16, 2016-17, and 2017-18 school years to include an informational item about affordable health care options and available enrollment assistance.

BP/AR 5144.4 - Required Parental Attendance (4/15)

New mandated policy and regulation are for use by districts that authorize teachers to require parents/guardians to attend a portion of a school day in their child's classroom when their child has been removed from class for specified violations. Policy and regulation contain material formerly in BP/AR 5144.1 - Suspension and Expulsion/Due Process.

AR 5145.3 - Nondiscrimination/Harassment (7/15)

Regulation updated through Minor Revisions to reflect OCR's Dear Colleague Letter (April 2015) encouraging districts to post their coordinator/compliance officer's contact information on the district's website and social media and in other prominent locations.

E 5145.6 - Parental Notifications (4/15)

Exhibit updated to add notices related to (1) the IPM plan, if the school or district does not have a website, pursuant to new law (SB 1405, 2014); (2) forwarding of students' GPA to the

Cal Grant program, pursuant to new law (AB 2160, 2014); (3) advertising in the classroom; (4) basis for placement of foster youth; (5) exemption of foster youth and homeless students from local graduation requirements when transferring between high schools in grade 11 or 12; (6) district program to gather information related to student or school safety from students' social media, pursuant to new law (AB 1442, 2014); (7) permission granted for sex offender to volunteer on campus; and (8) educational opportunities, placement and transportation for homeless students.

AR 5145.7 - Sexual Harassment (7/15)

Regulation updated through Minor Revisions to reflect OCR's Dear Colleague letter (April 2015) which recommends posting the district's sexual harassment policy and regulation on social media.

BP/AR 5148 - Child Care and Development (7/15)

Policy updated to expand optional priorities for child care services to include children of district students, expand examples of methods to provide facilities for child care services, and add new section on "Complaints." Regulation updated to reflect new law (AB 1944, 2014) which deletes the requirement for parents/guardians of a child age 11-12 to certify in writing that they need child care services because a before-school or after-school program is unavailable. Regulation also revised to clarify eligibility for subsidized services, reflect the new fee schedule that went into effect July 1, 2014, provide for reassessment of fees when a family is recertified or experiences a change in status, and reflect renumbering of legal cites.

BP/AR 5148.2 - Before/After School Programs (7/15)

Policy and regulation updated to reflect new law (SB 1221, 2014) which requires before/after school programs to submit program attendance reports on a semi-annual basis and to use a program quality improvement process that is based on standards developed by the CDE. Policy also adds material on qualifications of staff and volunteers, the preferred placement of students ages 11-12 in a before/after school program rather than subsidized child care services, and timelines for review and maintenance of the program plan. Regulation also revised to clarify applicable grade levels for the 21st Century Community Learning Center program, reflect funding priorities used by the CDE, add material on summer programs, and reflect law authorizing a full meal to be served in after-school programs.

BP/AR 5148.3 - Preschool/Early Childhood Education (7/15)

Policy and regulation updated to reflect the mandate for districts offering programs through the California State Preschool Program (CSPP) to develop written admissions policies and procedures with specified components. Policy also updated to reflect new law (SB 858, 2014) which (1) authorizes districts to use a portion of a reserve fund for purposes of staff development for CSPP instructional staff and (2) establishes the early

learning quality rating and improvement system (QRIS) block grant to support continuous local improvement efforts that increase the number of low-income children in high-quality preschool programs. Regulation updated to reflect provisions of SB 858 that grant second priority for enrollment to four-year-old children who are not enrolled in a TK program.

Regulation also reflects the applicability to CSPP programs of specified requirements for general child care and development programs, reflects CDE guidance regarding four-year-olds who are eligible for both CSPP and TK programs, and adds material on staffing ratios, parent/guardian notification of approval or denial of enrollment, and maintenance of a family data file.

6000 Series: Instruction

BP 6141.4 - International Baccalaureate Program (10/15)

New policy addresses the philosophy and requirements of the IB program and is for use by districts that have received authorization from the International Baccalaureate Organization in Geneva, Switzerland to offer one or more IB programs at the elementary, middle or high school level. Section on "IB Diploma Program or Career-related Program" identifies courses, examinations and other requirements that high school students must complete to obtain the IB diploma and addresses the provision of fee assistance to low-income students taking IB examinations. Material on program evaluation includes optional indicators of program effectiveness and reflects new law (SB 416) which repeals requirements to submit certain reports to the CDE.

BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction (12/15)

Policy and regulation updated to reflect new law (AB 329) which requires districts to provide comprehensive sexual health education in grades 7-12 and to integrate such instruction with HIV prevention education. Policy also updated to clarify requirements related to parental consent. Regulation adds new section on "Definitions" and, pursuant to AB 329, expands program criteria and merges the components of sexual health education and HIV prevention education.

BP 6142.92 - Mathematics Instruction (12/15)

Policy updated through Minor Revisions to reflect new law (SB 359) which addresses appropriate placement of students in mathematics courses.

AR 6145.2 - Athletic Competition (10/15)

Regulation updated through Minor Revisions to reflect new law (AB 1538) which requires parent/guardian notification of students' Title IX rights and requires the CDE to post a list of such rights on its website.

BP 6146.1 - High School Graduation Requirements (12/15)

Policy updated to reflect new law (SB 172) which suspends, through the 2017-18 school year, the requirement that each student completing grade 12 successfully pass the high school exit exam as a condition of receiving a diploma or graduating from high school and requires districts to retroactively grant

a diploma to any student who met all graduation requirements other than the exit exam requirement since the 2003-04 school year. Policy also reflects new law (AB 220) which requires that one mathematics course required for graduation be equivalent to Algebra I or Mathematics I, new law (AB 1764, 2014) which provides that any district requiring more than two math courses may award credit for an approved computer science course, new law (SB 695) which requires any district that requires health education for graduation to include instruction in sexual harassment and violence, new law (AB 1806, 2014) which provides that a homeless student who transfers any time after completing his or her second year of high school is exempted from locally established high school graduation requirements, and new law (AB 1166) which allows homeless students and foster youth such an exemption even if the district fails to provide timely notice of the availability of the exemption.

BP 6151 - Class Size (10/15)

Policy updated through Minor Revisions to reflect new law (SB 436) which revises the maximum teacher-child and adult-child ratios for special education group services for children age 3-5 years.

BP 6152.1 - Placement in Mathematics Courses (8/15, 12/15)

Policy added in August and then updated in December to reflect new law (SB 359) which mandates any district which is serving 9th grade students and has not adopted a mathematics placement policy prior to Jan. 1, 2016 to adopt a math placement policy with specific components before the beginning of the 2016-17 school year. Policy reflects other requirements of SB 359 including, but not limited to, the use of multiple objective academic measures for student placement, provision of at least one checkpoint within the first month of the school year to ensure accurate placement, and annual board examination of student placement data.

AR 6158 - Independent Study (10/15)

Regulation updated through Minor Revisions to reflect new law (AB 104) which addresses the ratio of independent study students to full-time certificated employees responsible for independent study.

BP/AR/E 6163.4 - Student Use of Technology (7/15)

Policy updated to clarify circumstances under which districts may lawfully search students' personally owned devices, delete outdated prohibition against use of district technology to access social networking sites, and include material formerly in AR re: appropriate student conduct when using the Internet or other electronic communications. Regulation deleted and replaced by new Exhibit presenting a sample Acceptable Use Agreement.

BP 6170.1 - Transitional Kindergarten (4/15, 10/15)

Policy updated to reflect new law (SB 876, 2014) which establishes certain qualifications for teachers assigned to a TK program after July 1, 2015 and new law (SB 858, 2014) which states legislative intent that the TK curriculum be aligned to the California Preschool Learning Foundations. Policy also deletes outdated dates related to student eligibility for the program, adds immunization requirement, and adds requirement to obtain a signed Kindergarten Continuance Form when a child who is age-eligible for kindergarten is enrolled in TK and then continues into kindergarten the following year. Policy subsequently updated through Minor Revisions to reflect new law (AB 104) which authorizes the district, at any time during the school year, to admit a child whose fifth birthday is after December 2 of the same school year.

BP 6172.1 - Concurrent Enrollment in College Classes (7/15)

Policy updated through Minor Revisions to delete outdated reference to repealed statute and clarify timeline for issuing a denial of concurrent enrollment for a highly gifted and talented student.

