

OAK PARK UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION
AGENDA #934

DATE: November 15, 2016

PLACE: **Oak Park High School Presentation Room – G-9**
899 N. Kanan Road, Oak Park, CA 91377

TIME: **5:00 p.m. Closed Session – G9**
6:00 p.m. Open Session – G9

The Mission of the Oak Park Unified School District is to provide students with a strong foundation for learning, which meets the challenge of the present and of the future through a balanced education, that includes academic achievement, personal growth and social responsibility.

BOARD OF EDUCATION

Allen Rosen, President
Drew Hazelton, Vice President
Derek Ross, Clerk
Denise Helfstein, Member
Barbara Laifman, Member
Meghan Cleary, Student Board Member



Educating Compassionate and Creative Global Citizens

ADMINISTRATION

Dr. Anthony W. Knight, Superintendent
Ragini Aggarwal, Executive Assistant
Martin Klauss, Assistant Superintendent, Business & Administrative Services
Dr. Leslie Heilbron, Assistant Superintendent, Human Resources
Dr. Jay Greenlinger, Director Curriculum and Instruction
Enoch Kwok, Director, Educational Technology & Information Systems
Susan Roberts, Director, Pupil Services
Cliff Moore, Consultant

COPY OF ENTIRE AGENDA ON WEB SITE

www.opusd.org

11/10/2016

INDIVIDUALS WHO REQUIRE SPECIAL ACCOMMODATION TO PARTICIPATE IN A BOARD MEETING, INCLUDING BUT NOT LIMITED TO AN AMERICAN SIGN LANGUAGE INTERPRETER, ACCESSIBLE SEATING OR DOCUMENTATION IN ACCESSIBLE FORMATS, SHOULD CONTACT THE SUPERINTENDENT'S OFFICE 72 HOURS PRIOR TO THE MEETING TO ENABLE THE DISTRICT TO MAKE REASONABLE ARRANGEMENTS TO ENSURE ACCOMODATION AND ACCESSIBILITY TO THIS MEETING. PHONE (818) 735-3206 OR FAX (818) 879-0372 or e-mail: raggarwal@opusd.org

Welcome to a meeting of the Oak Park Unified School District Board of Education. Routine items are placed under the Consent Calendar and are approved by a single vote of the Board. When the agenda is adopted, a member of the Board may pull an item from the Consent Calendar and transfer the item to an appropriate place on the agenda for discussion.

The President of the Board shall inquire if there is anyone in the audience who desires to address the board with respect to any items appearing on the closed session agenda, regular session agenda, or on any issue within the subject matter jurisdiction of the Governing Board. The speaker cards are available in the Board Room and must be completed and handed to Ragini Aggarwal, Executive Assistant, prior to the beginning of the meeting. All comments for either agenda items or non-agenda items must be limited to three minutes or less.

Your comments are greatly appreciated. However, the Board cannot enter into a formal discussion at this time, nor can a decision be made. Matters warranting discussion will be placed on a future agenda. The information on the speaker card is voluntary but will assist the Board President in conducting the meeting. Thank you for your cooperation and compliance with these guidelines

*All Board Actions and Discussion are electronically recorded and maintained for thirty days.
Interested parties may review the recording upon request.
Agenda and supporting documents are available for review prior to the meeting at the District Office located at 5801 Conifer Street, Oak Park, CA 91377*

NEXT REGULAR MEETING

Tuesday, December 6, 2016

Closed Session at 5:00 p.m. Open Session at 6:00 p.m.

Oak Park High School, Presentation Room, G9

AGENDA IS POSTED AT THE FOLLOWING LOCATIONS IN OAK PARK:

District Office, 5801 East Conifer St.

Brookside Elementary School, 165 N. Satinwood Ave.

Oak Hills Elementary School, 1010 N. Kanan Rd.

Red Oak Elementary School, 4857 Rockfield St.

Medea Creek Middle School, 1002 Double Tree Rd

Oak Park High School, 899 N. Kanan Rd.

Oak View High School, 5701 East Conifer St

Oak Park Library, 899 N. Kanan Rd.

Internet Home Page: <http://www.opusd.org/>

**OAK PARK UNIFIED SCHOOL DISTRICT
AGENDA – REGULAR BOARD MEETING #934
November 15, 2016**

CALL TO ORDER – Followed by Public Comments/5:00 p.m.
CLOSED SESSION: 5:00 p.m.
OPEN SESSION: 6:00 p.m.

The Oak Park Unified School District Board of Education will meet in Regular Session at the **Oak Park High School Presentation Room – G-9**, Oak Park, California.

I. CALL TO ORDER: _____ p.m.

II. PUBLIC SPEAKERS – CLOSED SESSION AGENDA ITEMS

III. RECESS TO CLOSED SESSION FOR DISCUSSION AND/OR ACTION ON THE FOLLOWING ITEMS:

A. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

B. PUBLIC EMPLOYEE EMPLOYMENT : Instructional Assistant II Sp. Ed. Temp,
Food Service Assistant 1 Subs, Custodian Subs, Instructional Assistants II Sp. Ed,
Maintenance Engineer

C. CONFERENCE WITH LABOR NEGOTIATORS:

Agency designated representatives: Leslie Heilbron and Martin Klauss
Employee organizations: Oak Park Teachers Association and Oak Park Classified
Association

**D. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION
PURSUANT SUBDIVISION (A) OF GOVERNMENT SECTION 549569.9
Civil Action No. 2:16-cv-08087 JEM**

**E. CONSIDERATION OF REQUEST FOR DEFENSE AND INDEMNIFICATION –
EXISTING LITIGATION – PURSUANT TO SUBDIVISION (A) OF GOVERNMENT
SECTION 825
Civil Action No. 2:16-cv-08087 JEM**

IV: CALL TO ORDER – RECONVENE IN OPEN SESSION AT: _____ p.m.

A. ROLL CALL

B. FLAG SALUTE

C. REPORT OF CLOSED SESSION ACTIONS TAKEN

D. ADOPTION OF AGENDA

V. PUBLIC SPEAKERS: SPEAKERS ON AGENDA AND NON-AGENDA ITEMS

11/10/2016

VI. OPEN COMMUNICATIONS/PRESENTATIONS

A. BOARD REPORTS/DISCUSSION/COMMUNICATIONS

1. Presentation of the Partners in Education Award to Nick Johnson and Lori Getz
2. Presentation to the Oak Park High School Debate Team
3. Remarks from Board Members
4. Remarks from Student Board Member
5. Remarks from Superintendent
6. Report from School Site Councils
7. Discussion and Updates on District of Choice

B. BUSINESS SESSION:

1. CONSENT AGENDA

Consent items shall be items of a routine nature or items for which no Board discussion is anticipated and for which the Superintendent recommends approval.

At the request of any member of the Board, any item on the Consent Agenda shall be removed and given individual consideration for action as a regular agenda item.

- a. [Approve Minutes of Special Board Meeting October 17, 2016 and Regular Board Meeting October 18, 2016](#)
- b. [Public Employee/Employment Changes 01CL23246-01CL23271 & 01CE08116-01CE08124](#)
- c. [Approve Purchase Orders – October 1 - October 31, 2016](#)
Board Policy 3300 requires Board approval of Purchase Orders
- d. [Approve Overnight Trip for Oak Park High School Girls' Basketball Team to attend a Team Building Event at Oak Park High School November 18, 2016 – November 19, 2016](#)
Board Policy 6153 requires Board approval for student overnight trips
- e. [Approve Disposal of Obsolete Personal Property](#)
Board approval is required to dispose of obsolete personal property
- f. [Approve Utilization of Piggyback Bids for Purchase of Goods and Services Throughout Fiscal Year 2016-17](#)
Board approval is required to purchase under Piggyback Provision of PCC, Section 20118

ACTION

2. BUSINESS

- a. [Approve Resolution #16-24 – Participation in District of Choice Program for School Year 2017-2018](#)
According to provisions of DOC program, the Board is required to approve Resolution annually
- b. [Review and Approve Report on Emergency Crisis Operations Plan Review](#)
Board approval required to provide direction to staff to prepare a feasibility study on the recommendations contained in the consultant's report
- c. [Approve Measure C6 Bond Fund Equipment Purchase – Classroom Technology Equipment for 2016-17 School Year](#)
Board approval required for purchases made from Measure C6 Bond Fund
- d. [Ratify Change Order No. 3, Project 16-10F, Outdoor Classroom at Brookside Elementary School](#)
Board approval required for change orders

e. Approve Acceptance of Donations

Board Policy 3290 requires Board approval for donations to the District

f. Authorize Formation of District Committee to Develop Measure S Priorities and Master Plan

Board authorization required to create a committee to develop Measure S bond master plan

3. HUMAN RESOURCES

a. Approve the Oak Park Teachers Association Request for an Article to be Sunshined and Added to Collective Bargaining Negotiations with the District

Government Code 3543.2 requires public disclosure of the provisions of all collective bargaining agreements

4. CURRICULUM

a. Approve the Plan for College Readiness Block Grant

Board approval required for adopting the plan for College Readiness Block Grant

5. BOARD

a. Approve Selection of Annual Organization Board Meeting – December 6, 2016

Education Code 35143 requires the Board to choose and approve its organizational meeting date

6. BOARD POLICIES

a. Approve Amendment to Board Policy 0410 - Nondiscrimination In District Programs And Activities - First Reading

Board Policy updated to reflect NEW LAW (AB 30, 2015) which, effective January 1, 2017, prohibits the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname. Policy also adds language regarding the use of uniform complaint procedures to investigate and resolve any allegation of unlawful discrimination, expands the means by which notice of the district's nondiscrimination policy will be distributed, reflects NEW LAW (SB 1375, 2016) which requires districts to post specified information regarding Title IX on their web site by July 1, 2017, and adds the district's responsibility to make its web site accessible to individuals with disabilities.

b. Approve Amendment to Board Policy and Administrative Regulation 0450 – Comprehensive Safety Plan – First Reading

Board policy updated to clarify the district's responsibility to annually review comprehensive school safety plans. Regulation updated to delete the requirement to include hate crime reporting procedures in the safety plan, as they are no longer required by law. List of optional plan components expanded to include (1) policy related to firearms possession on campus; (2) measures to minimize gang influence; (3) guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses; (4) strategies for suicide prevention; (5) procedures to handle disruptions; and (6) concepts related to environmental safety.

c. Approve Amendment to Board Policy 5131.62 – Tobacco - First Reading

Board Policy updated to reflect NEW LAW (ABX2 9, 2016) which requires all districts, not just those receiving state Tobacco-Use Prevention Education funds, to prohibit tobacco use on school campuses and NEW LAW (SBX2 5, 2016) which establishes new definitions of "smoking" and "tobacco."

d. Approve Amendment to Board Policy and Administrative Regulation 5145.3 – Nondiscrimination/Harassment -First Reading

Mandated policy revised to clarify (1) that the policy is applicable to off-campus conduct that may have a continuing impact on a student at school, and (2) that the district must investigate all allegations of discrimination of which it has notice, regardless of whether a formal written complaint is filed, and must take action to address any effect of discrimination found. Mandated administrative regulation updated to ensure consistency of reporting procedure with formal complaint process in the UCP and to clarify various provisions in the section on "Transgender and Gender-Nonconforming Students.

e. Approve Amendment of Board Policy and Administrative Regulation 5145.7 – Sexual Harassment - First Reading

Mandated policy revised to clarify that the district must investigate every allegation of sexual harassment of which it has notice, whether or not a formal written complaint is filed, and, when needed, must take interim measures to ensure safety of any student complainant or victim of sexual harassment. Mandated administrative regulation revised to recommend how the district may address a report of off-campus sexually harassing conduct.

VII INFORMATION ITEMS

1. Monthly Enrollment and Attendance Report
2. Monthly Cash Flow Report

VIII. OPEN DISCUSSION

IX. ADJOURNMENT:

There being no further business before this Board, the meeting is declare adjourned at ____ p.m.

X. SCHOOL REPORTS/SCHOOL SITE COUNCIL REPORTS

1. Brookside Elementary School Report
2. Oak Hills Elementary School Report
3. Red Oak Elementary School Report
4. Medea Creek Middle School Report
5. Oak Park High School Report
6. Oak View High School/Oak Park Independent School
7. Oak Park Neighborhood School

**MINUTES OF SPECIAL BOARD MEETING
BOARD OF EDUCATION**

10-17-16

#932

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the special meeting to order at 5:10 p.m. at Oak Park Unified School District Office Conference Room, 5801 E. Conifer Street, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Mr. Drew Hazelton, Vice President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, and Ms. Barbara Laifman, Member

BOARD ABSENT

Meghan Cleary, Student Board Member

STAFF PRESENT

Dr. Tony Knight, Superintendent, Dr. Leslie Heilbron, Assistant Superintendent, Human Resources, Mr. Martin Klauss, Assistant Superintendent, Business and Administrative Services, Director of Curriculum and Instruction, Dr. Jay Greenlinger, Director of Pupil Services, Mrs. Susan Roberts, Director of Technology, Mr. Enoch Kwok, Administrative Consultant, Mr. Cliff Moore, Oak Park Teachers Association President, Mr. Russ Peters, and Mrs. Ragini Aggarwal, Executive Assistant to the Superintendent

FLAG SALUTE

Allen Rosen led the Pledge of Allegiance to the Flag

PUBLIC SPEAKERS

None

The Board heard a report from our District of Choice Consultant, Mrs. Melanie Cuevas, following which a discussion was held on the District of Choice program.

There being no further business before this Board, the Board adjourned the meeting at 6:30 p.m.

Date

President of the Board

Date

Clerk or Secretary of the Board

**MINUTES OF REGULAR BOARD MEETING 10-18-16 #933
BOARD OF EDUCATION**

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the regular meeting to order at 5:35 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Mr. Drew Hazelton, Vice President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, and Ms. Barbara Laifman, Member

PUBLIC COMMENTS

None

ADJOURN TO CLOSED SESSION

Board President Allen Rosen reported that in Closed Session the Board would be discussing:

- PUBLIC EMPLOYEE DISCIPLINE/DISSMISSAL/RELEASE
- PUBLIC EMPLOYEE EMPLOYMENT : Guest Teachers
- CONFERENCE WITH LABOR NEGOTIATORS
 Agency designated representatives: Leslie Heilbron and Martin Klauss
 Employee organizations: Oak Park Teachers Association and Oak Park Classified Association

The Board adjourned to Closed Session at 5:35 p.m.

CALL TO ORDER/MEETING PLACE

The Board of Education President, Mr. Allen Rosen, called the regular meeting to order at 6:14 p.m. at Oak Park High School Presentation Room, G9, 899 N. Kanan Road, Oak Park.

BOARD PRESENT

Mr. Allen Rosen, President, Drew Hazelton, Vice President, Mr. Derek Ross, Clerk, Ms. Denise Helfstein, Member, Ms. Barbara Laifman, Member.

BOARD ABSENT

Meghan Cleary, Student Board Member.

STAFF PRESENT

Dr. Tony Knight, Superintendent, Mr. Martin Klauss, Assistant Superintendent, Business Services, Dr. Leslie Heilbron, Assistant Superintendent, Human Resources, Dr. Jay Greenlinger, Director of Curriculum and Instruction, and Mrs. Ragini Aggarwal, Executive Assistant.

FLAG SALUTE

Mrs. Amanda Bagheri led the Pledge of Allegiance to the Flag.

REPORT ON CLOSED SESSION

Dr. Knight reported that in closed session the Board took no action.

ADOPTION OF AGENDA

On motion of Barbara Laifman, seconded by Drew Hazelton, the Board of Education adopted the agenda as presented. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No - 0.

PUBLIC SPEAKERS

None

PRESENTATIONS

The Board presented the Partners in Education award to Harry Medved.

The Board recognized Mr. Barry Myerson, founder of our education foundation, Friends of Oak Park Schools and chair for the last ten years.

REPORT FROM BOARD MEMBERS

Board Member Derek Ross reported that he attended the Community Outreach Meeting and the Candidate's Forum. Derek thanked Carole Ly for the great food provided by the Child Nutrition Department.

Board Member Drew Hazelton reported that he attended the Candidate's Forum. He also congratulated Derek Ross on receiving the Golden Acorn Award.

Board Member Denise Helfstein congratulated Derek Ross on his award. Denise stated that she attended the Candidate Forum, the Curriculum Council meeting, and the Kindness Assembly at Brookside. Denise thanked the Oak Park Community Foundation for hosting the Candidate's Forum.

Board Member Barbara Laifman congratulated Derek on his award. Barbara stated that she attended Luc Bodden's funeral. Barbara was unable to attend the DELAC or Wellness Council meetings this month.

Board Member Allen Rosen congratulated Derek Ross on his award. Allen encouraged everyone to support the Oak Park High School Drama Program, and to come watch the Merry Wives of Windsor production.

Superintendent Tony Knight reported that he went to Stanford with Leslie Heilbron and Jay Greenlinger for the Challenge Success presentation. Dr. Knight, along with Dr. Heilbron and Dr. Greenlinger, met with the secondary school administrators in the Palo Alto School District. Superintendent Knight encouraged everyone to come for the presentation by Margaret Dunlap from Challenge Success program on October 24th at Oak Park High School. Dr. Knight also reported that he chaperoned the International students, the 8th grade Medea Creek Middle School gate students, and the 5th grade students from Red Oak for a trip to the Santa Cruz Island. Oak Park High held the Green Schools seminar on the Green Ribbon Schools process. Superintendent Knight said, "It was a great opportunity for us to show off our school district." Dr. Knight reported that the solar shade structure at Oak Park High School has saved the district \$26,000 this year alone. Dr. Knight also reported that the cafeteria sales are up and the district is doing a concerted effort in improving the quality of the food that is provided to our students.

REPORT FROM SCHOOL SITE COUNCILS

The Board received a School Site Council report from; Medea Creek Middle School, Brookside Elementary School, Oak Park High School, Oak View High, and Oak Park Independent School.

PRESENTATION ON THE 2016 ASSESSMENT RESULTS

Dr. Jay Greenlinger, Director of Curriculum and Instruction, presented a report on the 2016 Assessment Results.

PRESENTATION BY THE TECHNOLOGY DEPARTMENT

Mr. Enoch Kwok, Director of Technology, reported to the Board on the 1:1 take home Chromebook implementation.

DISTRICT OF CHOICE UPDATE

The Board heard an update from Dr. Knight regarding the District of Choice.

REPORT ON EMERGENCY CRISIS OPERATIONS PLAN REVIEW

The Board decided to table this report and possibly do a separate study session to review the report in the future.

B.1. CONSENT AGENDA

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the Consent Agenda except to table item B.1.f. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No - 0.

- a. [Approve Minutes of Regular Board Meeting September 20, 2016](#)
 - b. [Public Employee/Employment Changes 01CL23239-01CL23245 & 01CE08033-01CE08115](#)
 - c. [Approve Purchase Orders – September 1 - September 30, 2016](#)
 - d. [Approve Certification of 2015-16 Annual Attendance Report](#)
 - e. [Approve Overnight Trip for Oak Park High School Future Business Leaders of America Club to Attend the Leadership Development Institute – November 5-6, 2016](#)
 - f. [Approve School Counseling Internship Agreement with Phillips Graduate University – August 1, 2016 –June 30, 2017](#)
 - g. [Approve Overnight Trip for Medea Creek Middle School 6th Grade Pali Institute – November 30 to December 2, 2016](#)
 - h. [Approve Quarterly Report on Williams Uniform Complaints – October 2016](#)
 - i. [Approve Disposal of Obsolete or Surplus Instructional Materials, Books, and/or Library Books](#)
 - j. [Approve Annual Teacher Assignment Report](#)
 - k. [Approve Renewal of District Membership in California School Funding Coalition](#)
 - l. [Approve Notice of Completion, Project 16-02R, Gymnasium Restroom ADA Improvements at Oak Park High School](#)
 - m. [Approve Notice of Completion, Project 16-04R, Americans with Disability Act \(ADA\) Upgrades at Oak Hills Elementary School](#)
 - n. [Approve Notice of Completion, Project 16-06R, Parking Lot Resurfacing at Oak Park High School](#)
 - o. [Approve Notice of Completion, Project 16-11R, Emergency Repairs to Main Waterline at Oak Park High School](#)
 - p. [Approve Notice of Completion, Project 16-07F, Construction of School Garden at Medea Creek Middle School](#)
2. **BUSINESS SERVICES**
- a. [Approve Measure C6 Five-Year Master Plan 2016 Update](#)

On motion of Drew Hazelton, seconded by Denise Helfstein, the Board of Education approved the Measure C6 Five-Year Master Plan 2016 Update. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0.

b. Ratify Agreement for Structural Engineering Services, Project 15-02R, Elementary Shade Structures, Phase 2

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education ratified the Agreement for Structural Engineering Services, Project 15-02R, Elementary Shade Structures, Phase 2. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

c. Approve Notice of Completion, Project 15-02R, Elementary Shade Structures, Phase 2

On motion of Derek Ross, seconded by Drew Hazelton, the Board of Education approved Notice of Completion, Project 15-02R, Elementary Shade Structures, Phase 2. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

d. Approve Proposition 39 Grant Project 16-09F, Districtwide Interior Lighting Retrofit

On motion of Allen Rosen, seconded by Drew Hazelton, the Board of Education approved the Proposition 39 Grant Project 16-09F, Districtwide Interior Lighting Retrofit. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

e. Approve Measure C6 Bond Fund Equipment Purchase – Classroom Technology Equipment for 2016-17 School Year

On motion of Denise Helfstein, seconded by Derek Ross, the Board of Education approved the Measure C6 Bond Fund Equipment Purchase – Classroom Technology Equipment for 2016-17 School Year for MCMS Science Department Chromebook Carts and to table 1-to-1 Chromebook Take-home Pilot, iTouches for Google Cardboard to the next meeting. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0.

f. Approve Measure C6 Bond Fund Equipment Purchase – Classroom Furniture and Equipment for 2016-17 School Year

