San Ramon Valley Unified School District

699 Old Orchard Drive, Danville 925-552-2933 * www.srvusd.net





BOARD OF EDUCATION MEETING AGENDA November 16, 2021

5:30PM Closed Session

6:30PM-7:00PM ReceptionSusanna Ordway, President

7:00PM Open Session

Ken Mintz, Vice-President Rachel Hurd, Clerk Laura Bratt, Member Shelley Clark, Member

Rpnit Batra – Student Board Member

Welcome to the San Ramon Valley Unified School District Board of Education meeting. Your interest in our schools is greatly appreciated.

The Board Members value input from the community. Members of the public can address the Board at meetings regarding items that are not on the agenda during the agenda item *Public Comment for Non-Agendized Items*. Items that are on the agenda can be addressed when that item is introduced by the Board President.

In order to ensure that the Board has adequate time to hear from the public while balancing the need to conduct its agendized work, public comment will be handled in the following way:

- A time limit of three (3) minutes per speaker has been established and will be enforced. The Board reserves the right to decrease the amount of time allotted per speaker. All speakers will be allotted an equal amount of time.
- Comments for special meetings and workshops will be limited to the agenda item only

Public Comment for both Agendized and Non-Agendized Items:

- Anyone who wishes to address the Board must submit a Speaker Card to Cindy Fischer
- The Board President will call each speaker to the podium during the appropriate agenda item
- · Please note that, by law, the Board cannot take action or engage in dialogue on items not on the agenda.

For Items Not on the Agenda:

- A maximum of thirty minutes will be allotted for the agenda item: Public Comment for Non-Agendized items
- If the amount of time needed for all speakers to be heard exceeds the thirty minutes allotted, then *Public Comment for Non-Agendized Items* will be paused at the thirty minute mark and will be continued prior to agenda item: *Administrative Matters* until all remaining speakers whose cards were submitted before the pause have had an opportunity to be heard
- When there is a topic that only one speaker wishes to address, that speaker will be prioritized
- We strongly encourage speakers who wish to speak about the same topic to designate one or two individuals to speak on behalf of the entire group
- If there are many people who share a unified view of a topic, they may raise their hand or stand while the designated speakers are addressing the Board so that the Board Members are aware of the level of support

By law, board members can only discuss items that appear on the agenda. For this reason, board members do not engage in dialogue with individuals speaking during the non-agenda public comment section of the meeting. For individuals who wish to speak with board members in depth about an issue, contacting board members on an individual basis is recommended, although individual board members have no legal authority to make decisions without consideration by the whole board.

Electronic Submission of Public Comment:

- Email your comments to <u>publiccomments@srvusd.net</u>. Emails will be automatically forwarded to each Board Member and will be entered into the official minutes.
 - a. Public comments received from the time the agenda is posted through the end of the open session portion of the meeting, will be included in the minutes.
 - b. Public comments received 4 hours or less prior to the start of open session will be included in the minutes, but may not be read by all Board Members prior to the meeting.
 - c. No email attachments will be accepted with electronically submitted public comment.
 - d. Email addresses will not be included in the public record in order to protect the privacy of commenters.

Closed Session: Closed session meetings are not open to the public. By law, matters dealing with students and district employees are reserved for closed session to provide confidentiality. Other closed session topics can include litigation, property negotiations, and collective bargaining issues with employee associations. Members of the public are given the opportunity to speak regarding closed session items prior to the closed session.

Action items are considered and voted on individually by the board. Consent items are considered routine in nature and are approved by combining them into a single vote. A member of the Board of Education or a member of the public may request that a consent item be removed from the consent agenda and voted on separately.

Copies of board agenda backup and other informational materials provided to members of the Board of Education are available for review in the Office of the Superintendent beginning at 4:00 PM on the last working day of the week preceding each meeting of the Board of Education. For disability related modification or accommodation, please contact the Office of the Superintendent at 552-2933 during business hours.

On July 28, 2021, the California Department of Public Health updated its guidance for face coverings for indoor public settings, which included local board and commission meetings. According to the guidelines a board may choose to follow one of the following:

- -Provide information to all patrons, guests and attendees regarding vaccination requirements and allow vaccinated individuals to self-attest that they are in compliance prior to entry.
- -Require proof of vaccination.
- -Require all patrons to wear masks.