BP/AR 6173 - Education for Homeless Children (12/15)

Updated policy reflects new law (AB 104) which adds homeless students as a "numerically significant student subgroup" whose needs must be addressed in the district's LCAP and adds material on program evaluation. Section on "Transportation" moved to AR. Regulation revises the definition of "school of origin" to reflect new law (SB 445) and revises the definition of "best interest" for consistency with policy on foster youth. Regulation reflects requirements of SB 445 to immediately enroll homeless students, allow a homeless student to remain in the school of origin or matriculate to a feeder school even if the student is no longer homeless, and provide transportation to a formerly homeless student whose individualized education program indicates that transportation is a necessary related service. Section on "Applicability of Graduation Requirements" revised to reflect new law (SB 172) which suspends through the 2017-18 school year the requirement to pass the high school exit exam and new law (AB 1166) which provides that a homeless student who transfers between schools or into the district after the second year of high school must be exempted from local graduation requirements under certain conditions even after he or she ceases to be homeless and even if the district fails to provide the required notification.

AR 6173.1 - Education for Foster Youth (12/15)

Regulation updated to reflect new law (AB 854) establishing the Foster Youth Services Coordinating Program to facilitate ongoing collaboration among local educational agencies, county child welfare agencies and county probation departments. Section on "Applicability of Graduation Requirements" revised to reflect new law (SB 172) which suspends through the 2017-18 school year the requirement to pass the high school exit exam and new law (AB 1166) which provides that a foster youth who transfers between schools or into the district after the second year of high school must be exempted from local graduation requirements under certain conditions even after he or she ceases to be a foster youth and even if the district fails to provide the required notification. New section on "Notification and Complaints" reflects new law (AB 379) which provides that complaints of noncompliance with specified laws regarding the education of foster youth may be filed using uniform complaint procedures.

BP/AR 6174 - Education for English Language Learners (4/15)

Policy updated to reflect requirements to address goals and specific actions for English learners in the district's LCAP, establish an English learner parent advisory committee to consult on LCAP development when applicable, and measure progress toward district goals for English learners. Policy also provides updated information about the status of state standards for English language development, instructional materials adoption and state assessment of English language proficiency. Policy adds language on professional development required for districts receiving federal Title III funds and reflects new law (SB 1174, 2014) which, contingent upon voter approval in the November 2016 statewide general election, would authorize parents/guardians to select a language acquisition program that best suits their child. Regulation adds section on the LCAP English learner parent advisory committee, updates information on the state assessment of English language proficiency, revises the testing window and adds notifications required for districts that receive Title III funds.

BP 6177 - Summer Learning Programs (12/15)

Policy updated through Minor Revisions to reflect new law (SB 172) which suspends the high school exit examination through the 2017-18 school year and thus affects the provision of summer programs designed to assist students who have not made sufficient progress toward passing the exit exam.

BP 6179 - Supplemental Instruction (12/15)

Policy updated to delete material requiring supplemental instruction to be provided to students in grades 7-12 who do not demonstrate sufficient progress toward passing the high school exit exam, as the exit exam is suspended through the 2017-18 school year pursuant to new law (SB 172). Policy also revised to clarify that the provision of supplemental instruction to students in grades 2-6 who are "at risk" of retention is optional. List of optional instruction consolidated and revised to add item #3

regarding instruction to high school students who need support to successfully complete courses required for graduation.

BP 6190 - Evaluation of the Instructional Program (10/15)

Policy updated to reflect the suspension of the state Academic Performance Index and new law (AB 104) which adds

homeless students to the definition of numerically significant student subgroups whose progress toward district goals must be annually assessed. Policy also updates section on Federal Program Monitoring to reflect new state tools for monitoring categorical programs, and actions needed if the review results in a finding of noncompliance.

9000 Series: Board Bylaws

BB 9100 - Organization (7/15)

Bylaw updated to clarify the time periods during which the annual organizational meeting must be held pursuant to law and to expand items to be addressed during the meeting to include a review of resources on board governance and leadership roles and responsibilities.

BB/E 9150 - Student Board Members (12/15)

Bylaw updated to reflect new law (SB 532) which requires the board, upon receiving a petition from students at a high school requesting student representation on the board or preferential voting rights for a student board member, to act on the request within 60 days of receipt of the petition or at the next regularly scheduled board meeting if no meeting is held within those 60 days. Bylaw also reflects a requirement of SB 532 for a majority vote of the board at a public meeting in order to eliminate the student member position. Two Exhibits were deleted since the material is covered in the bylaw.

BB 9223 - Filling Vacancies (7/15)

Bylaw updated through Minor Revisions to revise the list of events causing a vacancy to delete vacancy caused by a board member's failure to furnish an additional or supplemental bond, as the bond practice is outdated.