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the Classroom Furniture and Equipment for 2016-17 School Year. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

g. Approve Measure C6 Bond Fund Equipment Purchase – Maintenance and Operations Vehicle

On motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved the Measure C6 Bond Fund Equipment Purchase – Maintenance and Operations Vehicle. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

h. Approve Change Order No. 2 Hughes General Engineering, Project 16-10F, Outdoor Classroom at Brookside Elementary

On motion of Derek Ross, seconded by Drew Hazelton, the Board of Education approved Change Order No. 2 Hughes General Engineering, Project 16-10F, Outdoor Classroom at Brookside Elementary. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

i. Approve Notice of Completion, Project 16-10F, Outdoor Classroom at Brookside Elementary School

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the Notice of Completion, Project 16-10F, Outdoor Classroom at Brookside Elementary School. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

j. Approve Consultant Agreement for Proposition 39 Grant Application and Audit Services

On motion of Denise Helfstein, seconded by Drew Hazelton, the Board of Education approved the Consultant Agreement for Proposition 39 Grant Application and Audit Services. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

k. Approve Overnight Trip for Student Board Member to Attend the CSBA Annual Conference – December 1-3, 2016

Barbara Laifman recused herself as an employee of CSBA due to a remote interest. On motion of Derek Ross, seconded by Drew Hazelton, the Board of Education approved the Overnight Trip for Student Board Member to Attend the CSBA Annual Conference – December 1-3, 2016. Motion carried Aye: Hazelton, Helfstein, Rosen, Ross. No – 0

3. PUPIL SERVICES

a. Approve Contract for Non-Public Agency for Special Education Student #10-16/17 - \$53,760.00

On Motion of Derek Ross, seconded by Denise Helfstein, the Board of Education approved Contract for Non-Public Agency for Special Education Student #10-16/17 - \$53,760.00. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

b. Approve Contract for Non-Public School for Special Education Student #11-16/17 - \$29,275.95

On Motion of Barbara Laifman, seconded by Drew Hazelton the Board of Education approved Contract for Non-Public Agency for Special Education Student #11-16/17 \$29,275.95. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

4. CURRICULUM

a. Public Hearing and Discussion on the Plan for College Readiness Block Grant

Allen Rosen opened the Public Hearing on the Plan for College Readiness Block Grant at 8:57 pm. No comments, closed public hearing at 8:57 pm. The board held a discussion on the item and agreed to bring it back for approval at the next board meeting.

b. Approve Additional Textbooks for Oak Park Independent School

On motion of Barbara Laifman, seconded by Drew Hazelton, the Board of Education approved Additional Textbooks for Oak Park Independent School. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No – 0

5. BOARD POLICIES

a. Approve Amendment to Board Policy 4030 – Nondiscrimination in Employment First Reading

On motion of Derek Ross, seconded by Drew Hazelton, the Board of Education approved the amendment to Board Policy 4030 – Nondiscrimination in Employment as First and Final Reading. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No: 0.

b. Approve Amendment to Board Policy 4112.2 – Certification – First Reading

On motion of Denise Helfstein, seconded by Drew Hazelton, the Board of Education approved the amendment to Board Policy 4112.2 – Certification as First and Final Reading. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No: 0.

c. Approve Amendment to Board Policy 4112.21 - Interns - First Reading

On motion of Denise Helfstein, seconded by Derek Ross, the Board of Education approved the amendment to Board Policy 4112.21 – Interns as First and Final Reading. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No: 0.

d. Approve Amendment to Board Policy 4113 – Assignment – First Reading

On motion of Barbara Laifman, seconded by Denise Helfstein, the Board of Education approved the amendment to Board Policy 4113 – Assignment as First and Final Reading. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No: 0.

e. Approve Deletion of Board Policy, Administrative Regulation, and Exhibit 4112.24 – Teacher Qualifications Under the No Child Left Behind Act - First Reading

On motion of Barbara Laifman, seconded by Derek Ross, the Board of Education approved the deletion of Board Policy, Administrative Regulation, and Exhibit 4112.24 – Teacher Qualification Under the No Child Left Behind Act as First and Final Reading. Motion carried Aye: Hazelton, Helfstein, Laifman, Rosen, Ross. No: 0.

There being no further business before this Board, the Regular meeting is declared adjourned at 9:10 p.m.

Date

President of the Board

Date

Clerk or Secretary of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.1.c. APPROVE PURCHASE ORDERS – OCTOBER 1 THROUGH 31, 2016

CONSENT

ISSUE: Shall the Board approve the attached purchase orders issued for the period October 1 through October 31, 2016?

BACKGROUND: Attached is the Purchase Order Report listing all purchase orders issued during the reporting period. All purchase orders have been approved by an administrator as a necessary expense and are budgeted for and within the budget authorization of the account.

ALTERNATIVES:

1. Approve the attached Purchase Order Report as submitted.
2. Do not approve the Purchase Order Report.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Includes Purchase Orders dated 10/01/2016 - 10/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B17-00243	Shred-It USA, LLC	2016-17 Shredding Services	Business Administration	010	250.00
B17-00245	Fagen Friedman & Fulfrost LLP	2016-2017 Legal Services	Business Administration	010	150,000.00
B17-00246	Document Systems	2016-2017 Copier Maintenance Agreement	Business Administration	010	61,740.13
B17-00247	Johnstone Supply	Pro 17-01F MCMS Choir Room	Business Administration	010	800.00
B17-00248	Lister Rents, Inc.	Pro 17-01F Equipment Rental-MCMS Choir Rm	Business Administration	010	600.00
B17-00249	Derek Newman	Band Coach/Site Disc/ASB	Oak Park High School	010	6,000.00
B17-00250	Josh Hughes	Band Coach/Site Disc/ASB	Oak Park High School	010	5,000.00
B17-00251	Juan Perez Carrillo Juan Perez Mobile Detail	Car Wash + Detail Services	Business Administration	010	4,000.00
B17-00252	PRECISION BUSINESS MACHINES	Fax mach repair	Oak Park High School	010	200.00
B17-00253	VCOE	Classified VCOE trainings 2016-2017	Human Resources	010	500.00
B17-00254	CR Print	Printing for District during 2016-2017	District-wide	010	11,287.50
DIR17-00002	Hughes General Engineering	Pro 16-01F Outside Classroom at BES	Business Administration	010	157,503.71
				213	8,373.03
DIR17-00030	Carter Fence Co., Inc.	Remove Old & Install New Fence at OHES	Business Administration	010	1,750.00
P17-00281	Intoximeters	Alco-Sensor	Oak View High School	010	652.79
P17-00282	Ventura County Library	OP Library Shared Cost 2010-11, 2011-12, 2015-16	Accounting & Payroll	010	66,970.19
P17-00283	Dale Scott & Company	2013-14 & 2014-15 Continuing Disclosure Annual GOB	Business Administration	212	3,500.00
				213	3,500.00
P17-00284	John Crawford Company	Roller Shades for OPHS - H11	Business Administration	010	850.00
P17-00285	Bureau Of Education & Research	Workshop Best Use of Apps Math BER	Curriculum	010	980.00
P17-00286	Textbook Warehouse Inc.	OPIS Textbooks Grde K Reflections	Curriculum	010	74.26
P17-00287	Southwinds Transportation	Donation K bus trip	Brookside School	010	481.85
P17-00288	Commercial Van Interiors, LLC	Install BackUp Alarm on Maintenance Vehicle	Business Administration	010	108.76
P17-00289	NV5 West, Inc.	Proj RDSA-DSA Closeout-Testing Bleachers OPHS	Business Administration	213	720.00
P17-00290	Document Systems	2015-16 Copy Overages Districtwide	Business Administration	010	20,983.31
P17-00291	JKF Construction	Prepare and Paint ADA Ramps at ROES	Business Administration	010	960.00
P17-00292	Tobi Jo Greene Girls Empowerment Workshop	Girls Empowerment Group	Oak View High School	010	1,200.00
P17-00293	Boomerang Project (The)	PFA: WEB (Where Everyone Belongs) Training	Medea Creek Middle School	010	4,400.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 1

Includes Purchase Orders dated 10/01/2016 - 10/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P17-00294	Create Studio Fun LLC	5th Grade Field Trip to Create Studio	Oak Hills Elementary School	010	644.00
P17-00295	Southwinds Transportation	Buses for 5th Grade Field Trip to Reagan Library	Oak Hills Elementary School	010	1,023.70
P17-00296	Santa Barbara Museum Of Natura I History	Parent funded field trip--3rd gr.	Red Oak Elementary School	010	400.00
P17-00297	Santa Barbara Museum Of Natura I History	Donation - 2nd grade field trip	Brookside School	010	400.00
P17-00298	Brain POP LLC	PFA:Brain Pop subscription renewal 2016-17	Medea Creek Middle School	010	1,695.00
P17-00299	VCOE	Admin Services Credential Program, D Hammill	Curriculum	010	5,225.00
P17-00300	Guided Discoveries Inc.	DON: Catalina, Cherry Cove Balance	Medea Creek Middle School	010	33,315.00
P17-00301	Guided Discoveries Inc.	DON: Catalina, Fox Landing Balance	Medea Creek Middle School	010	24,095.00
P17-00302	Signature Signs	ADA Custom Classsroom Sign	Business Administration	010	96.75
P17-00303	City Of Ventura Parks & Rec.	Parent funded field trip--4th gr.	Red Oak Elementary School	010	345.00
P17-00304	KENCO Construction Srvc Inc	Pro15-02R DSA Inspections Elementary Shade Structu	Business Administration	213	4,420.00
P17-00305	KENCO Construction Srvc Inc	Pro15-02R DSA Inspections Elementary Shade Structu	Business Administration	213	4,420.00
P17-00306	D.Hauptman Co., Inc. DBA Fold A Goal	PFA: App Wish List Item PE	Medea Creek Middle School	010	152.38
P17-00307	Advantage Fitness Products	PFA: Spin Bikes	Medea Creek Middle School	010	3,708.85
P17-00308	Offbeat Productions Inc.	DON: Honor Roll Bumper Stickers	Medea Creek Middle School	010	1,204.00
P17-00309	Kramer's Pharmacy	Kramers Pharmacy Order - District Nurse	District-wide	010	3,034.90
P17-00311	Southwinds Transportation	Parent funded field trip--Santa Cruz 10/14/16	Red Oak Elementary School	010	1,641.20
P17-00312	Medco Sports Medicine	Athletics/Ath Trnr Supplies, mat & supplies/	Oak Park High School	010	958.94
P17-00313	SOS Survival Products	Athletic Trainer/Athletics/mat & supp	Oak Park High School	010	718.50
P17-00314	Uc Regents	D. Hammill UCLA CGI Institute 6/20-6/23/2016	Curriculum	010	475.00
P17-00315	Guided Discoveries Inc.	DON: Astro Camp Tuition Balance	Medea Creek Middle School	010	26,180.00
P17-00316	Karen Kennedy dba Camino Real Naturalist & Historical Interp	Parent funded event--3rd gr. Chumash	Red Oak Elementary School	010	702.00
P17-00317	HEINEMANN	ROES Units of Study Reading Grades K,1,4,& 5	Curriculum	010	1,466.30
P17-00318	Textbook Warehouse Inc.	OPHS Novel Into the Wild 2016-2017	Curriculum	010	203.18
P17-00319	Ventura County Schools Boards Attn: Stephen Blum, Treasurer	2016-17 School Board Association Dues	Superintendent	010	200.00

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ESCAPE ONLINE

Page 2

Includes Purchase Orders dated 10/01/2016 - 10/31/2016

PO Number	Vendor Name	Description	Location	Fund	Account Amount
P17-00320	The Markerboard People, Inc	PFA: Approved Wish List Items	Medea Creek Middle School	010	135.45
P17-00321	EBSCO Industries Stand Up Kesik Store	PFA: Approved Wish List items	Medea Creek Middle School	010	378.85
P17-00322	Lumitech Grip and Lighting	PFA: App. Wish List - Lighting Pkg.	Medea Creek Middle School	010	7,191.75
P17-00323	Law Office of Jennifer Chang	SpEd Settlement - Attorney fees	District-wide	010	4,000.00
P17-00324	New Matter, Inc.	DON: 3-d printing supplies	Medea Creek Middle School	010	102.07
P17-00325	Jones & Bartlett Learning LLC	Course Completion Certificates - District Nurse	District-wide	010	234.30
P17-00326	Aseba	SpEd - Psychs / protocol order	District-wide	010	282.00
P17-00327	Blue Violet Networks, LLC	Replace Video Camera at OVHS	Business Administration	212	1,123.50
T17-00022	Make Music	PFA: Finale Site Licenses	Medea Creek Middle School	010	750.00
Total Number of POs			60	Total	644,308.15

Fund Recap

Fund	Description	PO Count	Amount
010	General Fund	55	618,251.62
212	Measure C6 Technology Bond Fun	2	4,623.50
213	Measure R FACILITIES Bond Fund	5	21,433.03
		Total	644,308.15

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

Page 3

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMEBR 15, 2016
SUBJECT: B.1.d. APPROVE OVERNIGHT TRIP FOR OAK PARK HIGH SCHOOL GIRLS' BASKETBALL TEAMBUILDING EVENT – Nov. 18-19, 2016

CONSENT

ISSUE: Shall the Board approve an overnight field trip for the OPHS Girls' Basketball Team to Oak Park High School Gym?

BACKGROUND: Principal, Kevin Buchanan, requests approval for this team-building event scheduled for Nov. 18-19th in the Oak Park High School gymnasium. Varsity and JV players, head and assistant coaches, along with parent volunteers will arrive at the gym on Friday the 18th by 6 p.m. and stay until 7 a.m. on Saturday, Nov. 19th. Chaperones will depart at 9 p.m. on Friday evening. Girls will be chaperoned during the night by their OPHS basketball coaches. There will be no charge for players. Accept this as certification that the Principal has reviewed and verified that all the required components of the approved *Field Trip Planning Guide/Checklist* have been met.

ALTERNATIVES: 1. Approve field trip as presented.
 2. Do not approve field trip as presented.

RECOMMENDATION: Alternative #1.

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.1.e. APPROVE DISPOSAL OF OBSOLETE PERSONAL PROPERTY CONSENT

ISSUE: Shall the Board approve the disposal of obsolete food services equipment per the provisions of Education Code (EC) Section 17545?

BACKGROUND: Attachment A, accompanying this report, lists school district property that is obsolete, beyond repair, and/or no longer needed by the Student Nutrition and Wellness department or any other district site or department.

EC 17545 provides that the governing board of a school district may sell any personal property belonging to the district if it is not required for school purposes, or if it is unsatisfactory or unsuitable for school use. It also provides that the property may not be sold until notice has been given by posting in at least three public places in the district for not less than two weeks, or by publication for at least once a week for a period of not less than two weeks in a newspaper having a general circulation in the district. The board must sell the property to the highest responsible bidder, or must reject all bids.

The board may choose to conduct a sale of personal property by means of a public auction conducted by employees of the district or other public agencies, or by contract with a private auction firm. The board may delegate to the district employee responsible for conducting the auction the authority to transfer the personal property to the highest responsible bidder upon completion of the auction and after payment has been received by the district.

ALTERNATIVES:

1. Declare the listed items as surplus and delegate authority to the Assistant Superintendent, Business and Administrative Services, to conduct an auction and to transfer the personal property to the highest responsible bidder upon completion of the auction and after payment has been received, per the provisions of Education Code Section 17545.
2. Do not declare the attached list of obsolete equipment as surplus.

RECOMMENDATION: Alternative No. 1

Prepared by: Carole Ly, Director, Student Nutrition and Wellness
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

BOARD MEETING, NOVEMBER 15, 2016
Approve Disposal of Obsolete Personal Property
Page 2

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Oak Park Unified School District
Board Meeting, November 15, 2016

ATTACHMENT A -APPROVE DISPOSAL OF OBSOLETE PERSONAL PROPERTY

Item	Brand/Model	Quantity	Year Acquired	Tag	Purchase Price	Cost New	Current Value	Condition	Reason for Sale
Auto Slicer	Berkel X13	1	2007	N/A	N/A	\$3,195.00	\$1,500.00	Good	Not used; we do not purchase meat or cheese in that form
Fast Food Trays, Black, in Box	Cambro, Model 1216FF110	720	2015	N/A	\$2,016.00	N/A	\$1,000.00	Brand New in Box	Not used, students do not need them
Box	N/A	2	1999	N/A	N/A	Unknown	Unknown	Brand New in Box	Not used
Box	Cambro	1	Unknown	N/A	N/A	Unknown	Unknown	Brand New in Box	Not used
Board	N/A	1	2010	N/A	\$200.00	Unknown	\$100.00	Good	Purchased used; not used since 2012
Metal Wire Pastry Baskets	N/A	15	2003	N/A	N/A	\$3.00	Unknown	Good, some rust	No longer in use; was used to display packaged food
Panini Grill, 18", Double	Eurodib, Model SFE02365	1	2010	N/A	N/A	\$450.00	\$100.00	Unsure	Has not been used; ineffective at preparing in bulk
Warming Oven, Small	Wittco, Model 1220-3	1	Unknown	N/A	N/A	Unknown	\$100.00	Good	Not used
Sheet Pan Rack	N/A	2	2010	N/A	N/A	\$200.00	\$50.00	Excellent	Not used since café out of commission
Cashier's Station	Carter-Hoffman, Model FSCS35	2	2003	N/A	N/A	N/A	Unknown	Great	No longer in use; replaced with new serving equipment
Freestanding, Adjustable,	Carlisle, Model HL7237	11	Unknown	N/A	N/A	\$150.00	Unknown	Good	No longer in use; for fast food and snack stands
Beverage Refrigerators	Beverage-Air, Model MT12	2	Unknown	N/A	\$0.00	Unknown	Unknown	Poor	Not functioning properly

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.1.f. APPROVE UTILIZATION OF PIGGYBACK BIDS FOR PURCHASE OF GOODS AND SERVICES THROUGHOUT FISCAL YEAR 2016-17

CONSENT

ISSUE: Shall the Board approve utilization of piggyback bids for the purchase of goods and services throughout fiscal year 2016-17?

BACKGROUND: The State of California Department of General Services and Public Contract Code 20118 allow school districts to participate in cooperative purchasing programs. Districts and other agencies throughout California and other states may include a piggyback clause in their bid documents and contracts with vendors, allowing other districts to purchase goods and services under these contracts. Utilizing the piggyback provisions of the contracts awarded by large districts or purchasing consortia ensures the most competitive pricing and cost savings derived from a greater economy of scale.

To reduce both costs and continuous board approval requests throughout the year, staff requests the Board's approval to use piggyback bids to purchase products. The District has used piggyback bids such as California Multiple Award Schedules (CMAS), Glendale Unified School District contracts, National Intergovernmental Purchasing Alliance (National IPA), National Joint Powers Alliance (NJPA), U.S. Communities, and Western States Contracting Alliance to purchase computers, equipment, office supplies, custodial supplies, copiers, furniture, printers, food service products and more. Staff will evaluate and compare bid pricing of available programs to determine the most cost effective avenue for the District.

ALTERNATIVES:

1. Approve utilization of piggyback bids for the purchase of goods and services, as appropriate, throughout fiscal year 2016-17.
2. Do not approve the utilization of piggyback bids.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

RE: B.2.a. APPROVE RESOLUTION FOR PARTICIPATION IN DISTRICT OF CHOICE PROGRAM FOR SCHOOL YEAR 2017-18

ACTION

ISSUE: Shall the Board of Education approve a Resolution to participate in the State's District of Choice Program authorized by Senate Bill 680?

BACKGROUND: The District of Choice program grew out of an effort in the early 1990's to increase the choices available to students within the public school system. The 1993 legislation that implemented the District of Choice program provided for a five-year pilot beginning with the 1995-96 school year. Since that time the state has extended the program through a number of renewals with the latest extension authorized by Senate Bill 680 in 2009 and Senate Bill 597 in 2016. The provisions of SB 680 and SB 597 are reflected in the revisions to Education Code 48300 *et seq* and are authorized through the 2016-17 school year with a repeal date of January 1, 2018. Unless extended through legislation no new students can be accepted into the school district after July 1, 2017. Oak Park Unified has participated in the program since the 2004-05 school year and, as a result, has been able to mitigate the effects of declining enrollment and reduced state funding during the most recent recession.

The Legislative Analyst's Office completed a comprehensive study of the District of Choice program earlier this year and produced a report outlining recommendations to the State Legislature as it considers the future of the program. The report recommends, among other things, that the Legislature reauthorize the District of Choice program for at least five more years. It also recommends that districts annually adopt a resolution declaring its intent to be a District of Choice. Staff recommends that the Governing Board adopt this resolution to continue the district's participation in the District of Choice Program and accept new students for the 2017-18 school year.

ALTERNATIVES:

1. Approve the District of Choice Resolution.
2. Do not approve the District of Choice Resolution.

RECOMMENDATION: Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT
Resolution #16-24

Participation in District of Choice Program for School Year 2016-17

WHEREAS, in 2009 Senate Bill 680 passed the California Legislature to reauthorize the School District Choice Program and extend the inoperative and repeal dates to July 1, 2016 and January 1, 2017, respectively; and,

WHEREAS, in 2016 Senate Bill 597 extended the inoperative and repeal dates to July 1, 2017 and January 1, 2018, respectively; and,

WHEREAS, the Governing Board of the Oak Park Unified School District desires to endorse public school choice through a resolution to continue as a District of Choice; and,

WHEREAS, the Governing Board of the Oak Park Unified School District supports parental involvement in choosing educational alternatives and programs for their children to enhance opportunities for learning; and,

WHEREAS, the concepts and philosophy of public school choice is embodied in current legislation; and,

WHEREAS, there is a requirement to inform parents and the community regarding existing school choice options currently in law; and,

WHEREAS, the continued implementation promotes the goal of parental choice for educational alternatives and programs;

NOW, THEREFORE BE IT RESOLVED that the Oak Park Unified School District wishes to continue their implementation of a public schools' choice program by electing to accept transfer students, determine and approve the number of transfers to be accepted and ensure that pupils admitted are selected through a random, unbiased process.

The foregoing Resolution was adopted by the Governing Board of the Oak Park Unified School District on the 15th day of November, 2016 by the following vote

AYES: _____
NOES: _____
ABSENT: _____
ABSTENTIONS: _____

President, Oak Park Unified School District
Board of Education

Attest:

Clerk, Oak Park Unified School District
Board of Education

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.2.b. REVIEW AND APPROVE REPORT ON EMERGENCY CRISIS OPERATIONS PLAN REVIEW

ACTION

ISSUE: Shall the Board review and approve the Emergency Crisis Operations Plan report and provide direction to staff to prepare a feasibility study on the recommendations contained in the consultant’s report regarding the District’s emergency crisis operations plan?

BACKGROUND: At its September 20, 2016 meeting the Governing Board approved the Consultant agreement with Dr. Ronald Stephens, Executive Director of the National School Safety Center to conduct a school safety and crisis readiness review and provide a strategic evaluation of policies, systems, and programs that compose the crisis preparation, prevention, management, and recovery systems of the Oak Park Unified School District. Dr. Stephens has concluded his findings, and a copy of his report with recommendations is provided for the Board’s information. The staff would like to conduct a feasibility study on the recommendations contained in the report and bring back the implementation plan for the Board’s approval at a subsequent meeting.

- ALTERNATIVES:**
1. Approve the report and provide direction to staff to prepare a feasibility study on the recommendations contained in the report.
 2. Do not approve the report.

RECOMMENDATION: Alternative No. 1

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Emergency Crisis Operations Plan Review

Prepared by

Dr. Ronald D. Stephens
Executive Director
National School Safety Center
www.schoolsafety.us
805 373 9977

For

Dr. Tony Knight
Superintendent of Schools
Oak Park Unified School District
5801 East Conifer
Oak Park, California 91377

October 6, 2016

Background & Scope of Project

In mid-August, Dr. Tony Knight, Superintendent of Schools for the Oak Park Unified School District contacted the National School Safety Center to request a review of Oak Park USD's Emergency Crisis Operations Plan in order to make certain that the plan is fully operational and up to date. In addition to reviewing the District's Emergency Response Plan, Dr. Knight asked that a review be made of all other campuses within the district, seeking recommendations for additional safety measures to be considered should additional resources become available.

Dr. Tony Knight and the Oak Park Unified School District Board are to be commended for their commitment to review and enhance their school safety and crisis management systems prior to experiencing a major crisis. Generally when the National School Safety Center is called to work with a district it is in the aftermath of a major crisis. The nature of this site review is preventive rather than responsive to a crisis.

During the month of September, 2016 meetings were held with Mr. Stew McGugan, Principal of Oak Park Independent School and Oak View School and the District's School Safety Director. Ms. Julie Swarez, Director of Facilities and Operations for the District also participated in the organizational review. Additional meetings and conversations were held with Superintendent Tony Knight. Dr. Knight stressed that he wanted to make certain that the substance of the crisis plan and its operational capabilities would meet or exceed the state standards of reasonable care.

The following materials were reviewed:

- Oak Park USD School Safety Plan
- OPUSD Crisis Plan
- School Board Policies pertaining to Safe Schools
- Oak Park High School Student Handbook
- Media Creek Middle School Student Handbook
- Brookside Elementary School Handbook
- Oak Hills Elementary School Handbook
- Red Oak Elementary School Handbook
- Oak View High School Handbook
- Oak Park Independent School Parent/Student Handbook
 - Kindergarten to Grade 5
 - Grade 6-12
- First Five Parent Handbook

The Oak Park Unified School District has a rich history of national and state awards that affirm the District's tradition of rich success and excellence in being recognized as a district full of National Blue Ribbon Schools, California Distinguished Schools and California Gold Ribbon Schools. From the elementary schools up through and including Media Creek Middle School and Oak Park High School, the positive awards and accolades are stunning!

In order to organize the requirements of this review, this report is divided into five main sections:

What do responsible crisis planning and management expectations look like?
What is the Oak Park Unified School District doing now?
Areas where the crisis plan could be strengthened?
Policies or procedures that should be restated or changed
Recommendations for Future Planning
Concluding Remarks.

What Do Responsible Crisis Planning and Management Systems Look Like?

In order to evaluate the District's compliance and readiness to manage a school crisis, it is important to first understand what effective crisis plans look like and to determine whether or not they meet the reasonable expectations of national and state guidelines.

NIMS (National Incident Management System) provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size or complexity of the incident. NIMS is not an operational plan. Rather it is an organizational framework of a set of concepts, principles and doctrines that enables effective and efficient collaboration in responding to an incident.

NIMS ensures that those individuals involved in the incident response and recovery understand their roles and have the tools they need to work together effectively. NIMS defines the incident response organizational concepts and structure. It includes procedures for managing personnel, facilities, equipment and communication protocols that are used throughout the life cycle of an incident from the period of the initial threat to parent/student reunification.

NIMS components include:

- **Preparedness** – this includes activities that should occur before the crisis such as integrated combinations of planning, procedures and protocols, training, personnel qualifications and certification, and equipment certification.
- **Communications and Information Management** – emergency management and incident response activities rely upon communications and information systems that provide a common operating picture and theme to all command and supporting response agencies. For instance, during the Columbine crisis there were nine different SWAT teams that responded to the school. They were all operating on different radio frequencies. Their lack of a common communications system compromised their ability for a rapid response.

Interagency operability, reliability, portability and back-up communications systems are important.

- **Resource Management** – Resources such as personnel, equipment and supplies are needed to support critical incident objectives. The logistical organization and flow of these resources must be fluid and adaptable to the situation. NIMS procedures define standardized processes and mechanisms to identify requirements, order and acquire resources, mobilize, track and report, recover and demobilize, reimburse and inventory resources. Key resource management concepts advocated by NIMS were developed as a result of lessons learned by fire-fighting teams in California as they responded to major forest fires requiring joint command cooperation among many jurisdictions.
- **Command and Management** – the command and management component within NIMS is designed to enable effective and efficient incident management and coordination by providing flexible, standardized incident management structures. The structures are based on three key organizational constructs: the Incident Command System, Multiagency Coordination Systems and Public Information. There is also a command management component that focuses on a coordinated effort in the intelligence and investigation operations within and among the crisis response team. The key factor involves having a mutual understanding among first responders as to what a “unified command structure” would look like and how it would function.
- **Ongoing Management and Maintenance** – includes two key components of the National Integration Center (NIC) and Supporting Technologies. The National Integration Center is a division of the U.S. Department of Homeland Security. NIC’s goal is to manage and administer the National Incident Command System’s compliance between the private corporate section and its jurisdictional counterparts. The goal, and typical result of NIMS, is a coordinated, faster and more effective resolution of a crisis.

According to Federal Emergency Management Agency (FEMA), NIMS provides “a consistent nationwide template to enable Federal, State, tribal, and local governments, the private sector, and nongovernmental organizations to work together to prepare for, prevent, respond to, and recover from domestic incidents, regardless of cause, size, or complexity, including acts of catastrophic terrorism.”

The goal of supporting technologies includes pursuing ways to leverage science and technology to improve capabilities and lower the cost of response to crises. It also includes training and exercise support along with standards and credentialing that may be developed relative to crisis management.

Within the context of a NIMS system it is important for all first responders to work together in identifying each organization's roles, responsibilities and duties. A Unified command applies ICS (the incident command structure) to incidents involving multiple jurisdictions or agencies. It enables school and other supporting agencies with different legal, geographic and functional responsibilities to coordinate, plan and interact effectively. The Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Within Unified Command, law enforcement would not tell school personnel how to manage, for example, parent-student reunification decisions nor would law enforcement tell the firefighters how to do their job. The local school district will still have the responsibility to respond and manage the crisis. However with the NIMS and SEMS system there is a broader support mechanism in place to serve the safety needs of the students, staff and the community.

What is the purpose of SEMS?

According to the legal provisions of Section 560 of Title 5, California Administrative Code and the California Code of Regulations, Title 19, Division 2 of the Standardized Emergency Management System (SEMS) and Title 29 of the Code of Federal Regulations Part 1910 (OSHA) and its Cal-OSHA equivalent, the legislation is intended to standardize responses to emergencies involving multiple jurisdictions or multiple agencies for the purpose of providing the maximum security and safety for students, protecting school property and to minimize loss of life among students and staff in the event of a disaster. It requires emergency response agencies to use basic principles and components of emergency management including ICS (Incident Command System), multi-agency report system and established mutual aid systems. In many ways, the SEMS and NIMS guidelines reflect the principles of a seamless process that join the capacities of local, state and federal officials.

School officials cannot stop all school crime or crisis incidents, but they can prepare for them effectively and take reasonable steps to access and manage all of the resources and opportunities that are available to the District.

Section 3100 of the California Government Code has declared all public employees as "Disaster Service Workers" subject to such disaster service activities as may be assigned to them by their superiors or by law. Inasmuch as all school employees are designated as disaster service workers it is particularly important that all employees be trained in disaster management and that each staff member understands their roles and responsibilities in the event of a crisis.

California Administrative Code Title 5, Education Section 560 requires each school site to test its plan (other than fire drills) on a rotating basis at least two times during the school year and keep a record of such tests. Each principal of each school site must

formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan for that school. Consequently, it will be important to create and execute a series of crisis planning drills that meet state requirements.

It is also interesting that state legislation designates public schools as mass care shelters during disasters or emergencies and calls upon governing boards to work with such groups like the Red Cross. Yet, no appropriation is made to reimburse schools and school districts for costs incurred in carrying out these programs. School officials deserve high credits for many of the unfunded mandates they are called upon to fulfill. Every school board should periodically pause to acknowledge and offer special gratitude to the educators who continue to make daily contributions to the well-being and safety of the District.

Senate Bill 187, described as the Comprehensive School Safety Plan, unites all existing state statutes with regard to school safety. The legislation, as a minimum, requires that the comprehensive safety plan include programs, policies and procedures that will provide and maintain a high level of school safety in the following areas:

- School crime prevention
- Child abuse reporting
- Disaster procedures
- Student behavior management including suspension and expulsion
- Teacher notification of dangerous pupils
- Sexual harassment prevention
- School dress code
- Safe ingress and egress
- Safe and orderly environment
- School discipline: rules and procedures.

When these broad areas of school safety management have been met, the district has fulfilled its obligations under the law. The bill requires school site councils to write, develop and adopt a comprehensive school safety plan that is relevant to the needs and resources of the school. The school site council is required to hold a public hearing to allow members of the public to express an opinion about the school safety plan. It will be important to review all of the actionable requirements stipulated in the law. These process functions suggest several “to do” activities on the part of the school site council in meeting the requirements of the law and then the need to follow-up with drill and practice activities.

Board Policy and Law have an equal force upon District practices and procedures

It is noteworthy that good educational practice in the area of school safety is driven by either law or policy. Often times it is also driven by responsible operational processes that school officials administer without the mandate of law or policy. Certain leadership choices merely reflect responsible policies that come from the heart as opposed to state law or board mandates. The effect of good responsible practices can be as powerful as policy or law. School safety can be driven through the “duty door” of legal compliance or it can come through the “heart door” of responsible practice and good judgment.

What is the Oak Park Unified School District Doing Now?

The Oak Park Unified School District has developed a very thorough and comprehensive school safety plan which in my professional opinion meets or exceeds the standard of care required by State Law. At the time of this review, the School District had already completed their “Annual Update Checklist” for their Comprehensive School Safety Plan. This process involves making annual updates and reviews in 12 key operational areas that pertain to school safety, school climate and student behavior management. Each one of these activities is required by either State Law or OPUSD board policy. This includes such matters as:

- Disaster Response Procedures
- Child Abuse Reporting Protocols
- Safe Ingress and Egress
- Safe and Orderly Environment
- Rules and Procedures on School Discipline
- Hate Crime and Bully Prevention Policies
- Teacher Notification Policies Regarding Dangerous Students
- Suspension and Expulsion Policies
- Discrimination and Sexual Harassment Prevention
- Schoolwide Dress Code Prohibiting Gang Attire
- Programs and Practices that Promote Safe and Drug-Free Schools
& Policies and Regulations pertaining to Infectious Diseases

While these issues may appear to be rather basic and “pedestrian” their proper administration and implementation will go a long way towards precluding a major crisis. More importantly however, these twelve elements incorporate the primary state mandates for a school district to meet the state standard for safe school planning and management.

The framework for Oak Park Unified School District’s Emergency Response Plan is well written and instructive.

As a matter of routine procedures, each year Stew McGugan, the District Director of School Safety, leads a school safety site tour at the various campuses of the OPUSD to

review current conditions and to make recommended changes for the safety plan at each site.

A crisis management “Quick Reference Guide” in a red binder is provided for each classroom teacher. The guide is currently being updated.

At the beginning of each year school crisis management training and strategies are discussed with all teachers and staff at the in-service training program.

An emergency “Crisis Management Briefcase” with emergency crisis resources has been prepared for each campus administrator. Stew McGugan has prepared and updated these resources for each principal. They are in a state of readiness for immediate use.

The District currently provides CERT (Crisis Emergency Response Team) Training for school officials every Monday night at Oak Park High School. This is important training for staff. It is also offered for students. There is no mandate that a school provide this level of support. However, this is one of many areas where OPUSD has gone above and beyond state expectations.

Building numbers have been displayed on the roof of all structures within the District making it much easier for disaster response teams to respond to a crises.

Rapid entry system Knox boxes have been installed at each site to assist first responders in their rapid response mode.

The Ventura County Sheriff has been given access to all video cameras within the school district on an ongoing basis allowing live streaming of surveillance data.

In addition to fire drills, OPUSD conducts lockdown and earthquake drills on a regular basis.

All staff wear ID's. The presence of the ID's sends a clear message to campus intruders and visitors that supervision is present and the campus is being watched.

Logo shirts are provided for campus maintenance and custodial personnel. While this strategy may not seem that significant, it is very important. Providing classified personnel with shirts or logos that identify them as staff members provides yet another way to showcase the supervision of the school. Students know who is on the staff and to whom they can go for help. Individuals who visit the campus will know that there are extra eyes and ears to supervise and protect students while observing and monitoring visitors and intruders who may enter the campus.

The school district has a “Safe Schools Ambassador Program.” This innovative program is exceptional and capitalizes on the skills of nonviolent communication and problem solving. The mission of the Safe School Ambassadors is to create a sense of

security for students by breaking the cycle of bullying and harassment. More than 200 students, 3 counselors and 7 faculty members participate in this exceptional program. Bi-weekly meetings are held during lunchtime where students are engaged, empowered and equipped to stand up and speak out against school violence and intimidation and stand up for responsible student conduct. As an example of how the Ambassador Program works, on the second to the last day before the end of school this past year a student said he was going to kill someone. The student peer counselor contacted the school principal. The school went into threat assessment mode; the matter was reported to law enforcement; the student was kept home from school – all was well.

The Oak Park Unified District also maintains an active Advanced Peer Counseling Program (APC). More than 30 Advanced Peer Counselors from grades 10 – 12 participate in the program. Participants must complete a minimum of one year in the Beginning Peer Counseling program in order to apply for the Advanced team. Topics of training for the Advanced Peer Counselors include: conflict mediation, stress, peer counseling skills, effective communication, training by the Anti-Defamation League, bully prevention, team building, gender issues and more.

The APC team provides several support functions for students including:

- New Student Outreach
- One-on-One Peer Counseling
- Freshman Mentoring
- TUPE – APC counselors are educated on tobacco and drug use prevention
- Suicide Prevention
- Community Service
- Looping – Advanced Peer Counselors “loop” the campus every day during lunch, approaching students who are eating alone.
- New Student Luncheon

Media Creek Middle School has created a unique initiative called “Where Everyone Belongs” (WEB) designed to promote connectedness, tolerance and acceptance to address school safety concerns. The goal of the program is to create a culture of connectedness and respect that can serve as a preventive and proactive approach to school safety.

Oak Park High School has developed an anonymous, confidential reporting smartphone “app” called “Sprigeo” that allows students to anonymously report acts of mistreatment, vandalism, cheating and any other form of inappropriate activity that negatively impacts the positive and safe climate of the school. This school safety resource is principally used by the Advanced Peer Counselors and the Safe School Ambassadors.

The District also maintains a Safe Kids Task Force which is coordinated by the director of alternative education. The goal of this task force is to identify and establish policies, strategies and programs for improving school safety. It is also responsible for determining current needs and making recommendations to strengthen partnerships between schools and law enforcement to enhance student safety.

Additionally OPUSD has a full complement of success skills, character education, conflict resolution and citizenship training for all elementary students. The programs focus on “reducing aggression and increasing self-empowerment” The program is known as RAISE. It begins in the fourth grade and continues through the 5th. Other programs like “Character Counts” and Bully Prevention are all part of this broad network of success building programs for the youngest students.

The school district has added a camera surveillance program with security cameras that also provide night vision surveillance. The presence of surveillance cameras along with posted signs that state: “This campus is under 24-hour surveillance by day and night camera” have proven to be a positive crime deterrent. In addition, the camera surveillance can have a positive forensic benefit prosecuting incidents of vandalism.

Areas Where the Plan be Could Be Enhanced or Strengthened

Create a preamble to your crisis management plan that provides a backdrop and structure acknowledging that every reasonable effort has been made to create an Emergency Response Plan that is built upon the National Response Framework of NIMS (National Incident Management System) and State Emergency Management Principles outlined in SEMS. Policies and practices have been articulated to support school officials and their first responder counterparts to participate in the protection, prevention, mitigation, crisis preparedness, crisis response and recovery efforts. This plan is intended to capture the best practices for managing smaller incidents at the local level up to and including large-scale community or regional events that are catastrophic in nature. General actions are detailed in the appropriate sections of this crisis plan. However, it is acknowledged that disasters are unique occurrences which require specific resources dependent upon the type, nature and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions of first responders.

Empower School Officials and Response Staff with Flexibility and Discretion

Often times school crisis plans articulate specific evacuation and parent reunification policies which may or may not be possible to execute. For instance, during the 9/11 attacks on New York City, there were nine schools within “Ground Zero” including three elementary schools. The emergency evacuation plan of one elementary school directed the principal to evacuate her students to the next nearest elementary school which was also within Ground Zero. The back-up plan called for the principal to evacuate to a second elementary school which was also within Ground Zero. During the crisis, with smoke and debris all around and all cell phone and emergency communications inoperative, she made the executive decision to march her students toward the Brooklyn Bridge – that became the new parent reunification site. As a result of her judgment, no children were injured or lost. Good crisis plans and protocols should

empower school officials with discretion and flexibility to make executive choices based upon the nature of the crisis they are experiencing.

When Red Lake High School was under siege by Jeffrey Weiss, who killed nine individuals and was later shot by police, what began as a lockdown transitioned into an evacuation. When the shooter began to move from room to room by shooting out the locks and windows that gave him access to the classrooms, it made no sense to remain in a lockdown mode when the teachers knew that their classroom was next. Without any direction from law enforcement, one teacher had the good judgement to go into evacuation mode, saving the lives of all the children in his class. Good writing provides for the application of discretion, good judgment and common sense.

Clearly Identify Roles and Responsibilities of School Teachers and Staff

When writing school crisis policies and procedures it is important to not only identify roles and responsibilities but also to “go deep” in the assignment process of identifying who will take on what roles. For all assignments it is important to go 3-4 deep.

Document all training, including maintaining lists of staff who participated in such in-service trainings and seminars provided by the school. These records make great artifacts to confirm that school officials have taken diligent steps to train and prepare staff. This action is particularly important in that all district employees have now been designated by California Government Code Section 3100-3109 as “Disaster Response Workers.” Upon employment with the school district, all employees are required to acknowledge this role. OPUSD policy statements reaffirm this policy as well. As such, this statement has significant implications to crisis training, crisis planning, employee assignments and the expectations that should be articulated in the collective bargaining agreement between the Union and the District.

Create a Mutual Aid Agreement with Local First Responders

The District should work closely with local law enforcement (including the county sheriff, highway patrol and local park police); fire and paramedics, bomb squad, SWAT Team, local OES, hospitals and other key stake holders to develop specific roles, responsibilities and protocols that will be followed in the event of a crisis. Incident and unified command protocols should be specifically discussed by addressing who is in charge under specific types of threats such as explosive devices, shooter on campus, natural disaster or biological threats. The results of this agreement including unified command protocols and an effective emergency communications network will form the basis of the operational procedures and incident command protocols that will support the crisis plan and the directions given to staff. During the Columbine crisis emergency responders were operating on nine different emergency networks. Emergency communications channels should be coordinated in advance.

Conduct a Talent Inventory of Staff

When considering various crisis response assignments it will be important to connect the “task” with the “talent.” Consider creating a list of all staff who have specialized training in First Aid, CPR, Paramedic, Nurse or military training. The talent survey can even do much more for the District. While working with schools in the greater Houston, Texas area one of their major concerns after the 9/11 attacks included a potential chemical or biological attack on NASA Headquarters and the impact of such an attack might have on the local schools. In conducting a routine inquiry during the site review process, it was learned that one of the school district’s principals was a recent returnee from “Desert Storm.” While in the military he was the CEO in charge of the Army’s (CBR) Chemical, Biological and Radiological unit. No one had even asked him to be involved in the crisis planning process, yet he was an incredible resource that we were later able to employ. Often times, school districts can be surprised by the outstanding array of talent and specialty skills they may have on board.

Create a “Pocket Card” or Wallet Size Emergency Card for Each Staff Member Outlining “Critical Incident Checklist” issues they should address in a Crisis.

The card can be kept in a wallet or purse. The pocket card should include key emergency numbers and simple basic instructions regarding what to do in a crisis. On the front side, it may include key phone numbers for Police, Fire, the Superintendent, the Division of Health and Safety, Psychological Services or Community Relations and the like. The checklist on the back might include things like:

- Notify Crisis Team Members
- Conduct and Immediate Assessment
- Assess for life/safety issues
- Assess available resources and personnel
- Call for assistance – 911 and Notify Superintendent
- Sound alert for School Staff
- Develop and Implement Action Plan
 - Delegate responsibilities
 - Establish means of communication
- Secure all areas
- Provide immediate medical care
- Monitor and coordinate all activities
- Coordinate with county agencies
- Signal “all clear” to staff
- Postvention Procedures

Such a document should be created and designed to meet your needs. Sometimes simply restating the obvious in clear, short phrases can be very helpful to maintaining focus during a crisis.

Develop an “All Hazards Approach”

Because it is impossible to predict where, when and how a catastrophic incident may occur, school communities must take an “all-hazards” approach to planning and preparations. All-hazards preparedness recognizes that basic assessment, planning and response activities can be used for most types of emergencies and disasters. Simply put, preparations for one disaster can serve as preparation for others.

All-hazard preparedness is an ongoing process. Risks and hazards are continually assessed and the plans for response are constantly revised, refined and updated based on new threats, new information, emerging technology, changing levels of resources and changes in personnel. The planning process begins with risk assessment, the development of emergency procedures based on the threat, determining roles and responsibilities, identifying needed resources and then developing the plan.

The all-hazards approach should address natural disasters such as wind, flood, tsunami, volcanic eruptions, wild fire; technological hazards such as accidental release of toxins, radiological or chemical leaks, including power failures; biological hazards such as contamination or pandemic influenza and adversarial issues such as active shooter, bomb threats, gang violence, cyber-attacks and the like. Your local plan should reflect your local risks. You may identify additional needs that are also appropriate.

It is virtually impossible to think of every potential crisis. However, for most other types of crises that may emerge there are consistent protocols and procedures that begin to appear. School officials and the Unified Incident Command leaders should be given the flexibility to use their own discretion to meet emerging needs.

The Case for Self-Reliance

In the event of a major crisis many of the local first responders may be called elsewhere. It may be up to the school district to identify its own set of resources in order to respond to a crisis. The staff talent inventory is a key resource that will support this contingency. Having appropriate first aid kits and emergency supplies for both medical and feeding can be important. The District already has basic material lists of the types of medical supplies that must be present at each school. OPUSD should review their current plan and make certain to include appropriate emergency medical supplies that will support their plan. Each school should also have enough emergency food supplies or access to such supplies to support their crisis team, students and staff for up to three or more days.

Threat Assessment Teams

Each campus should have its own threat assessment team to evaluate rumors, threats and special situations that may pose harm or risk to the school. The team should consist of a school administrator, a mental health professional and law enforcement. In addition, it should include someone who is conversant in managing and reviewing

information on social networks. Team members assigned to this task should be specifically trained in evaluating rumors or threats. The team should be readily accessible, be knowledgeable about policies and procedures and be empowered to make decisions. The law enforcement representative recognizes when it is appropriate to take charge of the threat and pursue criminal charges. The credentialed behavioral specialist is responsible for assessing the psychological status of the threatener, victims or families. The school representative is prepared to apply school policies and procedures regarding threats and the school's position on appropriate levels of response.

Three primary questions drive the tasks of the assessment team: Is the violence imminent? How credible and serious is the threat? And, to what extent does the threatener appear to have the resources, intent and motivation to carry out the threat? Ultimately, the answers to these questions generate the ability to rate the threat level and identify a course of action and a timeline for response.

The World is Watching

Working with the media under normal circumstances can be a demanding task for most school administrators. When a crisis occurs, the task becomes even more daunting. When a crisis occurs the media often show up before the police or other first responders. They want a story. A local incident can quickly become an international story. During the school crisis in Pearl, Mississippi, after dozens of media reporters arrived, some of the media used high tech strategies to eaves drop on private conversations between school officials and the police while they were responding to the crisis. School officials finally moved the media to a nearby park where the incident command staff provided regular media updates.

While school officials attempt to conduct a response to a crisis, the media attempts to conduct interviews and investigations. It is important to develop a media plan that provides for alternate media sites and also includes planning resources to help the district spokesperson respond to the public. Preparing fact sheets with basic information about the school district to distribute to the media can be very helpful. Consider sharing copies of relevant policies and procedures to help the media understand the school's response to the crisis. As part of the emergency preparation, the District should appoint a designated spokesperson. It is helpful to identify a communications center from which all internal information originates and flows. Carefully select media briefing areas for each campus that are easily accessible to the media without compromising the crime scene. Give regular media updates and take every possible opportunity to use the media to communicate the district's concern for safety of the students and staff, review steps being taken to secure the campus and the district's record for having safe schools. Schools cannot prevent every crisis from occurring, but they can plan for the challenges they will be certain to face. Responding to the media will be one of these challenges.

Managing Evidence: Telling the Tale of the Crime

Crime scenes are filled with hidden clues that hold the answers to who, how and why the crime was committed. When needed, schools can play a role in assisting law enforcement agencies with identifying and preserving crime evidence. All elements within the crime scene are considered to be potential evidence. Clearly, saving lives will always take precedence over preserving evidence, but school officials should do what they can to limit access to the crime scene by establishing perimeter control and avoid touching, moving or destroying any potential evidence. Keep a supply of emergency “Do Not Cross” tape in place for easy use.

Develop an Emergency Communications Network

In the event of a crisis the school district needs to have a mechanism in place to immediately communicate with the crisis team, with first responders and with parents and students. An appropriate mass notification system should be in place. Guidelines for its implementation should be included in the crisis plan.

Maintain a Supervision Plan for each school

The plan should identify before, during and after school supervision plans, including specific school supervision assignments as well as specific locations. Such plans are extremely important during cases of litigation. If the school can demonstrate that they took reasonable steps to supervise students their exposure to liability is significantly reduced.

Consider adding several paragraphs on liability matters that include insurance as it pertains to student injuries, parent liability and parent responsibility. These themes could take the following format:

“The District does not cover student accidents; therefore, the District recommends that parents invest in the optional school insurance available to all students. Students receive an information packet at the start of each school year. Additional forms are available at the office and the cost is reasonable. Additionally, Kid Care, a federally funded student insurance program is available for eligible participants. Inquiries about the Kid Care program can be made at the school. Parents should determine if they already have insurance, particularly dental, to cover school age children.

Student Injuries

Even with the greatest precautions and the closest supervision, accidents can and do happen at school. They are a fact of life and a part of the growing-up process for children.

Parents need to be aware of this and be prepared for possible medical expenses that may arise should their child be injured at school. Please ensure that the school office has emergency contact information that is up-to-date.

The school district does not provide medical insurance to automatically pay for medical expenses when students are injured at school. This is the responsibility of the parents or legal guardians. The district carries only legal liability insurance.

Student Liability

Students may be disciplined, suspended or expelled for violations of any of the stated rules of conduct. Students are not permitted to bring marking or paint pends to school or to use them inappropriately. A student who damages or defaces any school property may be suspended or expelled from school

Parent Liability

Under California law, parents and/or their guardians are liable for damage done to school property by their children. The student's parents will be charged for the cost of the damage.

Consider modifying OPUSD Board Policy 5131.6 which currently allows school officials to search student lockers in the interest of maintenance, health and safety, including inspections for the location of drugs, narcotics, liquor, weapons, poisons and missing property. Matters relating to health and safety may be regarded as reasonable purposes for inspection by school personnel. Under the topic of lockers and locker searches, consider adding language that states: Lockers are school property. The use of school lockers is a privilege, not a right. For reasons of health and safety, student lockers "and their contents" may be searched at any time for any reason. Adding the phrase "and their contents" allows school officials the right to search backpacks, purses and other containers that may be present in the locker.

On Page 10 of the Media Creek Middle School Student Handbook under the topic of student searches states that students may be searched if there is "reasonable suspicion" they are in possession of any inappropriate items. More recent decisions by the U.S. Supreme Court in *Acton v. Vernonia*, school officials are no longer restricted by "reasonable suspicion." School officials may conduct random, mandatory, suspicionless searches. While reasonable suspicion is still a good and safe standard to follow, there is no reason why school officials should limit their authority by granting students a higher privacy level which may compromise student safety. If the district decides to adopt a less restrictive policy toward searches, such a statement or notice should be included in the Student Handbook.

In addition, consider including "school safety" into the educational mission of the school. When school safety is incorporated as an educational goal it provides school officials

with greater latitude in adopting policies and procedures that promote a safe school campus such as: camera surveillance, dress standards, the wearing of ID badges, closed campuses and search policies among several other options.

When student parking permits are issued, students should be informed that campus parking is a privilege, not a right and that whenever they park their car on campus, they acknowledge that their vehicle is subject to search. It is not that you want to search all vehicles every day, but if you need to exercise that option you can create a mechanism for doing so, not only for students but for all guests who come onto the campus. To include campus guests appropriately “notice signage” of this policy should be clearly displayed at the vehicle entry points of the campus.

Policies or Procedures that should be Restated or Changed

OPUSD has done an excellent job articulating their aspirational goals for student supervision and safety in the various “School Accountability Report Cards” published by each school. Under the heading of “Safe School Plan it states that the school’s disaster plan includes “steps for ensuring student and staff safety during a disaster....” In the following paragraph an additional statement is made that “the plan provides students and staff a means to ensure a safe and orderly learning environment....” The District should take great care in avoiding the characterization that the school’s disaster plan as a document or entitlement that “ensures” student safety. While OPUSD’s aspirational statements are commendable, their articulation exposes the District to unnecessary liability. This is a challenge faced, not only by OPUSD but by every school district across America who makes such promises. The challenge centers on the question: How does a school district maintain high standards of care for students and staff without promising and assuring things that no school district can possibly deliver? In a perfect world, all school crime would be prevented and school safety would be assured. If school crises have taught school officials anything, they have taught us that despite all the reasonable steps that can be taken, it is impossible to prevent all school crime.

School districts are not insurers of school crime. Only an insurance company can insure against such a loss. The insurance carrier cannot prevent the crime either, they can only compensate victims for their loss. Interestingly, in 2016, Lloyds of London has underwritten insurance policies that provide compensation to school districts and victims for personal injury or loss as a result of a school shooting. School districts need to be careful in the language they use in student codes of conduct and in parent and staff handbooks to make certain they do not over-promise what they cannot deliver, specifically, they cannot ensure safe schools. Interestingly, school officials have never been required to deter or stop all crime but they have been held accountable by the courts for failing to take “reasonable steps” to prevent injury, loss or death. The OPUSD should not hold themselves to a higher standard of care than required by law.

OPUSD is to be commended for their Annual Notice to Parents/Guardians for complying with Ed Code 48990 which requires the Board of Trustees to notify parents/guardians of their rights and responsibilities at the beginning of the first regular school term. Most sections of the Annual Notice to Parents and Guardians are well written and clearly fulfill their legal requirements. However, there are several sections which should be considered for modification, particularly those sections that use the phrase “ensure.”

The student handbook of Oak Park High School on page 29 states that “the primary purpose of Oak Park High School is to insure that students develop their full potential...” Once again, this is a great aspirational statement, but it is difficult to insure. Page 49 of the same publication uses an excellent way to articulate the duty of Oak Park High School “to promote and foster....”

The 2016-2017 Faculty handbook on p. 23 also uses the word “insure.” Consider changing this as well.

Some of the AYP reports also refer to the No Child Left Behind Act. This legislation should be updated to reflect the ESSA “Every Student Succeeds Act” that was passed on December 9, 2015 and now supersedes NCLB.

Recommendations for Future Planning Subject to Available Funding

Several parks are adjacent to Oak Park USD campuses. At least two of these campuses should have fencing installed between the school and the park. Consider decorative wrought iron fencing rather than chain link. The wrought iron is more difficult to defeat and tends to beautify rather than providing a chain link climbing wall.

Brookside Elementary should be the top priority. There have already been incidents of homeless individuals camping in the park as well as the discovery of a firearm that was left in the bushes near a Brookside classroom.

Red Oak is mostly fenced, but it would be worthwhile to consider additional fencing between the school and the park. The potential downside is that Red Oak students and staff enjoy the use the public park, so this may be an additional compelling factor. A compromise position might include a fence with a gate to the park that is exclusively controlled by the school district.

Future school sites should be designed as free-standing locations that are not subject to uncontrolled community access to parks

Adding an SRO to one or more campuses would also be an appropriate consideration subject to board priorities. The purpose of having additional officers is not to arrest more students. The officers are there to serve as a community liaison, a problem solver, a mentor and role model.

Other potential projects could include ongoing upgrades to district radios and school communications systems, including mass notification systems to parents in the event of an emergency.

Balancing Conflicting Concerns

A continuing concern among many schools across the U.S centers on finding an appropriate balance between creating safe schools while avoiding the appearance of an armed camp. This issue will continue to be a challenge for OPUSD as it is for schools around the country. The ultimate factors in its resolution must focus on school safety needs, professional discretion and local community judgment. If a strategy is warranted, then adopt it, if the District has the resources. If the strategy is not warranted in the view of the local community and its needs, then do not adopt it. Often, school safety strategies are implemented merely because other schools have done so. The need for discretion suggests that school officials, parents, students, law enforcement, youth-serving professionals, the faith communities and corporate partners work together collaboratively and then make decisions based on judgment and defined need.

Creating safe schools strikes at the heart of the democratic governing process and the ultimate decisions should reflect the resolve and will of the local school system. It is important to note that the resources and suggestions cited in this report are not designed to be prescriptive, but rather to provide a series of reasonable strategies and ideas to consider by the District to improve their emergency response and student management safety plan. These recommendations are suggested for possible adaptation rather than blanket adoption.

Keeping schools safe is couched within the perspective of committing “to do everything we can knowing we can’t do everything.” This is why it will be critically important to continue working with students, staff, parents, the school safety site council and the broader community in developing and implementing appropriate safe school strategies as determined by board policy, the law and defensible practice. OPUSD is to be commended for embracing these strategies prior to this review.

Final Remarks

In conclusion, in my professional opinion, the Oak Park Unified School District is in full compliance with the substantive responsibilities of both NIMS and SEMS guidelines. The District’s task at this time is to continue to operationalize the substance of the District’s crisis plan through continuing to conduct the required practice drills and training exercises necessary to complement and support NIMS/SEMS compliance.

A crisis response plan can be tested in three ways: using table top exercises; conducting school-based drills; and undertaking a full-scale drill with the larger community. Table-top drills help participants to build a broad perspective regarding emergency response. The exercises test and build the abilities of people to communicate, coordinate and cooperate with one another. The exercises also help participants to understand how their roles and responsibilities contribute to the overall response. In addition, a table top exercise removes the stress of a real-time drill and provides time to discuss plans, policies and procedures. It can also test the knowledge and skills of the participants. The table-top exercise begins with the selection of a scenario. The scenario should have clear, measurable objectives; clear directions for conducting, discussing and debriefing the exercise; realistic time limits and specific criteria for assessment.

School-based drills are a second method of testing specific procedures in a crisis response. Drills can test the response capabilities of individual classes or the entire school population. Drills may include procedures for Drop, Cover and Hold, Evacuation, Reverse Evacuation, Active Shooter, Lockdown and Shelter-In-Place.

Full-scale field exercises are a third and more complex option for testing the total response capability of the school and larger community. Field exercises simulate reality. The exercise includes role-play and the deployment of field responders, equipment and resources. These exercises require extensive planning and coordination, time and commitment from community responders. This type of exercise is typically directed by the community's Emergency Manager.

School crisis response plans must be more than words on paper that memorialize a planning process. They must become a set of viable response options that are internalized through training and testing. Most experts believe that it is the "process" of developing, refining and practicing the plan and not the written plan itself that prepares schools and communities to respond to a crisis. The substantive compliance for the Oak Park Unified School District is in place. The operational compliance of the school district is a task that must be earned and re-established each year through effective drill, preparation and practice. That process is currently underway and is part of the ongoing operational protocols of the District.

NSSC Representative: Dr. Ronald D. Stephens, Executive Director

* The National School Safety Center's work products, training and technical assistance, and consultation services are designed to support safe school planning activities and the critical decision-making processes required of school communities. Each community must make unique choices to meet school safety needs that reflect their local culture. Advice given in this report is not prescriptive but rather it is designed for evaluation and reflection by each local agency. NSSC makes no warranty, expressed or implied, nor assumes any legal liability or responsibility for the completeness, usefulness or accuracy of any information, apparatus, product or process provided for consideration or use.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
**SUBJECT: B.2.c. APPROVE MEASURE C6 BOND FUND EQUIPMENT PURCHASE –
CLASSROOM TECHNOLOGY EQUIPMENT FOR 2016-17 SCHOOL YEAR**

ACTION

ISSUE: Shall the Board approve the purchase of technology equipment, consistent with the board-approved technology plans and as recommended by the OPUSD Technology Committee, utilizing Measure C6 bond funds?

BACKGROUND: The Board-approved Technology Roadmap, Three-Year Technology Plan, and Needs Assessment Report collectively outline the District's plan for technology initiatives and equipment acquisition. At its monthly meeting the Technology Committee reviewed these guiding documents and the following requests received from school sites to address pressing technology needs. After careful consideration, the Committee recommends the Board's approval for the purchase of the following classroom technology equipment, to be funded from the Measure C6 bond fund:

1. 1-to-1 Chromebook Take-home Pilot - Fifth grade classes at one of the elementary schools will be chosen to pilot a take home 1-to-1 Chromebook program as the district's first attempt to explore what such a program would entail and how best to structure and manage a program, These two sets of Chromebooks will be added to an existing Chromebook cart at one elementary schools so that the entire grade level at that school site can participate together in the pilot as a cohort; estimated cost \$25,200.
2. iTouches for Google Cardboard – Requesting one class set of iPod Touches (40 devices) and associated Google Cardboard VR viewing glasses and a traveling tote with USB chargers to house them in. To be used districtwide for conducting virtual fieldtrips. Teachers can lead immersive 3D virtual reality field trips using Google Expedition software and Google Cardboard 3D glasses paired with iPod Touches; estimated cost \$15,000.

ALTERNATIVES:

1. Approve the purchase of technology equipment as specified above, in the amount of \$40,200, plus applicable sales tax and shipping, to be funded from the Measure C6 bond fund.
2. Do not approve the purchase of technology equipment.

RECOMMENDATION: Alternative No. 1

Prepared by: Enoch Kwok, Director, Educational Technology and Information Systems
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

BOARD MEETING, NOVEMBER 15, 2016
Approve Measure C6 Bond Fund Equipment Purchase –
Classroom Technology Equipment for 2016-17 School Year
Page 2

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.2.d. RATIFY CHANGE ORDER NO. 3, PROJECT 16-10F, OUTDOOR CLASSROOM AT BROOKSIDE ELEMENTARY SCHOOL

ACTION

ISSUE: Shall the Board ratify Change Order No. 3 to the contract with Hughes General Engineering, Project 16-10F, Outdoor Classroom at Brookside Elementary School?

BACKGROUND: On August 16, 2016 the Board ratified a contract for Project 16-10F, Outdoor Classroom at Brookside Elementary School, with Hughes General Engineering. During the course of the project, District and school site staff have recommended changes to the project’s scope for conditions unforeseen at the time the contract was awarded. As itemized in the accompanying change order request, District staff requested the contractor to demo, remove, and replace existing concrete, and install a sleeve and playground curb due to tree root impediment, at a cost of \$12,660. Measure R specifically provides for “Upgrade, repair, replace, modify, or construct site improvements, paths, sidewalks, and walkways...landscaping improvements, irrigation and drainage, etc.” Accordingly, it is recommended that Change Order No. 3 be funded from the Measure R bond fund.

The original amount of the contract with Hughes was \$144,500, and subsequently the Board approved Change Order No. 1, in the amount of \$7,682, and Change Order No. 2, in the amount of \$13,695. Approval of Change Order No. 3, in the amount of \$12,660, will increase the final contract amount to \$178,537. The budget for Project 16-10F, including all funding sources, is \$300,000.

ALTERNATIVES:

1. Approve Change Order No. 3 to the contract with Hughes General Engineering, for Project 16-10F, Outdoor Classroom at Brookside Elementary School, in the amount of \$12,660, from the Measure R bond fund.
2. Do not approve Change Order No. 3.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

Invoice No. 5238

Hughes General Engineering, Inc.
P. O. Box 2293, Camarillo, CA. 93011-2293

INVOICE

Customer			
Name	Oak Park Unified School District		
Address	5801 E. Conifer St		
City	Oak Park,	State CA	ZIP 91377
Phone			

Misc	
Date	10/21/2016
Order No.	DIR17-00002
Rep	Julie Suarez
FOB	

Qty	Description	Unit Price	TOTAL
	PROJECT: BROOKSIDE ELEMENTARY SCHOOL		
	CHANGE ORDER NO. 3		
	Outside Classroom At BES in connection with Project16-10F		
1	Demo Playground Equipment	\$1,069.00	\$ 1,069.00
1	Subgrade for playground, approx. 30 yds. Of grdding & haul off(2Mandays)	\$ 4,646.00	\$ 4,646.00
1	Extra concrete work as follows: By playground 105 sq.ft By pavers 70 sq. ft., by existing Ash Tree 112 sq. ft., sleeve for electrical 16 sq. ft. , remove & replace concrete existing by Bldg 2' x 140 sq. ft.. Total 440 sq. ft. sawcut, demo, regrade, rebar, dowels & repour	\$ 6,645.00	\$ 6,645.00
1	Sleeve by gum tree under playground curb	\$ 300.00	\$ 300.00
		SubTotal	\$ 12,660.00
		Shipping	
		TOTAL	\$ 12,660.00

Payment	Select One...
Comments	
Name	
CC #	
Expires	

Tax Rate(s)	

Office Use Only

INVOICE IS DUE AND PAYABLE UPON RECEIPT.

THANK YOU FOR USING HUGHES GENERAL ENGINEERING CONSTRUCTION

Hughes

General Engineering, Inc.

P.O. Box 2293
Camarillo, Ca. 93011
(805) 642-7700 Fax (805) 642-7711
hughesgeinc@gmail.com
License No. 644816-A

June 28, 2016

Ms. Julie Suarez
Oak Park Unified School District

Project: Brookside Outdoor Classroom

Re: Additional Costs

1) Demo playground equipment	\$ 1,069.00
2) Subgrade for playground, approximately 30 yds. of grading and haul-off. Two (2) mandays	\$ 4,646.00
3) Extra concrete work as follows:	
By Playground, 105 sq.ft.	
By Pavers, 70 sq.ft.	
By existing Ash Tree, 112 sq.ft.	
Sleeve for electrical, 16 sq.ft.	
Remove & replace concrete existing by Bldg., 2' wide, 140 sq.ft.	
TOTAL for 440 sq.ft, sawcut, demo, re-grade, rebar, dowels, & re-pour,	\$ 6,645.00
4) Sleeve by Gum Tree under playground curb	\$ 300.00
GRAND TOTAL FOR NOTED EXTRAS	\$ 12,660.00

If you should have any questions, please contact Jeff Hughes at 805-732-5051.

HUGHES GENERAL ENGINEERING, INC.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.2.e. APPROVE ACCEPTANCE OF DONATION

ACTION

ISSUE: Shall the Board acknowledge and accept donations made to the Oak Park Unified School District?

BACKGROUND: The following donations has been made to the District:

Site/Program	Gift/Donor	Gift
District Office	Big Ass Solutions	60" Haiku Fan
District Office	Advantra Graphics	5000 sheets of 40lb copy paper

RECOMMENDATION: Accept the donation with thanks.

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.2.f. AUTHORIZE FORMATION OF DISTRICT COMMITTEE TO DEVELOP MEASURE S PRIORITIES AND MASTER PLAN

ACTION

ISSUE: Shall the Board of Education authorize the Superintendent to form a broad-based district committee for the purpose of developing the priorities and establishing a master plan for the Measure S general obligation bond, based upon the District’s comprehensive needs assessment plan?

BACKGROUND: On April 19, 2016, the Board approved the District’s comprehensive needs assessment plan prepared by the Oak Park Needs Assessment Committee, which served as the basis for the District’s Measure S general obligation bond which was approved by Oak Park voters on November 8, 2016. With that approval, it is essential to develop the priorities and a master plan for the Measure S bond program. Staff is requesting that the Superintendent be authorized to form a broad-based district committee for the purpose of developing the priorities and establishing a master plan for the Measure S general obligation bond, based upon the District’s comprehensive needs assessment plan.

- ALTERNATIVES:**
1. Authorize the Superintendent to form a broad-based district committee for the purpose of developing the priorities and establishing a master plan for the Measure S bond program, based upon the District’s comprehensive needs assessment plan.
 2. Authorize the Superintendent form the proposed committee, as modified and directed by the Board of Education.
 3. Do not authorize the formation of the proposed district committee.

RECOMMENDATION: Alternative No. 1

Prepared by: Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

SUBJECT: B.3.a. APPROVE THE OAK PARK TEACHERS ASSOCIATION REQUEST FOR AN ARTICLE TO BE SUNSHINED AND ADDED TO COLLECTIVE BARGAINING NEGOTIATIONS WITH THE DISTRICT

PUBLIC HEARING/ACTION

ISSUE: Should the Board receive and approve the sunshining of an additional article for collective bargaining for the 2016-2017 school year?

BACKGROUND: The current Contract of Agreement between the Oak Park Unified School District and the Oak Park Teachers Association expires on June 30, 2016. As such, all articles are open to negotiations. Each side is required to sunshine the articles that it proposes to open for discussion. OPTA would like to add an additional article, Article 21-Evaluations, to its list of sunshined articles.

RATIONALE: A copy of OPTAs proposal for an additional article is attached. OPTA would like to include this article in negotiations and the District is prepared to move forward should the Board approve.

ALTERNATIVES:

1. Receive and adopt OPTAs additional article.
2. Receive, revise and adopt OPTAs additional article.
3. Do not adopt OPTAs additional article.

Respectfully submitted,

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____



President Russ Peters
rpeters@opusd.k12.ca.us

To: Oak Park Unified School District and Leslie Heilbron

From: Russ Peters, OPTA President
Tim Roesner, Bargaining Chair

Date: October 7

Oak Park Teachers Association would like to Sunshine an additional article for
2016-2017 Negotiations

Article 21- Evaluations

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.4.a. APPROVE PLAN FOR COLLEGE READINESS BLOCK GRANT

ACTION

ISSUE: Shall the Board Approve the District’s proposed plan for the College Readiness Block Grant?

BACKGROUND: The adopted 2016-17 State Budget includes significant funding for a College Readiness Block Grant. This program provides \$200 million in one-time Proposition 98 funds to be allocated among a school district’s high school students (grades 9-12, inclusive) who are English learners, foster youth, or are eligible for free and reduced-price meals, commonly referred to under the Local Control Funding Formula as “unduplicated students”. Specifically, the Budget allocates funding to a district based on its count of unduplicated high school students who, in school year 2015-16, attended a high school accredited or obtaining accreditation by the Western Association of Schools and Colleges, with no LEA scheduled to receive fewer than \$75,000.

- The College Readiness Block Grant contains several expenditure limitations and reporting requirements as a condition of receipt of funds. Eligible activities may include, but are not limited to, the following:
 1. Providing teachers, administrators, and counselors with professional development opportunities to improve pupil A–G course completion rates, pupil college-going rates, and college readiness of pupils, including providing for the development of honors and Advanced Placement courses.
 2. Beginning or increasing counseling services to pupils and their families regarding college admission requirements and financial aid programs.
 3. Developing or purchasing materials that support college readiness, including materials that support high performance on assessments required for admittance to a postsecondary educational institution.
 4. Developing comprehensive advising plans to support pupil completion of A–G course requirements.
 5. Implementing collaborative partnerships between high schools and postsecondary educational institutions that support pupil transition to postsecondary education, including, but not limited to, strengthening existing partnerships with the University of California and the California State University to establish early academic outreach and college preparatory programs.
 6. Providing subsidies to unduplicated pupils, as defined in Sections 42238.01 and 42238.02, to pay fees for taking advanced placement exams.
 7. Expanding access to coursework or other opportunities to satisfy A–G course requirements to all pupils, including, but not necessarily limited to,

pupils enrolled in schools identified by the department as high schools with 75 percent or greater enrollment of unduplicated pupils, pursuant to subdivision (g). These opportunities may include, but shall not be limited to, new or expanded partnerships with other secondary or postsecondary educational institutions.

- District's are required to develop a plan describing how funds will increase or improve services for unduplicated pupils to ensure college readiness and include information on how it aligns with the LEA's local control and accountability plan. As a condition of receipt of funds, LEAs shall report to the CDE by January 1, 2017, on how the LEA will measure the impact of the funds received on the LEA's unduplicated pupils' access and matriculation to higher education.

The OPUSD College Readiness Block Grant Plan is included in this agenda.

- ALTERNATIVES:**
1. Approve the District's proposed plan for the College Readiness Block Grant.
 2. Do not Approve the District's proposed plan.

RECOMMENDATION: Alternative No. 1

Prepared by: Dr. Jay Greenlinger, Director, Curriculum and Instruction

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

**OAK PARK UNIFIED SCHOOL DISTRICT
COLLEGE READINESS GRANT ACTION PLAN**

Administrators from OPUSD, OPHS, and OVHS and counselors from OPHS provided input as to the most effective use of the \$75,000 allocated to OPUSD. At current count, there are 166 unduplicated pupils in grades 9-12 in OPUSD. It was agreed upon that encumbering the funds over the course of three years (as allowed by bill language) would be most effective for impacting college readiness of unduplicated pupils. School donation funds currently subsidize the cost of AP test fees, and the input of staff is that College Readiness Grant funds are more appropriate for this expenditure.

- In 2016, 87.9% of all graduating students completed the A-G requirements.
- In 2016, 97.8% of all graduating students attended a 2 or 4 year college

In order to ensure that unduplicated pupils are given equitable access to college preparation, OPUSD will provide unduplicated pupils with the following targeted services:

1. Advisement and progress monitoring for A-G requirements (LCAP Goal 1F)
2. Parental notification/conferences for the college application process
3. Targeted communication to students and parents regarding college information opportunities including college visitation opportunities and information sessions
4. Assist students and parents with financial aid application process
5. Subsidize test preparation guides for unduplicated pupils (LCAP Goal 1G)
6. Subsidize AP tests test fees for unduplicated pupils (LCAP Goal 1G)

Note: Items 1-4 will be provided by additional counseling staff hired for the sole purpose of providing counseling services to unduplicated students. Items 5-6 to be coordinated by OPHS and OVHS administrators.

Budget

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>
Additional Counseling Services	\$20,000	\$20,000	\$20,000
Test Fees and Preparation Materials	\$5,000	\$5,000	\$5,000

Plan for Measuring Impact of Funds

Each year since 2000, OPHS publishes college application and admission statistics for the graduating class (<http://www.oakparkusd.org/Page/5401>). The data is inclusive of all students, and provides the community with an overview of the level of excellence and achievement by our students. In order to demonstrate the college application and attendance statistics of unduplicated students, OPHS will separately report these statistics for unduplicated pupils. Over the next three years, the community will see what impact the College Readiness Grant funds have on unduplicated pupils' access to and preparation for college.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: B.5.a. APPROVE SELECTION OF ANNUAL ORGANIZATIONAL BOARD MEETING – DECEMBER 6, 2016

ACTION

ISSUE: Should the Board of Education select December 6, 2016 at 6:00 p.m., as the date and time for the annual organizational meeting for the Governing Board?

BACKGROUND: According to Education Code Section 35143, the Governing Board of each school district, in a year in which a regular election for governing board members is conducted, shall hold an annual organizational board meeting on a day within a 15-day period that commences with the first Friday of December. The date and time of the annual organizational meeting shall be selected by the Board at its regular meeting held immediately prior to the December Board Meeting. The Board shall notify the County Superintendent of Schools of the day and time selected. The Clerk of the Board shall, within 15 days prior to the date of the annual organizational meeting, notify in writing all members and members-elect of the date and time selected for the meeting.

ALTERNATIVES: 1. Approve December 6, 2016 at 6:00 p.m. as the date and time for the annual organizational meeting of the Governing Board.
 2. Approve another date and time for the annual organizational meeting of the Governing Board.

RATIONALE: This is a regularly scheduled Board Meeting that complies with the mandate of Education Code Section 35143.

RECOMMENDATION: Alternative No. 1.

Respectfully submitted

 Anthony W. Knight, Ed.D.
 Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

**SUBJECT: B.6.a. APPROVE AMENDMENT TO BOARD POLICY 0410 –
NONDISCRIMINATION IN DISTRICT PROGRAMS AND
ACTIVITIES - First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 0410 – Nondiscrimination in District Programs and Activities?

BACKGROUND: Board Policy 0410 updated to reflect NEW LAW (AB 30, 2015) which, effective January 1, 2017, prohibits the use of any racially derogatory or discriminatory school or athletic team name, mascot, or nickname. Policy also adds language regarding the use of uniform complaint procedures to investigate and resolve any allegation of unlawful discrimination, expands the means by which notice of the district's nondiscrimination policy will be distributed, reflects NEW LAW (SB 1375, 2016) which requires districts to post specified information regarding Title IX on their web site by July 1, 2017, and adds the district's responsibility to make its web site accessible to individuals with disabilities. Board Policy 0410 is being submitted with recommended changes from CSBA.

- ALTERNATIVES:**
1. Approve the amendment to Board Policy 0410 – Nondiscrimination in District Programs and Activities.
 2. Do not amend Board Policy 0410 – Nondiscrimination in District Programs and Activities.
 3. Adopt a modified version of the amendment to Board Policy 0450 – Comprehensive Safety Plan.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 0000

Philosophy, Goals, Objectives ~~and~~ Comprehensive Plans BP 0410(a)

Nondiscrimination In District Programs And Activities

The Governing Board is committed to providing equal opportunity for all individuals in education. District programs, activities, and practices shall be free from **unlawful discrimination, including** discrimination **against an individual or group** based on race, color, ancestry, **nationality**, national origin, ethnic group identification, age, religion, marital, **pregnancy**, or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; ~~the~~ a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

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

(cf. 4161.8/4261.8/43651.8) – Family Care and Medical Leave)

(cf. 5131.2 – Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

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

(cf. 6164.6 - Identification and Education ~~U~~nder Section 504)

(cf. 6178 - Career Technical Education)

(cf. 6200 - Adult Education)

District programs and activities shall also be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any **derogatory or discriminatory name, image, practice, or other** barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities, ~~including the use of facilities.~~ He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 – Use of Facilities-)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 0000

Philosophy, Goals, Objectives & Comprehensive Plans

BP 0410(b)

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related ~~compliant~~ **complaint** procedures. Such notification shall be included in each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups **and, as applicable, to the public. As appropriate, such notification shall be posted in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations and shall be posted on the district's web site and, when available, district-supported social media.**

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~

~~*(cf. 4031 - Complaints Concerning Discrimination in Employment)*~~

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans ~~W~~with Disabilities Act(ADA) and any implementing standards and/or regulations. **When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes.**

(cf. 6163.2 - Animals at School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

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

~~*(cf. 6020 - Parent Involvement)*~~

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

**OAK PARK UNIFIED SCHOOL DISTRICT
BOARD POLICY**

Series 0000

Philosophy, Goals, Objectives & Comprehensive Plans

BP 0410(c)

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 – Agenda/Meeting Materials)

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Assistant Superintendent, Human Resources

5801 Conifer Street

Oak Park, CA 91360

818-735-3200

lheilbron@opusd.org

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

11138 Rules and Regulations

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

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

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

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

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

**OAK PARK UNIFIED SCHOOL DISTRICT
BOARD POLICY**

Series 0000

Philosophy, Goals, Objectives & Comprehensive Plans

BP 0410(d)

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

[Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016](#)

[Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014](#)

[Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013](#)

[Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011](#)

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

[California Law Prohibits Workplace Discrimination and Harassment](#)

U.S. DEPARTMENT OF EDUCATION, OFFICE OF FOR CIVIL RIGHTS PUBLICATIONS

[Dear Colleague Letter: Transgender Students, May 2016](#)

[Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016](#)

[Dear Colleague Letter: Title IX Coordinators, April 2015](#)

[Dear Colleague Letter: Harassment and Bullying, October 2010](#)

[Dear Colleague Letter: Electronic Book Readers, June 29, 2010](#)

[Notice of Non-Discrimination, January, 1999](#)

[Protecting Students from Harassment and Hate Crime, January, 1999](#)

[Nondiscrimination in Employment Practices in Education, August, 1991](#)

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

[2010 ADA Standards for Accessible Design, September 2010](#)

[Accessibility of State and Local Government Websites to People with Disabilities, June 2003](#)

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

[Web Content Accessibility Guidelines, December 2008](#)

WEB SITES

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

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

California Safe Schools Coalition: <http://www.casafeschoolscoalition.org>

Pacific ADA Center: <http://www.adapacific.org>

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

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

Adopted: 12-4-01

Amended: 9-17-02, 8-21-12, 6-17-14

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

**SUBJECT: B.6.b. APPROVE AMENDMENT TO BOARD POLICY 0450 –
COMPREHENSIVE SAFETY PLAN - First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 0450 – Comprehensive Safety Plan?

BACKGROUND: Board Policy 0450 updated to clarify the district's responsibility to annually review comprehensive school safety plans. Regulation updated to delete the requirement to include hate crime reporting procedures in the safety plan, as they are no longer required by law. List of optional plan components expanded to include (1) policy related to firearms possession on campus; (2) measures to minimize gang influence; (3) guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses; (4) strategies for suicide prevention; (5) procedures to handle disruptions; and (6) concepts related to environmental safety. Board Policy 0450 is being submitted with recommended changes from CSBA.

- ALTERNATIVES:**
1. Approve the amendment to Board Policy 0450 – Comprehensive Safety Plan.
 2. Do not amend Board Policy 0450 – Comprehensive Safety Plan.
 3. Adopt a modified version of the amendment to Board Policy 0450 – Comprehensive Safety Plan.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 0000 *Philosophy, Goals, Objectives and & Comprehensive Plans*

BP 0450(a)

Comprehensive Safety Plan

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

(cf. 0410 – Nondiscrimination in District Programs and Activities)
(cf. 1312.3 – Uniform Complaint Procedures)
(cf. 3515 – Campus Security)
(cf. 3515.2 – Disruptions)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 5131 - Conduct)
(cf. 5131.2 - Bullying)
(cf. 5131.4 – Student Disturbances)
(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5137 – Positive School Climate)
(cf. 5138 – Conflict Resolution/Peer Mediation)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 5145.3 – Nondiscrimination/Harassment)
(cf. 5145.7 – Sexual Harassment)
(cf. 5145.9 – Hate-Motivated Behavior)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)

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

The school safety plan shall take into account the school's staffing, available resources and building design, as well as other factors unique to the site.

~~Each school shall forward its comprehensive safety plan to the Board for approval. (Education Code 32288)~~

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. (Education Code 32286, 32288)

The Board shall review the comprehensive school safety plan(s) in order to ensure compliance

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 0000

Philosophy, Goals, Objectives *and* Comprehensive Plans

BP 0450(b)

with state law, Board policy and administrative regulation and shall approve the plan(s) at a regular scheduled meeting.

(cf. 0500 – Accountability)

(cf. 9320 – Meeting and Notices)

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

Tactical Response Plan

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

(cf. 9011 – Disclosure of Confidential/Privileged Information)

(cf. 9321 – Closed Session Purposes and Agendas)

(cf. 9321.1 – Closed Session Actions and Reports)

Public Access to Safety Plan(s)

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

(cf. 1340 - Access to District Records)

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of sex discrimination

32260-32262 Interagency School Safety Demonstration Act of 1985

32270 School safety cadre

32280-32289 School safety plans

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BP 0450(c)

32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act
41510-41514 School safety and consolidated grant
48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student ~~who has committed acts~~ constituting grounds for suspension or expulsion
67381 Violent crime, ~~definition~~
PENAL CODE
422.55 Definition of hate crime
626.8 Disruptions
11164-11174.3 Child Abuse and Neglect Reporting Act
CALIFORNIA CONSTITUTION
Article 1, Section 28(c) Right to Safe Schools
CODE OF REGULATIONS, TITLE 5
11987-11987.7 School Community Violence Prevention Program Requirements
11992-11993 Definition, persistently dangerous schools
UNITED STATES CODE, TITLE 20
~~7101-7165 Safe and Drug Free Schools and Communities, especially:~~
~~7111-7122 Student Support and Academic Enrichment Grants~~
7912 Transfers from persistently dangerous schools
UNITED STATES CODE, TITLE 42
12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Safe Schools: Strategies for Governing Boards to Ensure Student Success, ~~Third Edition~~, October 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for ~~All~~ Transgender and Gender-Nonconforming Students, Policy Brief, ~~February 2014~~ April 2010

California Department of Education PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

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

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004

WEB SITES

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

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

~~California Emergency Management Agency: <http://www.calema.ca.gov>~~

California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

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BP 0450(d)

Centers for Disease Control and Prevention: <http://www.cdc.gov/ViolenceProtection>

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

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

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center: http://www.secretservice.gov/natc_ssi.shtml

Adopted: 12-4-01

Amended: 9-17-02, 3-22-05, 3-08, 3-20-12

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

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Philosophy, Goals, Objectives ~~and~~ & Comprehensive Plans

AR 0450(a)

Comprehensive Safety Plan

Development and Review of [Comprehensive](#) School Site Safety Plan

The school site council shall consult with local law enforcement ~~in the~~ writing and development ~~of ing~~ the comprehensive [school](#) safety plan. When practical, the school site council also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

The school site council may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee. This committee shall be composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

(cf. 1220 – Citizen Advisory Committees)

(cf. 14040 – Relations Between Other Governmental Agencies and the Schools)

Before adopting ~~the its~~ comprehensive safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the school safety plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor
2. A representative of the local school employee organization

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Series 0000

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AR 0450(b)

3. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs

(cf. 1230 - School-Connected Organizations)

4. A representative of each teacher organization at the school ~~site~~

(cf. 4140/4240/4340 - Bargaining Units)

5. A representative of the ~~school's~~ student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. ~~A~~ Representatives of ~~the~~ local religious organizations
2. Local civic leaders
3. Local business organizations

(cf. 1700 - Relations ~~B~~etween Private Industry and the Schools)

Content of the Safety Plan

Each comprehensive safety plan shall include an assessment of the current status of ~~any school~~ crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, ~~data on~~ reports of ~~school~~ crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.

(cf. 0500 – Accountability)

(cf. 0510 – School Accountability Report Card)

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

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AR 0450(c)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

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

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

(cf. 6159 – Individualized Education Program)

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

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

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

(cf. 1330 – Use of School Facilities)

(cf. 3516.1 – Fire Drills and Fires)

(cf. 3516.2 – Bomb Threats)

(cf. 3516.5 – Emergency Schedules)

(cf. 3543 – Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

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

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

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

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

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

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AR 0450(d)

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

(cf. 1312.3 - Uniform Complaint Procedures)

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

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

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

(cf. 5142 - Safety)

8. A safe and orderly **school** environment conducive to learning

(cf. 5137 - Positive School Climate)

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

(cf. 5144 - Discipline)

10. Hate crimes reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)

Among the strategies for providing a safe environment, the **school safety** plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management and conflict resolution

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and

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AR 0450(e)

consequences for violations

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 – Chronic Absence and Truancy)

(cf. 5131 – Conduct)

~~*(cf. 5136 – Gangs)*~~

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence

(cf. 6142.3 – Civic Education)

(cf. 6142.4 – Service Learning/Community Service)

(cf. 6142.8 – Comprehensive Health Education)

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

(cf. 1240 - Volunteer Assistance)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.61 - Drug Testing)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 – Steroids)

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

(cf. 1020 - Youth Services)

7. District policy related to possession of firearms and ammunition on school grounds
~~Procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of the school~~

~~*(cf. 3514.1 – Hazardous Substances)*~~

~~*(cf. 3514.2 – Integrated Pest Management)*~~

(cf. 3515.7 - Firearms on School Grounds)

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AR 0450(f)

8. Measures to prevent or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

98. Procedures for receiving verification from law enforcement ~~when that~~ a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime

(cf. 5116.1 – Intradistrict Open Enrollment)

109. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for ~~the closing of~~ campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism, ~~Theft~~ and Graffiti)

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support

c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 0000

Philosophy, Goals, Objectives ~~&~~ and Comprehensive Plans

AR 0450(g)

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

1410. Crisis prevention and intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

~~*(cf. 3515.2 - Disruptions)*~~

(cf. 3515.5 - Sex Offender Notification)

(cf. 5131.4 - Student Disturbances)

- b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)
- c. Assignment of staff members responsible for each identified task and procedure
- d. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for students and staff to practice the evacuation plan
- e. Coordination of communication to schools, Governing Board members, parents/guardians and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

- f. Development of a method for the reporting of violent incidents
- g. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling

1511. Staff development ~~training~~ in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

**OAK PARK UNIFIED SCHOOL DISTRICT
ADMINISTRATIVE REGULATION**

Series 0000

Philosophy, Goals, Objectives and Comprehensive Plans

AR 0450(h)

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

Adopted: 12-4-01

Amended: 9-17-02, 11-04, 3-08, 11-11

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

SUBJECT: B.6.c. APPROVE AMENDMENT OF BOARD POLICY 5131.62 – TOBACCO – First Reading

ISSUE: Should the Board of Education approve amendment of Board Policy 5131.62 – Tobacco?

BACKGROUND: Board Policy 5131.62 is updated to prohibit student possession or use of electronic hookahs and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco product. Policy also recommends provision of counseling, intensive education, or other intervention services to assist in the cessation of tobacco use as an alternative to suspension for tobacco possession. Board Policy 5131.62 is being submitted with recommended changes from CSBA.

- ALTERNATIVES:**
1. Approve the amendment of Board Policy 5131.62 – Tobacco.
 2. Do not approve the amendment Board Policy 5131.62 – Tobacco.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5131.62(a)

Tobacco

The Governing Board recognizes ~~the that tobacco use presents~~ serious health risks **presented by tobacco use** and desires to ensure that, through adoption of consistent policies, district students are made aware of those risks and, to the extent possible, ~~are~~ protected **from by** them. The Superintendent or designee shall establish a coordinated school health system which includes a comprehensive behavioral health education component that teaches students the knowledge, skills, and attitudes they need in order to lead healthy lives and avoid high-risk behaviors, such as tobacco use.

(cf. 5141.23 – Asthma Management)

The Superintendent or designee shall provide prevention, intervention, and cessation education, information, activities, and/or referrals to district students and shall ensure consistent enforcement of district policies prohibiting student possession and use of tobacco products.

Prohibition Against Tobacco Use

Students shall not possess, smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. ~~Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, clove cigarettes, chew packets, or betel. (Education Code 48900, 48901)~~

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5131 – Conduct)

(cf. 5144 - Discipline)

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

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

~~Students' possession or use of electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products is also prohibited.~~

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking. (Business and Professions Code 22950.5; Education Code 48901)

Tobacco products include: (Business and Professions Code 22950.5; Education Code 48901)

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5131.62(b)

1. A product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

These prohibitions do not apply to a student's possession or use of his/her own prescription products. However, student ~~use or~~ possession or use of prescription products in school shall be subject to the district's policy and regulation for addressing the administration of medications on campus. (Education Code 48900)

(cf. 5141.21 – Administering Medication and Monitoring Health Conditions)

Prevention Instruction

The district shall provide developmentally appropriate tobacco-use prevention instruction for students at selected grade levels from K-12 pursuant to Education Code 51202. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

Intervention/Cessation Services

The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. Such intervention services may be provided as an alternative to suspension for tobacco possession.

(cf. 1020 – Youth Services)

(cf. 5146 – Married/Pregnant/Parenting Students)

(cf. 5141.6 – School Health Services)

(cf. 6164.2 – Guidance/Counseling Services)

Program Planning

The district's tobacco-use prevention and intervention program shall be based on an assessment

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of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.

The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.

(cf. ~~1220~~1230 – Citizen Advisory Councils)

(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)

The Superintendent or designee **also** shall ~~also~~ coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.

(cf. 5030 – Student Wellness)

(cf. 5131.6 – Alcohol and Other Drugs)

(cf. 5131.63 – Steroids)

The Superintendent or designee shall select **anti-tobacco-use prevention** programs based on the model program designs identified by the California Department of Education (CDE) and may adapt the model to meet district needs. (Health and Safety Code 104420)

The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which is known to have received funding from the tobacco industry.

(cf. 1325 – Advertising and Promotion)

(cf. 3290 – Gifts, Grants and Bequests)

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

Program Evaluation

To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she **also** shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.

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(cf. 0500 – Accountability)
(cf. 5022 – Student and Family Privacy Rights)
(cf. 6162.8 – Research)

The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)
48900.5 Suspension, limitation on imposition; exception
48901 Smoking or use of tobacco prohibited
51202 Instruction in personal and public health and safety
60041 Instructional materials, portrayal of effects of tobacco use

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

HEALTH AND SAFETY CODE

104350-104495 Tobacco-use prevention education
104559 Tobacco use prohibition
119405 Unlawful to sell or furnish electronic cigarettes to minors

PENAL CODE

308 Minimum age for tobacco possession

CODE OF REGULATIONS, TITLE 17

6800 Definition, health assessment
6844-6847 Child Health and Disability Prevention program; health assessments

UNITED STATES CODE, TITLE 20

7111-7122~~17~~ Student Support and Academic Enrichment Grants Safe and Drug-Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

ATTORNEY GENERAL OPINIONS

88 Ops.Cal.Atty.Gen. 8 (2005)

Management Resources:

California Department of Education PUBLICATIONS

TUPE Acceptance of Funds Guidance

Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

Getting Results: Part II California Action Guide ~~F~~to Tobacco Use Prevention Education, 2000

WEST ED PUBLICATIONS

Guidebook for the California Healthy Kids Survey

WEB SITES

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

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

California Department of Education, Tobacco-Use Prevention Education: <http://www.cde.ca.gov/ls/he/at/tupe.asp>

California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Healthy Kids Survey: <http://www.wested.org/hks>

Centers for Disease Control and Prevention, [Smoking and Tobacco Use](http://www.cdc.gov/tobacco): <http://www.cdc.gov/tobacco>

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~~Safe and Healthy Kids Annual Report: <http://hk.duerrevaluation.com>~~

U.S. Surgeon General: <http://www.surgeongeneral.gov>

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

Adopted: 9-17-02

Amended: 5-18-04, 10-18-11, 11-19-13, 8-19-14

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

**SUBJECT: B.6.d. APPROVE AMENDMENT TO BOARD POLICY 5145.3 –
NONDISCRIMINATION/HARASSMENT – First Reading**

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 5145.3 – Nondiscrimination/Harassment?

BACKGROUND: Board Policy 5145.3 is a mandated policy being revised to clarify (1) that the policy is applicable to off-campus conduct that may have a continuing impact on a student at school, and (2) that the district must investigate all allegations of discrimination of which it has notice, regardless of whether a formal written complaint is filed, and must take action to address any effect of discrimination found. Mandated administrative regulation updated to ensure consistency of reporting procedure with formal complaint process in the UCP and to clarify various provisions in the section on "Transgender and Gender-Nonconforming Students. Board Policy 5145.3 is being submitted with recommended changes from CSBA.

- ALTERNATIVES:**
1. Approve the amendment to Board Policy 5145.3 – Nondiscrimination/Harassment.
 2. Do not amend Board Policy 5145.3 – Nondiscrimination/Harassment.
 3. Adopt a modified version of the amendment to Board Policy 5145.3 – Nondiscrimination/Harassment.

RECOMMENDATION: Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

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BP 5145.3(a)

Nondiscrimination/Harassment

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, **extracurricular**, and other educational support programs, services, and activities. The Board prohibits, at any **district** school or school activity, unlawful discrimination, **harassment**, including discriminatory harassment, intimidation, and, bullying **targeted at** ~~of~~ any student **by anyone**, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school, ~~and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.~~

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 5131 – Conduct)
(cf. 5131.2 – Bullying)
(cf. 5137 – Positive School Climate)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6164.6 - Identification and Education ~~U~~nder Section 504)

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, **may result from** ~~includes~~ physical, verbal, nonverbal, or written conduct based on ~~one~~ **any** of the categories listed above. Unlawful discrimination also ~~shall~~ **includes** the creation of a hostile environment **through** ~~when the~~ prohibited conduct **that** is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects ~~a the~~ student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any **individual student** who **reports files** or ~~otherwise~~ participates in the **reporting of unlawful discrimination, files or participates in the filing or investigation** of a complaint or **investigates or participates in the investigation of a complaint or report alleging unlawful** ~~regarding an incident of~~ discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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BP 5145.3(b)

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

(cf. 1312.3 – Uniform Complaint Procedures)

(cf. 1330 – Use of Facilities)

(cf. 4131, ~~4231, 4331~~ – Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6145 – Extracurricular and Cocurricular Activities)

(cf. 6145.2 – Athletic Competition)

(cf. 6164.2 – Guidance/Counseling Services)

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 – Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5144 - Discipline)

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

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

(cf. 5145.2 – Freedom of Speech/Expression)

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of unlawful

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BP 5145.3(c)

discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

(cf. 3580 - District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination ~~on the basis of sex, especially:~~

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Definition of hate crimes ~~Interference with constitutional right or privilege~~

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform ~~c~~Complaint ~~p~~Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972

12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI ~~and~~ & VII Civil Rights Act of 1964, as amended

2000h-2-2000h-6 Title IX ~~of the Civil Rights~~ ~~, 1972 Education Act of 1964~~ ~~Amendments~~

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 ~~Disclosure of personally identifiable information~~

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

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CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matter Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR ~~OF~~ CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: [Transgender Students, May 2016](#)

[Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016](#)

Dear Colleague Letter: [Title IX Coordinators, April 2015](#)

Dear Colleague Letter: [Harassment and Bullying, October 2010](#)

Notice of Non-Discrimination, January, 1999

WEB SITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

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

Adopted: 10-15-80

Amended: 5-20-86, 8-18-92, 9-17-02, 9-21-10, 8-21-12, 11-19-13, 6-17-14, 2-17-15

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AR 5145.3(a)

Nondiscrimination/Harassment

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with applicable state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) selected in AR 1312.3 – Uniform Complaint Procedures as the responsible employee to handle complaints alleging ~~regarding~~ unlawful discrimination ~~targeting a student~~, including discriminatory harassment, intimidation, or bullying, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer may be contacted at: (Education Code 234.1; 5 CCR 4621)

Assistant Superintendent, Human Resources
5801 ~~E~~-Conifer Street
Oak Park, CA 91377
818-735-3200
lheilbron@opusd.org

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the ~~c~~oordinator/~~c~~ompliance ~~o~~fficer's contact information, to students, parents/guardians, employees, volunteers, and the general public, ~~and~~ posting them on the district's web site ~~and other locations that are easily accessible to students. (Education Code 234.1) Posting them on the district's web site~~ and other prominent locations and providing easy access to them through district-supported social media, when available.

(cf. 1113 – District and School Web Sites)
(cf. 1114 – District-Sponsored Social Media)

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AR 5145.3(b)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right request to privacy. In such a case, the compliance officer shall meet with the compliance officer student and/or parent/guardian who raises the objection to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. that student. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any not typically notify them of individual student's interests and concerns in private. instances of transgender students participating in a program or activity.

(cf. 5145.6 - Parental Notifications)

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians those with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's non-discrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the district may use to provide a discrimination-free environment for all district students, including addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 – Volunteer Assistance)

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(cf. 4131/~~4231/4331~~ – Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 – Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

(cf. 5131.5 – Vandalism and Graffiti)

2. Providing ~~T~~training to students, staff, and parents/guardians about how to recognize unlawful discrimination, [how to report it or file a complaint](#), and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parent/guardians, and the community

(cf. 4112.6/4212.6/4312.6 – Personnel Files)

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 – Student Records)

5. Taking appropriate disciplinary action against [students, employees, perpetrators](#) and anyone determined to have engaged in wrongdoing [in violation of district policy](#), including any student who is found to have [filed made](#) a complaint of discrimination that he/she knew was not true

(cf. 4118 – Suspension/Disciplinary Action)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

(cf. 5144 – Discipline)

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

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

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

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Students

AR 5145.3(d)

Process for Initiating and Responding to Complaints

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When any verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made submitted to or received by the principal or compliance officer, he/she shall make a note of the report and encourage inform the student or parent/guardian of the right to file the a formal complaint in writing, pursuant to the provisions in AR 1312.3 – Uniform Complaint Procedures. ~~Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be report or files shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint,~~ Once notified verbally or in writing, the principal or compliance officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and to ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

~~Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3 – Uniform Complaint Procedures.~~

(cf. 5141.4 – Child Abuse Prevention and Reporting)

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AR 5145.3(e)

Transgender and Gender-Nonconforming Students

Gender identity of a student means the a student's gender-related identity, appearance, or behavior, as determined from the student's internal sense of his/her gender, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's person's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity ~~or gender expression~~ is different from ~~that traditionally associated with~~ the gender he/she was assigned sex at birth.

Regardless of whether they are sexual in nature, ~~A~~acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, ~~regardless of whether they are sexual in nature, where the act has or that have~~ the purpose or effect of ~~producing having~~ a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. ~~under state and federal law.~~ Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a ~~transgender~~ student ~~or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable. because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex~~
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity ~~because the student is transgender or gender-nonconforming~~
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex

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5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, ~~without the student's consent~~

6. Use of gender-specific slurs

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include ~~ing~~, but are not limited to, the above list, as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district ~~shall will~~ only disclose the information to others with the student's prior ~~written~~ consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. ~~In any case, the latter instance,~~ the district shall ~~only allow limit~~ disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. ~~to individuals reasonably believed to be able to protect the student's well-being.~~ Any district employee to whom a student's ~~discloses his/her~~ transgender or gender-nonconforming status ~~is disclosed shall keep the student's information confidential.~~ When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days.

As appropriate, given the ~~student's need for support, the physical, emotional, and other significant risks to the student,~~ the compliance officer may ~~considering~~ discussing with the

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Students

AR 5145.3(g)

student any need to disclose the student's transgender or gender-nonconformity status **or gender identity or gender expression** to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform parents/guardians of their status and desire assistance in doing so.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion **of his/her gender identity and begin to treat the student consistent with his/her gender identity** unless district personnel present a credible **and supportable** basis for believing that the student's assertion is for an improper purpose. ~~In such a case, the compliance officer shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.~~

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify ~~potential issues, including transition-related issues, and to~~ develop strategies for ~~addressing them~~ **ensuring that the student's access to education programs and activities is maintained**. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the ~~student's~~ **arrangements for the student** are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: ~~When~~ ~~The district~~ ~~may~~ maintains sex-segregated facilities, such as restrooms and locker rooms, ~~or offers and~~ sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. ~~A~~ students shall be ~~entitled~~ **permitted** to access facilities and participate in programs and activities consistent with **their his/her** gender identity. **To address any student's privacy concerns in using sex-segregated facilities, if available and requested by any student, regardless of the underlying reason,** the district shall offer **available** options ~~to address privacy concerns in sex-segregated facilities,~~ such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

Series 5000

Students

AR 5145.3(h)

students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. [Such preferred name may be added to the student's record and official documents as permitted by law.](#)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Adopted: 2-14

Amended: 10/14

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. ANTHONY KNIGHT, SUPERINTENDENT

DATE: NOVEMBER 15, 2016

SUBJECT: B.6.e. APPROVE AMENDMENT TO BOARD POLICY 5145.7 – SEXUAL HARASSMENT – First Reading

ISSUE: Should the Board of Education approve the proposed amendment to Board Policy 5145.7 – Sexual Harassment?

BACKGROUND: Board Policy 5145.7 is a mandated policy revised to clarify that the district must investigate every allegation of sexual harassment of which it has notice, whether or not a formal written complaint is filed, and, when needed, must take interim measures to ensure safety of any student complainant or victim of sexual harassment. Mandated administrative regulation revised to recommend how the district may address a report of off-campus sexually harassing conduct. Board Policy 5145.7 is being submitted with recommended changes from CSBA.

ALTERNATIVES:

1. Approve the amendment to Board Policy 5145.7 – Sexual Harassment.
2. Do not amend Board Policy 5145.7 – Sexual Harassment.
3. Adopt a modified version of the amendment to Board Policy 5145.7 – Sexual Harassment.

RECOMMENDATION:
Approval of Alternative #1.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

Board Action: On motion of _____, seconded by _____, the Board of Education:

VOTE:	AYES	NOES	ABSTAIN	ABSENT
Hazelton	_____	_____	_____	_____
Helfstein	_____	_____	_____	_____
Laifman	_____	_____	_____	_____
Rosen	_____	_____	_____	_____
Ross	_____	_____	_____	_____
Student Rep	_____	_____	_____	_____

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5145.7(a)

Sexual Harassment

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, ~~sexual harassment of students~~ at school or at school-sponsored or school-related activities, [sexual harassment targeted at any student by anyone](#). The Board also prohibits retaliatory behavior or action against any person who [reports](#), files a complaint, [or](#) testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult [who has experienced off-campus sexual harassment that has a continuing effect on campus](#) to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives ~~a~~ report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. [Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.](#)

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

(cf. 1312.13 – ~~Uniform Complaints Concerning District Employees Procedures~~)

(cf. 5131 – Conduct)

(cf. 5131.2 – Bullying)

(cf. 5137 – Positive School Climate)

(cf. 5141.4 – Child Abuse Prevention and Reporting)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Complaints regarding sexual harassment shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 – Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 – Uniform Complaint Procedures)

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

[Instruction/Information](#)

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such [instruction and](#) information shall include:

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5145.7(b)

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed ~~instances~~ incidents of sexual harassment, even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students
- ~~65.~~ Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- ~~76.~~ Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

~~Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4 through 12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.~~

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

Series 5000

Students

BP 5145.7(c)

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5144 – Discipline)

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

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

Upon investigation of a sexual harassment complaint, ~~A~~any ~~staff member~~ employee found to have engaged in sexual harassment or sexual violence toward any student shall ~~be subject to discipline up to and including dismissal~~ have/her employment terminated in accordance with ~~applicable policies, laws, and/or the applicable~~ collective bargaining agreements.

~~(cf. 4117.4 – Dismissal)~~

(cf. 4117.7 – Employment Status Report)

(cf. 4118 – Dismissal/Suspension/Disciplinary Action)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

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

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in ~~its~~ district schools.

(cf. 3580 – District Records)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900 Grounds for suspension or expulsion

48900.2 Additional grounds for suspension or expulsion; sexual harassment

48904 Liability of parent/guardian for willful student misconduct

48980 Notice at beginning of term

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships

1714.1 Liability of parents/guardians for willful misconduct of minor

OAK PARK UNIFIED SCHOOL DISTRICT BOARD POLICY

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Students

BP 5145.7(d)

GOVERNMENT CODE

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform Complaint Procedures

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 20

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, Discrimination

UNITED STATES CODE, TITLE 42

1983 Civil action for deprivation of rights

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

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

106.1-106.71 Nondiscrimination on the basis of sex in education programs

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567

Flores v. Morgan Hill Unified School District, (2003, 9th Cir.) 324 F.3d 1130

Reese v. Jefferson School District, (2001, 9th Cir.) 208 F.3d 736

Davis v. Monroe County Board of Education, (1999) 526 U.S. 629

Gebser v. Lago Vista Independent School District, (1998) ~~118 S.Ct. 1989~~ 524 U.S. 274

Oona by Kate S. v. McCaffrey, (1998, 9th Cir.) 143 F.3d 473

Doe v. Petaluma City School District, (1995, 9th Cir.) 54 F.3d 1447

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

[Dear Colleague Letter: Transgender Students, May 2016](#)

[Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016](#)

[Dear Colleague Letter: Title IX Coordinators, April 2015](#)

Questions and Answers on Title IX and Sexual Violence, April 2014

Dear Colleague Letter: Sexual Violence, April 4, 2011

Sexual Harassment: It's Not Academic, September 2008

Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students, or Third Parties, January 2001

WEB SITES

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

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

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

Adopted: 3-2-93

Amended: 9-17-02, 6-9-09, 8-21-12, 2-17-15

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

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Students

AR 5145.7(a)

Sexual Harassment

The district designates the following individual as the responsible employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 and California Education Code 234.1, as well as to investigate and resolve sexual harassment complaints under AR 1312.3 – Uniform Complaint Procedures. The coordinator/compliance officer may be contacted at:

Assistant Superintendent, Human Resources
5801 E. Conifer Street
Oak Park, CA 91360
818-735-3200
lheilbron@opusd.org

(cf. 1312.3 – Uniform Complaint Procedures)

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

(cf. 5131 – Conduct)

(cf. 5131.2 – Bullying)

(cf. 5137 – Positive School Climate)

(cf. 5145.3 – Nondiscrimination/Harassment)

(cf. 6142.1 – Sexual Health and HIV/AIDS Prevention Instruction)

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

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AR 5145.7(b)

1. Unwelcome leering, sexual flirtations, or propositions
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions
3. Graphic verbal comments about an individual's body, or overly personal conversation
4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature
5. Spreading sexual rumors
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class
7. Massaging, grabbing, fondling, stroking or brushing the body
8. Touching an individual's body or clothes in a sexual way
9. Impeding or blocking normal movements or any physical interference with school activities when directed at any individual on the basis of sex
10. Displaying sexually suggestive objects
11. Sexual assault, sexual battery, or sexual coercion
12. Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

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AR 5145.7(c)

student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report ~~In any case~~ of sexual harassment ~~involving the principal, compliance officer or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee.~~ involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

If a complaint of sexual harassment is initially submitted to the principal, he/she shall, within two school days, forward the report to the compliance officer to initiate investigation of the complaint. The compliance officer shall contact the complainant and investigate and resolve the complaint in accordance with law and district procedures specified in AR 1312.3.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

OAK PARK UNIFIED SCHOOL DISTRICT ADMINISTRATIVE REGULATION

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AR 5145.7(d)

However, when a complainant or victim of sexual harassment notifies the district of the harassment but requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the harassment or take other necessary action. When honoring a request for confidentiality, the district will nevertheless take all reasonable steps to investigate and respond to the complaint consistent with the request.

When a complainant or victim of sexual harassment notifies the district of the harassment but requests that the district not pursue an investigation, the district will determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students.

(cf. 4119.23/4219.23/4319.23 – Unauthorized Release of Confidential/Privileged Information)
(cf. 5125 – Student Records)

Response Pending Investigation

When an incident of sexual harassment is reported, the principal or designee, in consultation with the compliance officer, shall determine whether interim measures are necessary pending the results of the investigation. The principal/designee or compliance officer shall take immediate measures necessary to stop the harassment and protect students and/or ensure their access to the educational program. **To the extent possible, such interim measures shall not disadvantage the complainant or victim of the alleged harassment.** Interim ~~Such~~ measures may include placing the individuals involved in separate classes or transferring a student to a class taught by a different teacher, in accordance with law and Board policy. The school should notify the individual who was harassed of his/her options to avoid contact with the alleged harasser and allow the complainant to change academic and extracurricular arrangements as appropriate. The school should also ensure that the complainant is aware of the resources and assistance, such as counseling, that are available to him/her. As appropriate, such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)
2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, ~~including school web sites~~ (Education Code 231.5)

(cf. 5145.6 - Parental Notifications)

**OAK PARK UNIFIED SCHOOL DISTRICT
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Students

AR 5145.7(e)

A copy of the district's sexual harassment policy and regulation shall be posted on district and school web sites and, when available, on district-supported social media.

(cf. 1113 – District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

3. Be provided as part of any orientation program conducted for new students at the beginning of each quarter, semester, or summer session (Education Code 231.5)
4. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)
5. Be included in the student handbook
6. Be provided to employees and employee organizations

Adopted: 3-2-93

Amended: 9-17-02, 3-09, 3-12, 10-14

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: VII.1 MONTHLY ENROLLMENT AND ATTENDANCE REPORT

INFORMATION

ISSUE: Shall the Board receive and review a status report on District enrollment and attendance through Month 3 of the 2016-17 school year?

BACKGROUND: As student enrollment and attendance plays a key roll in determining General Fund revenues, staffing, and expense, it is critical that the Board and Administration carefully monitor these factors in assessing both appropriate student support and the District's financial position. Accordingly, staff has prepared the following enrollment and attendance information through the end of the most recent reporting period to assist in this review.

RECOMMENDATION: None. Information only.

Prepared by: Shannan Kaesberg, Senior Accountant
Martin Klauss, Assistant Superintendent, Business and Administrative Services

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

MONTHLY REPORT OF ENROLLMENT AND ADA

Board Meeting November 15, 2016

Page 1

Site/ Grade	YEAR TO DATE		Month 1		Month 2		Month 3		Month 4	
	ENRL*	ADA	ENRL*	ADA	ENRL*	ADA	ENRL	ADA	ENRL	ADA
BES										
K	95	91.72	94	92.00	95	92.53	95	90.53		
1	72	70.58	73	71.11	72	70.32	71	69.53		
2	95	91.89	95	92.42	95	91.95	95	91.24		
3	103	101.02	103	100.94	103	101.37	103	100.71		
4	93	90.79	93	91.26	93	90.95	93	90.06		
5	125	122.29	124	121.53	125	123.25	125	122.05		
SDC	0	-	0	-	0	-	0	-		
Total	583	568.29	582	569.26	583	570.37	582	564.12		
ADA % **		97.48%		97.81%		97.83%		96.93%		
OHES										
K	95	92.38	95	91.74	95	93.11	95	90.88		
1	71	69.47	71	69.95	70	69.00	71	69.47		
2	70	68.71	70	68.79	70	68.74	70	68.59		
3	83	82.05	84	82.63	84	82.47	83	80.94		
4	92	89.04	90	88.11	91	88.73	92	89.82		
5	92	91.11	93	91.78	92	91.00	92	90.48		
SDC	0	-	0	-	0	-	0	-		
Total	503	492.76	503	493.00	502	493.05	503	490.18		
ADA % **		97.96%		98.01%		98.22%		97.45%		
ROES										
K	94	92.57	97	93.68	95	91.84	94	91.42		
1	95	91.44	93	88.63	95	92.63	95	93.18		
2	91	91.24	95	92.15	92	90.68	91	90.24		
3	105	103.71	106	103.16	106	104.32	105	103.18		
4	95	92.69	95	92.32	95	92.79	95	92.45		
5	122	117.46	119	117.11	120	116.42	122	119.06		
SDC	0	-	0	-	0	-	0	-		
Total	602	589.11	605	587.05	603	588.68	602	589.53		
ADA % **		97.86%		97.03%		97.63%		97.93%		
MCMS										
6	364	359.00	363	359.37	366	360.32	364	356.94		
7	363	354.48	362	355.74	362	353.53	363	354.17		
8	380	371.02	381	372.00	379	369.89	380	370.89		
SDC	4	3.93	4	4.00	4	3.95	4	3.83		
Total	1111	1,088.43	1110	1,091.11	1111	1,087.69	1111	1,085.83		
ADA % **		97.97%		98.30%		97.90%		97.73%		
OPHS										
9	387	379.55	387	381.63	387	377.05	387	379.22		
10	395	385.57	398	389.63	396	383.63	395	383.33		
11	387	371.05	389	376.00	387	368.05	387	369.33		
12	345	329.65	345	331.58	344	327.85	345	329.44		
SDC	5	4.93	5	4.95	5	4.89	5	4.95		
Total	1519	1,470.75	1524	1,483.79	1519	1,461.47	1519	1,466.27		
ADA % **		96.82%		97.36%		96.21%		96.53%		
OVHS										
10-12	42	40.44	41	40.21	42	40.44	42	40.30		
ADA % **		96.29%		98.07%		96.29%		95.95%		
OPIS										
K-12	221	209.27	211	197.95	220	211.95	221	218.17		
ADA % **		94.69%		93.82%		96.34%		98.72%		
Other ***	6	0.89	1	1.00	4	0.68	6	0.89		
TOTALS										
K-12	4587	4,459.94	4577	4,463.37	4584	4,454.33	4586	4,455.29		
ADA % **		97.23%		97.52%		97.17%		97.15%		

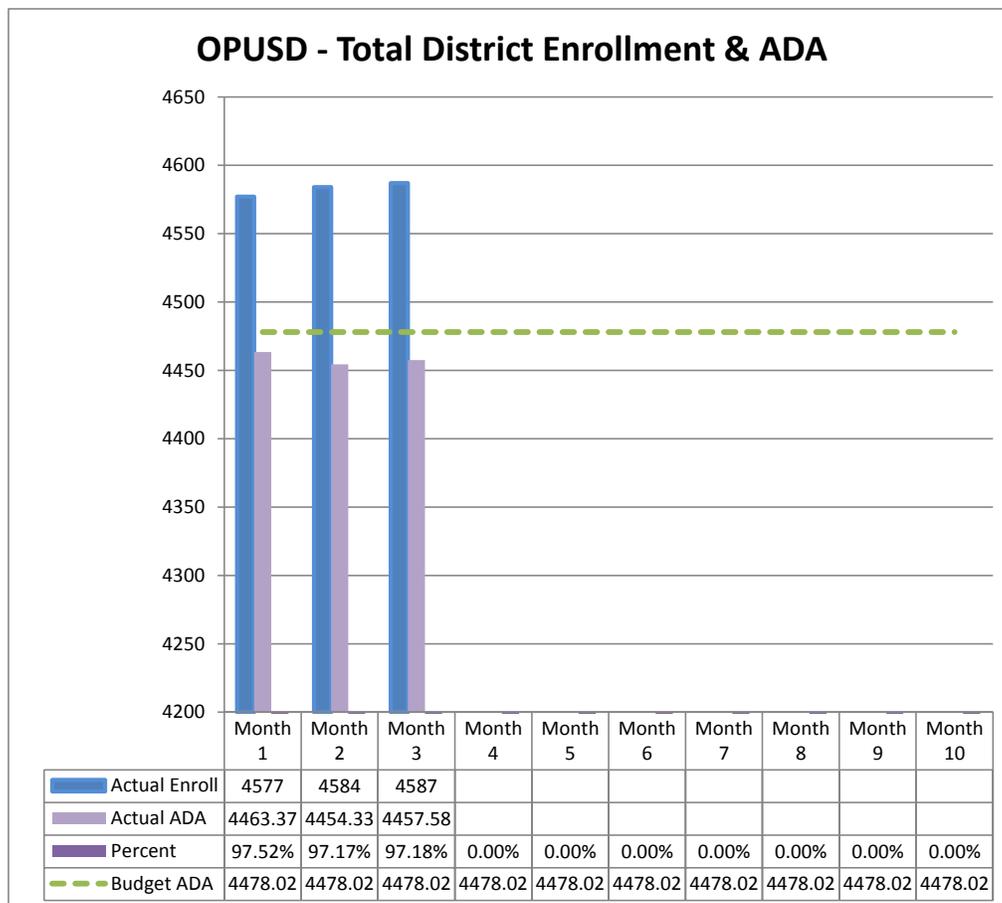
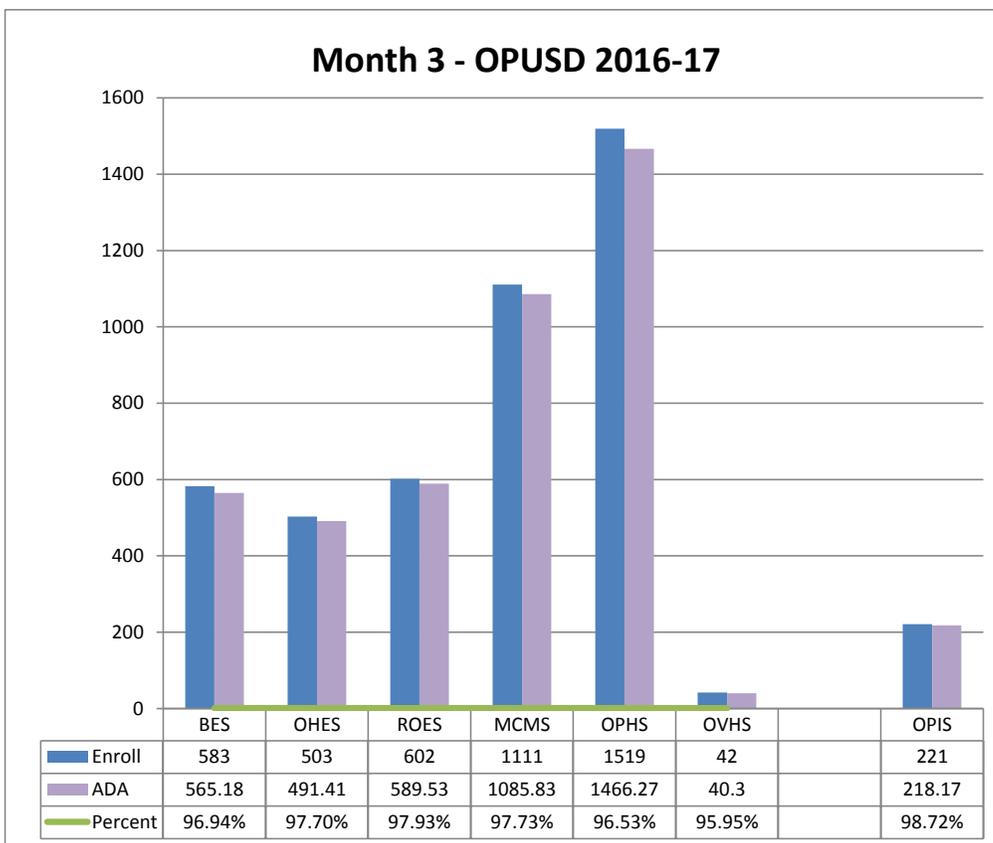
*Enrollment is as of the last day of the school month.

*** of Attendance is ratio of ADA generated during the period divided by last day enrollment.

***Other is Home Hospital, Non Public Schools, and Extended Year.

November 3, 2016

OAK PARK USD - ATTENDANCE



TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. ANTHONY W. KNIGHT, SUPERINTENDENT
DATE: NOVEMBER 15, 2016
SUBJECT: VII.2 MONTHLY CASH FLOW REPORT

INFORMATION

ISSUE: Shall the Board receive and review a status report on District's actual and projected cash flow as of October 31st of the 2016-17 fiscal year?

BACKGROUND: The State's funding appropriation schedule for school districts is always challenging. In its 2016-17 adopted budget, the State once again fully funds current year appropriations, eliminating its routine of previous budget years of deferring current year cash apportionments to subsequent fiscal years. Nevertheless, continuing its practice of the last several years, the Business Office produces a cash flow report each month as an ongoing tool to assist the both the Administration and Board in analyzing and managing the District's cash and remaining cash-solvent. This month's report follows for the Board's information and review.

RECOMMENDATION: None - for information only.

Prepared by: Barbara Dickerson, Director, Fiscal Services
Martin Klauss, Assistant Superintendent, Business and Administrative Services

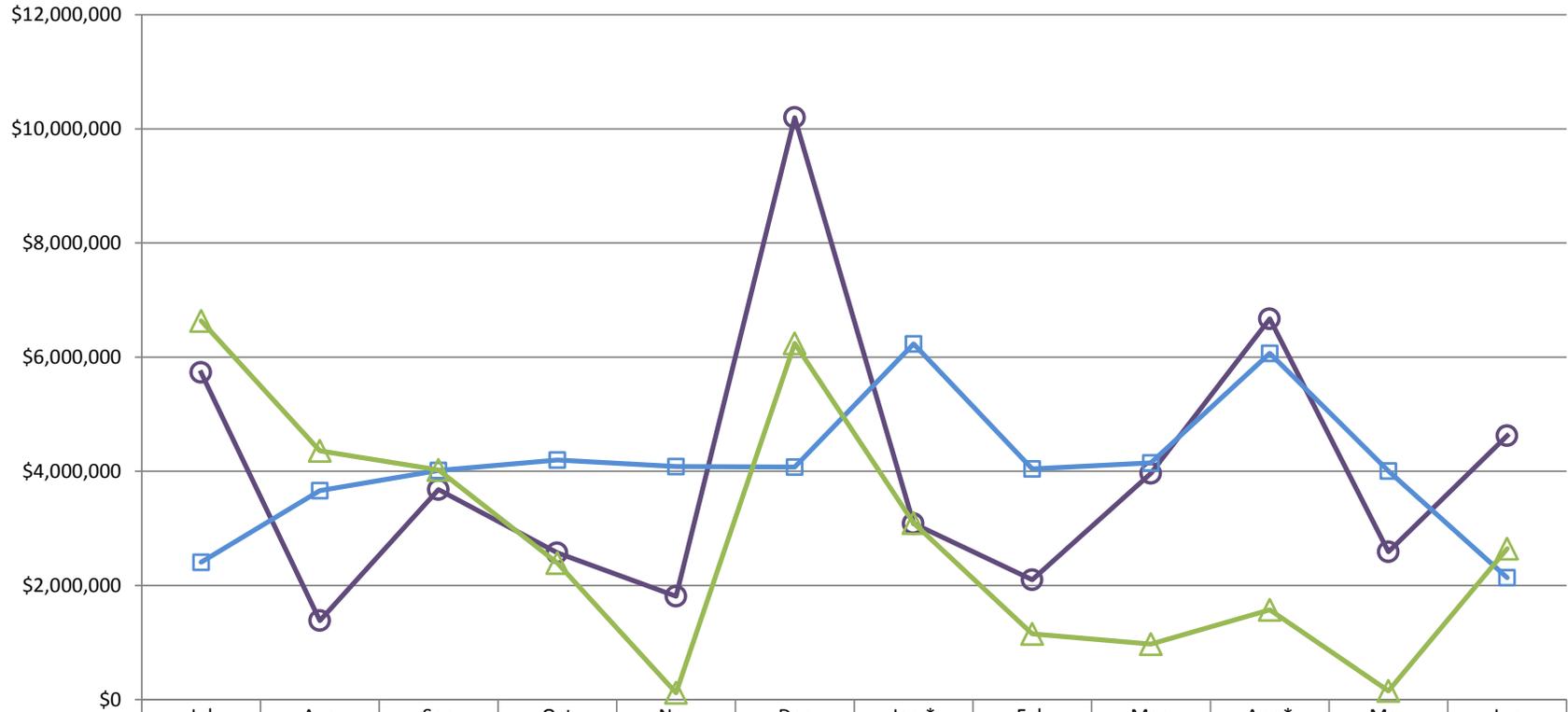
Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

OAK PARK UNIFIED SCHOOL DISTRICT - CASH FLOW										
Year: 2016-17 Budget										
Budget: Adopted										
Actuals through October 31, 2016										
BEGINNING BALANCE BASED ON 2015-16 YEAR-END ACTUALS										
	Object	July	August	September	October	November	December	January	February	March
A. BEGINNING CASH	9110	\$3,313,613	\$6,637,681	\$4,359,005	\$4,022,429	\$2,395,179	\$119,197	\$6,243,221	\$3,095,029	\$1,153,471
B. RECEIPTS										
Revenue Limit Sources										
Principal Apportionment	8010-8019	965,968	965,968	3,218,353	1,738,742	1,738,742	3,172,480	1,738,742	1,702,076	3,284,190
Property Taxes	8020-8079	7,700	49,852	265	33,601	120	5,607,760	197,634	0	29,055
Miscellaneous Funds	8080-8099	0	0	0	0	0	0	0	0	0
Federal Revenue	8100-8299	2,376	0	52,794	0	-1,824	7,058	8,385	-1,072	13,637
Other State Revenue	8300-8599	319,640	1,355	0	239,319	-297,357	492,670	720,177	1,965	44,163
Other Local Revenue	8600-8799	220,494	243,775	373,249	503,806	263,914	811,046	313,861	290,426	488,076
Interfund Transfers In	8910-8929	0	0	0	0	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0	0	0	0	0
TOTAL RECEIPTS		1,516,179	1,260,950	3,644,661	2,515,468	1,703,594	10,091,014	2,978,798	1,993,396	3,859,121
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	165,775	2,003,557	2,058,612	2,060,513	2,046,105	2,023,246	2,023,905	2,035,298	2,029,378
Classified Salaries	2000-2999	201,337	542,519	571,444	570,134	578,798	553,108	549,381	587,910	588,623
Employee Benefits	3000-3999	73,535	855,029	865,361	867,753	836,757	832,895	831,826	842,598	843,220
Books, Supplies	4000-4999	34,875	123,166	152,564	152,900	99,056	98,690	82,333	55,992	78,992
Services	5000-5999	139,513	293,893	438,516	607,327	261,652	318,047	442,104	257,046	278,723
Capital Outlay	6000-6599	21,771	0	156,448	121,532	14,568	11,926	14,390	15,840	320
Other Outgo - Excess Costs	7000-7499	3,799	32,244	6,838	819	21,414	7,852	34,322	19,044	84,482
Interfund Transfers Out	7600-7629	25,000	0	0	0	25,000	25,000	25,000	25,000	25,000
All Other Financing Sources	7630-7699	0	0	0	0	0	0	0	0	0
Other Disbursements/Non Expenditures		0	0	0	0	0	0	0	0	0
TOTAL DISBURSEMENTS		665,606	3,850,408	4,249,783	4,380,979	3,883,349	3,870,764	4,003,263	3,838,727	3,928,738
D. BALANCE SHEET TRANSACTIONS										
Accounts Receivable	9200	158,347	122,193	35,751	54,718	105,415	105,415	105,415	105,415	105,415
Accounts Payable	9500	-1,739,851	188,589	232,794	183,544	-201,642	-201,642	-201,642	-201,642	-218,831
Current Loans (Cross Yr TRAN/Other)	9640	0	0	0	0	0	0	0	0	0
Current Loans (Current Yr TRANS)	9640	4,055,000	0	0	0	0	0	-2,027,500	0	0
TOTAL PRIOR YEAR TRANSACTIONS		2,473,496	310,782	268,546	238,262	-96,227	-96,227	-2,123,727	-96,227	-113,416
E. NET INCREASE/DECREASE (B-C+D)		3,324,069	-2,278,676	-336,576	-1,627,249	-2,275,982	6,124,024	-3,148,192	-1,941,558	-183,033
F. ENDING CASH (A+E)		6,637,681	4,359,005	4,022,429	2,395,179	119,197	6,243,221	3,095,029	1,153,471	970,438
G. ENDING CASH, PLUS ACCRUALS										

OAK PARK UNIFIED SCHOOL DISTRICT - CASH FLOW						
Year: 2016-17 Budget						
Budget: Adopted						
Actuals through October 31, 2016						
	Object	April	May	June	Accruals	Total
A. BEGINNING CASH	9110	\$970,438	\$1,572,447	\$154,525		
B. RECEIPTS						
Revenue Limit Sources						
Principal Apportionment	8010-8019	1,702,076	1,702,076	2,836,869	0	24,766,284
Property Taxes	8020-8079	3,727,513	41,020	482,859	0	10,177,379
Miscellaneous Funds	8080-8099	0	0	0	0	0
Federal Revenue	8100-8299	0	10,469	536,991	330,064	958,878
Other State Revenue	8300-8599	327,763	462	291,121	0	2,141,278
Other Local Revenue	8600-8799	808,971	730,075	370,981	0	5,418,673
Interfund Transfers In	8910-8929	0	0	0	0	0
All Other Financing Sources	8930-8979	0	0	0	0	0
Other Receipts/Non-Revenue		0	0	0	0	0
TOTAL RECEIPTS		6,566,324	2,484,103	4,518,821	330,064	43,462,492
C. DISBURSEMENTS						
Certificated Salaries	1000-1999	2,025,948	2,091,349	386,047	0	20,949,732
Classified Salaries	2000-2999	561,076	537,214	385,960	0	6,227,504
Employee Benefits	3000-3999	837,759	859,503	106,384	0	8,652,620
Books, Supplies	4000-4999	57,332	84,761	38,027	0	1,058,689
Services	5000-5999	335,741	198,552	508,278	0	4,079,392
Capital Outlay	6000-6599	0	4,872	38,333	0	400,000
Other Outgo - Excess Costs	7000-7499	13,635	18,297	286,821	0	529,567
Interfund Transfers Out	7600-7629	25,000	27,153	200,000	0	402,153
All Other Financing Sources	7630-7699	0	0	0	0	0
Other Disbursements/Non Expenditures		0	0	0	0	0
TOTAL DISBURSEMENTS		3,856,491	3,821,701	1,949,849	0	42,299,658
D. BALANCE SHEET TRANSACTIONS						
Accounts Receivable	9200	105,415	105,415	105,415	0	1,214,328
Accounts Payable	9500	-185,739	-185,739	-185,739	96,703	(2,620,836)
Current Loans (Cross Yr TRAN/Other)	9640	0	0	0	0	0
Current Loans (Current Yr TRANS)	9640	-2,027,500	0	0	0	0
TOTAL PRIOR YEAR TRANSACTIONS		-2,107,824	-80,324	-80,324	96,703	(1,406,508)
E. NET INCREASE/DECREASE (B-C+D)		602,009	-1,417,922	2,488,648	426,767	(243,674)
F. ENDING CASH (A+E)		1,572,447	154,525	2,643,172	426,767	(243,674)
G. ENDING CASH, PLUS ACCRUALS					3,069,939	

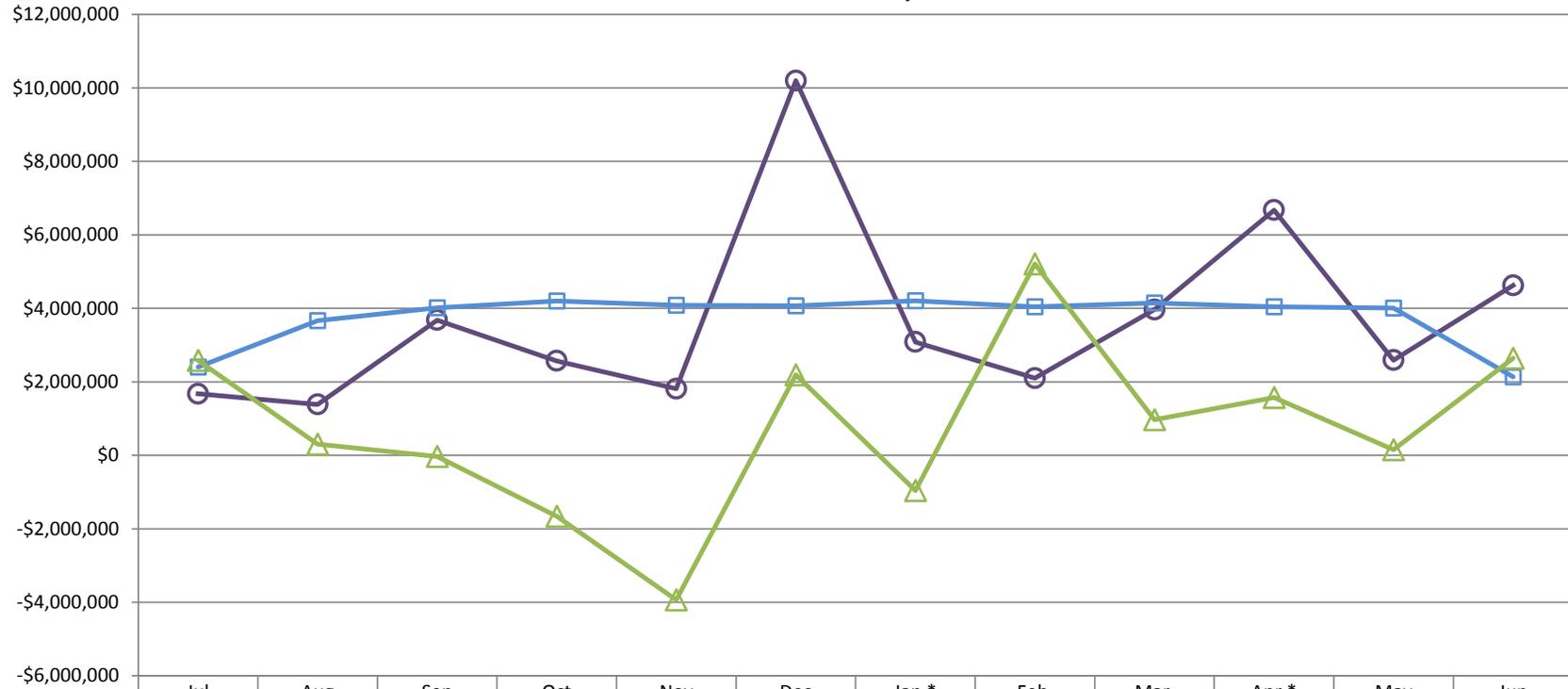
OPUSD - Cashflow Actuals thru October 31, 2016



	Jul	Aug	Sep	Oct	Nov	Dec	Jan *	Feb	Mar	Apr *	May	Jun
Revenue + AR	5,729,525	1,383,143	3,680,412	2,570,185	1,809,009	10,196,429	3,084,213	2,098,811	3,964,536	6,671,739	2,589,518	4,624,236
Expense + AP	2,405,457	3,661,819	4,016,989	4,197,435	4,084,991	4,072,406	6,232,405	4,040,369	4,147,569	6,069,730	4,007,440	2,135,588
Cash Balance	6,637,681	4,359,005	4,022,429	2,395,179	119,197	6,243,221	3,095,029	1,153,471	970,438	1,572,447	154,525	2,643,172

*** NOTE:** **TRAN loan proceeds included in Revenue and Cash Balance lines: July \$4,055,000.**
TRAN repayment included in Expense and Cash Balance lines: January \$2,027,500 and April \$2,027,500.

OPUSD - Cashflow without TRAN Actuals thru October 31, 2016



	Jul	Aug	Sep	Oct	Nov	Dec	Jan *	Feb	Mar	Apr *	May	Jun
Revenue + AR	1,674,525	1,383,143	3,680,412	2,570,185	1,809,009	10,196,429	3,084,213	2,098,811	3,964,536	6,671,739	2,589,518	4,624,236
Expense + AP	2,405,457	3,661,819	4,016,989	4,197,435	4,084,991	4,072,406	4,204,905	4,040,369	4,147,569	4,042,230	4,007,440	2,135,588
Cash Balance	2,582,681	304,005	-32,571	-1,659,821	-3,935,803	2,188,221	-959,971	5,208,471	970,438	1,572,447	154,525	2,643,172

*** NOTE:** TRAN loan proceeds not included in Revenue and Cash Balance lines: July \$4,055,000.
TRAN repayment not included (January \$2,027,500 and April \$2,027,500).

TO: MEMBERS, BOARD OF EDUCATION
FROM: SARA AHL, PRINCIPAL, BROOKSIDE ELEMENTARY SCHOOL
DATE: NOVEMBER 15, 2016
SUBJECT: X.1. MONTHLY BOARD REPORT

SCHOOL EVENTS:

- Our RESPECT awards were presented on October 18 & 19 to students who serve as models of character at Brookside. Each awardee received a special certificate and a respect spirit stick.



- Our focus on community service continues with the Snacks for Soldiers drive. Collected items will be sent to service men and women overseas after our November 7 Veteran's Day Assembly (8:20am), during which time we will be honoring active and retired members of the U.S. armed forces.
- Our students will present Kindness Chains during our Kindness event on November 4 at 11:30am. This month students have been focusing on demonstrating and acknowledging acts of kindness, both small and large, as a way to practice positive character. We also continue to fill each other's buckets each and every day!

- Our Student Council sponsored “Socktober” drive brought in over 900 pairs of new socks to donate to the homeless. We were very impressed with the level of participation for this drive. Our October 13th “Socktoberfest” event to kick off the drive got everyone dancing and was memorable and tons of fun!



- We celebrated Red Ribbon Week from October 24 through October 28, 2016. Students and staff showed off their commitment to “Make Healthy Choices” throughout the week.



- PTA Reflections Gallery Night was a wonderful celebration of the arts. Students showcased their talents and interests as their loved ones celebrated their efforts.



FIELD TRIPS:

- The 5th grade trip to Santa Cruz Island was a fantastic learning and growing experience once again! Our students have a memory that they will keep for a lifetime.



SCHOOL SITE COUNCIL:

Brookside School Site Council met on November 8, 2016. A report will be given at the board meeting.

CALENDAR HIGHLIGHTS:

November 7	Veteran's Day Assembly – 8:20am
Nov. 28 – Dec. 2	PTA Book Fair

Respectfully Submitted,

Anthony W. Knight, E.d.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: ERIK J. WARREN, PRINCIPAL, OAK HILLS ELEMENTARY SCHOOL

DATE: NOVEMBER 15, 2016

SUBJECT: X.2. MONTHLY BOARD REPORT

Santa Cruz Island

Our fifth grade students participated in an incredible learning experience on our Santa Cruz Island adventure. This trip is always a favorite highlight of the year. The Students enjoyed the good weather for a day at sea and hiking on the island. Crossing the channel in the morning, the students observed a super pod of over a thousand dolphins. On the island, students saw the Island Fox and enjoyed a short hike with spectacular views. The students went back out on the boat in small groups to explore the along the shoreline. They conducted a plankton tow, oceanography experiments, and learned navigation skills from Capt. Lee on the bridge. On the return crossing, the students paused to observe a young humpback whale. The students made many key observations to extend their learning back in the classroom.

Oak Hills Halloween Parade

On Monday morning, the Oak Hills students, staff and parents enjoyed a traditional costume parade. The students gathered on the playground dressed in their Halloween costumes. Each class paraded around their schoolmates, while parents and guests cheered them on and snapped pictures. This was a fun-filled event that allowed students to enjoy the season in a safe and positive way.

Great Shakeout Statewide Earthquake Drill

On October 20th, the students, staff, and visitors participated in the Great Shakeout Statewide Earthquake Drill. Students reviewed the duck and cover procedures for all earthquakes. The students were then evacuated to the kindergarten playground and everyone on campus was accounted for. The teachers assembled into their teams (search and rescue, transportation, first aid, etc.) and met in the emergency shed. The emergency shed was completely emptied, inventoried and reorganized on Big Sunday last spring, and now all staff are familiar with the equipment we have and where it is organized.

Report Cards and Parent-Teacher Conferences

The teachers have completed the first marks on the report card and are in the midst of parent-teacher conferences. In the upper grades, the conferences include the students and many are led by the students themselves. In some classrooms, the

students used their ChromeBooks to create a slide presentation including samples of their work demonstrating their mastery of standards. The presentations also include both personal and academic goals for the next trimester. This practice empowers the students to take responsibility for their learning.

Book Fair

The Oak Hills Book Fair is going on all throughout parent conference week. It includes a special family event in the evening, and an early morning even on Halloween. We owe a huge thank you to our PTA for putting on another very successful Book Fair. I was excited to see so many books heading home with our students, as parents continue to create the literature-rich environments at home in which our students thrive! I am also especially thankful for all the families who purchased books to be donated to our classroom libraries. Great teaching requires that we have high-quality, high-interest literature to challenge readers at every level. The generous support from our parents and PTA is greatly appreciated.

Respectfully Submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: JON A. DUIM, PRINCIPAL, RED OAK ELEMENTARY SCHOOL

DATE: NOVEMBER 15, 2016

SUBJECT: X.3. MONTHLY BOARD REPORT

Santa Cruz Island Field Trips

Our four 5th grade classes traveled by bus and boat to Santa Cruz Island off the coast of California. Two classes went on Friday, October 14 and two others went on Friday, October 21. The students were able to observe sea mammals on the ocean voyage to and from the island and endemic animals on the island including the Scrub Jay and the Island Fox. Guides provided scientific and historical information and demonstrations about Santa Cruz Island.

Fall Family Fun Night

Our PFA organization sponsored a Family Fun Night called, “Halloween Hullabaloo,” on Friday, October 28. A magician provided entertainment with cotton candy and other treats provided. Our Party Book fundraiser sign-ups were made available. There was Trunk or Treat in the parking lot and games under the lunch benches.

Halloween Parade

Our annual Halloween Parade was held on October 31th on our lower blacktop area. Each grade level paraded around the perimeter of the blacktop showing off their costumes to parents and classmates while Halloween music played over the loudspeakers. Adult grade level teams wore themed costumes. Our PFA sold refreshments to parents. At the end, time was allotted for pictures of the costumed staff and individual classes.

Respectfully Submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: BRAD BENIOFF, PRINCIPAL, MEDEA CREEK MIDDLE SCHOOL

DATE: NOVEMBER 15, 2016

SUBJECT: MONTHLY SCHOOL REPORT

Where Everyone Belongs (W.E.B.) Tuesday Game Days: WEB leaders will host ‘life-size’ games (chess, checkers, *Jenga*, as examples) at lunch beginning this month. These game days are another way to have 8th grade ‘mentors’ continue their connection with 6th graders on campus—all with the goal of fostering fun and a sense of connectedness and community at MCMS.

Diagnostic Center Staff Development for MCMS/OPUSD on Monday, November 7th: 12:00-4:00 p.m.: Part II of a workshop tailored for us to better understand and meet the social/emotional needs of middle schoolers.

Diagnostic Center Training for MCMS/OPUSD parents on Wednesday, November 9th from 9:00 - 10:30 a.m. in the MCMS gym.: A parent workshop designed to illustrate the social /emotional needs and challenges of this age group, as well as coping strategies that parents can employ to help regulate adolescents’ ups and downs.

8th Grade Intramural Football November 3rd: MCMS plays Lindero Middle School from 3:00-5:00 at Lindero.

Santa Comes To Agoura the Week of November 14th: MCMS participates by gathering food for the locally needy.

Outdoor Education for 6th grade November 30-December 2: Pali Institute in Running Springs hosts another year of outstanding leadership and environmental educational opportunities of our 6th graders. With a little luck, they may also get a dusting of snow!

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: KEVIN BUCHANAN, PRINCIPAL, OAK PARK HIGH SCHOOL

DATE: NOVEMBER 15, 2016

SUBJECT: X.5. MONTHLY BOARD REPORT

COLLEGE AND CAREER CENTER

College application season is upon us and counselors are meeting with seniors to help prepare their applications. Our college and career advisor Jean Hawkins is on medical leave and expected to return in December. We have made arrangements for hosting all of the College Visits using existing staff and are in the process of securing a suitable substitute to conduct the other functions of the college and career center. The Financial Aid workshop was held on November 1 to help parents of seniors prepare to complete the Free Application for Federal Student Aid (FAFSA)

PEER COUNSELING RETREAT

Peer Counselors and Advanced Peer Counselors held their retreat at the Shalom Institute in Malibu in October and heard presentations from the Anti Defamation League as well as participating in training and activities that prepare them to be student advocates at OPHS. Awareness Week is in January 2017. Our theme has not yet been announced but it will be related to the ADL's "No Place For Hate" program

ATHLETICS

Football enters its last game this Friday home against Agoura HS. If we win, we will tie for the League championship. If we lose, there is a chance of a wild card playoff spot. Girls' volleyball made the playoffs and lost a thrilling first round game against Paso Robles. Cross Country is running well but is facing stiff competition in the new Coastal Canyon League. Boys and girls soccer are in tryouts and boys and girls basketball are ramping up for the winter sports season.

BLOOD DRIVE

OPHS Associated Student Body held the Red Cross Blood Drive on October 19th and collected over 80 units of blood. This is the third year that we have opened the Blood Drive to the community as well as staff and students and it has helped increase the awareness and amount collected. ASB are adding another Blood Drive to this year's calendar in addition to the two they run every year.

HOMECOMING

The Homecoming Rally, Football Game, Halftime show with fireworks and horse-drawn chariot as well as the Homecoming dance all went off without a hitch. Thanks to ASB students, Heidi Cissell, D.J. Cook and the class advisors.

PERFORMING ARTS

Our fall instrumental concert was held in October and featured jazz, concert, and ensembles. One of the highlights was the historic introduction of the OPHS Orchestra including the strings section. This is the first time OPHS has had an orchestra and this was their debut performance. Drama students performed Shakespeare's Merry Wives of Windsor to respectable sized audiences and are now involved in preparing for their participation in Shakespeare festivals. The next production in the Musical "Hair" in the Spring.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION

FROM: STEWART MCGUGAN, DIRECTOR OF ALTERNATIVE EDUCATION

DATE: NOVEMBER 15, 2016

SUBJECT: MONTHLY BOARD REPORT



HALLOWEEN ASB/OSB EVENTS

Both schools enjoyed Halloween related festivities. OPIS had a pizza party, scavenger hunt, a costume contest and other games. Parents and student contributed goodies for everyone. OVHS had a BBQ with turkey and veggie burgers, a donut eating contest, find the worms contest, a mummy wrapping game and other fun activities. I think everyone really had a relaxing and well-deserved celebration. I want to thank the maintenance and operations department at the district for their help with decorating and for bringing in festive desserts and snacks.



PROFESSIONAL TRAININGS

Strategies for Oppositional Tendencies – We were fortunate to have Kim Prendergast, an MFT/Psychologist from Empire Therapeutic and Creative Services, come to our school and speak to our staff about how best to handle students who express behaviors related to oppositional defiance. She gave us helpful tips that I am certain we will be using.

GEOMETRY GROWTH MINDSET

Two of our teachers and our principal are participating in the Stanford Math Articulation Team. The course is being taught by Jo Boaler, professor of mathematics education at Stanford University. The course is designed to help teachers/staff in the following areas:

- New pedagogical strategies
- An understanding of high quality math tasks
- Questions to promote understanding
- Messages to give students
- Inspirational messages from educational thought-leaders

TURKEY WALK

In the next couple of weeks, we will hold our annual Turkey Walk. At this annual event, teachers, students, and staff walk to the Simi Park and Rec duck pond and discuss with each other things for which we are all thankful in our lives. It normally starts off pretty slowly, with students a little timid to speak. Eventually, most of the students come

forward and really get involved and express their true feelings. It is a special day. After we finish sharing, we all eat lunch together. This is a wonderful, bonding day for staff and students.

TESTING EMERGENCY TEXT MESSAGE

During the California Great Shake Out, we were able to test our mass text message during an emergency situation. We received great feed back from parents about the text message. So far, the only draw back is that it only offers a small amount of characters/texts. Use of the text message feature will be for specific communication and it will enable us to provide information quickly to parents. Through the texts, we will notify parents on where they can find additional information, etc.

VENTURA COUNTY INNOVATES

Susan Allen has worked to create our new Child Development class. Students have an interactive baby that they will take home. Our students must properly change diapers, hold the baby’s head properly, burp them, etc. The baby then gives a detailed report back to the teacher’s computer on how its “parent” did. Dr. Knight was able to attend our Child Development class to speak about the educational profession and what it is like to be a teacher, counselor, principal, and superintendent. Students in KC Kelem’s Emergency Response Procedures class visited the United Blood Services in Ventura. The students were able to find out what type of blood they have.



OAK PARK INDEPENDENT SCHOOL



PILOT ALEKS MATH CURRICULUM

Jim Barnett, Lori Glazer and Kate Thompson will be piloting a new math curriculum that use both an online experience and a textbook to work with students. We will be piloting an Algebra 1 and Geometry class with three students. We have had several discussions with the Aleks program and our entire staff feels this could be a curriculum that we could possible move towards adopting.

Respectfully submitted,

Anthony W. Knight, Ed.D.
Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: KIM GREGORCHUK, DIRECTOR, OAK PARK NEIGHBORHOOD SCHOOL
DATE: NOVEMBER 15, 2016
SUBJECT: X.7. MONTHLY BOARD REPORT

As we enter into our fourth month of the school year, we are focusing on gratitude. The teachers are talking with the children about Thanksgiving and reasons for gratitude. We have a child attending OPNS who lives in Madagascar. He is here, in the states, for four months. In January, he will be returning to Madagascar and we would like to support a preschool in Madagascar. We will be researching Madagascar and talking with the family about the lifestyle and living conditions in Madagascar. We will then talk with the children about what we could do to help preschool children in Madagascar.

October was a busy month with Community Day starting, Halloween, and the three “No School” days. The children are very happy about Community Day, enjoying the opportunity to visit the other classroom and play with their friends that they usually see only during outside time. Community Day also gives the children an opportunity to practice independence within some structure. They are able to independently choose what classroom to work in and go back and forth between the classrooms, as long as they let their teacher know where they are. As always, Halloween was the highlight of October. The children were really excited about wearing their cosumes and parading through the kindergarten and 3rd grade classrooms.



As always, you have an open invitation to come by anytime to see the great work the children are doing. They always enjoy showing their work to others.

Respectfully Submitted:

Anthony W. Knight, Ed.D.
Superintendent