The San Ramon Valley Unified School District meeting scheduled for November 16, 2021 will require all patrons to wear a face mask.

The meeting will be live-streamed at the following link: https://www.srvusd.net/district/board meetings and on our YouTube channel at SRVUSD Board.



CLOSED SESSION Superintendent's Conference Room November 16, 2021 5:30PM – 6:30PM

- 1.0 Call to Order
- 2.0 Attendance
- 3.0 Acceptance of Closed Session Agenda and Public Comment

Adjournment to Closed Session

- 4.0 Closed Session Agenda
 - 4.1 Conference with Legal Counsel Anticipated Litigation

(Significant exposure to litigation pursuant to Government Code 54956.9 (d) (2)

- a) One Case
- b) One Case
- c) One Case
- 4.2 Public Employee Appointment

(Government Code Section 54957)

- a) Assistant Principal
- b) Chief Business Officer
- 4.3 Conference with Labor Negotiator
 - a) SRVEA, CSEA, SEIU
 - b) Unrepresented Employees

Adjournment



OPEN SESSION Board Rooms November 16, 2021 7:00PM

Please Note: All Public Comment is Limited to Three (3) Minutes

5.0	Pledge of Allegiance/Attendance					
6.0	Report of Actions Taken in Closed Session					
7.0	Acceptance of Minutes					
	7.1	Minutes of October 26, 2021	Action			
	7.2	Minutes of November 1, 2021	Action			
8.0	Agenda Approval and Consent Action					
	8.1	Acceptance of Open Session Agenda	Action			
	8.2	Approval of Consent Agenda	Action			
9.0	Reports to the Board					
	9.1	20th Anniversary PTA Exceptional Education Committee Celebration	Oral			
	9.2	Strategic Directions: Equity	Oral			
	9.3	Public Comment for Non-Agenda Items (Comments Limited to Three Minutes)	Oral			
	9.4	Association Presidents' Report	Oral			
	9.5	Student Board Member's Report	Oral			
10.0	Action Items/Public Hearings					
	10.1	Consideration of Adoption of Resolution #40/21-22, Approval of Provisional Internship Permit (PIP) Request(s)	Enclosure Action			
	10.2	Consideration of Approval of Revision to Board Policy and Administrative Regulation 5145.3 and 5145.7	Enclosure Action			
	10.3	Public Hearing for the Proposed Educator Effectiveness Block Grant Plan (EEF)	Enclosure			
	10.4	Public Hearing for the Joint Initial Proposal for Labor Negotiations between the San Ramon Valley Unified School District and the Service Employees International Union (SEIU) Local 1021 for a 2021-2024 Successor Contract	Enclosure			

Enclosure

Action

the Service Employees International Union (SEIU) Local 1021 for a 2021-2024 Successor Contract **Informational Item** 11.0 11.1 Strategies for Supporting Students Enclosure **Consent Items** 12.0 12.1 Consideration of Approval of Certificated Personnel Changes Enclosure Consent 12.2 Consideration of Approval of Classified Personnel Changes Enclosure Consent 12.3 Consideration of Approval of Contract/Purchases over \$50,000 Enclosure Consent 12.4 Consideration of Adoption of Resolution #41/21-22, Approving Routine Enclosure **Budget Revisions** Consent Ratification of Warrants Enclosure 12.5 Consent 12.6 **Declaration of Surplus Property** Enclosure Consent 12.7 **Declaration of Surplus Instructional Materials** Enclosure Consent 12.8 Consideration of Approval of Revised Miscellaneous Salary Schedule Enclosure Consent 12.9 Consideration of Approval of the 2022-23 Budget/LCAP Development Enclosure Calendar Consent 12.10 Consideration of Approval of the 2021-2022 REVISED Instructional Enclosure Calendar and 2021-2022 REVISED SR Infant/Toddler Program Consent (S.I.T.E.S.) Instructional Calendar 12.11 Consideration of Approval of The SRVUSD Special Education Local Plan Enclosure Area (SELPA) Annual Service Plan and Annual Service Plan and Annual Consent Budget Plan for 2021-2022 12.12 Preview of Textbook Enclosure Consent 12.13 Consideration of Approval of Bid Award for San Ramon Valley High Enclosure School Power Undergrounding and Pole Removal Project Consent

Consideration of Acceptance of the Joint Initial Proposal for Labor

Negotiations between the San Ramon Valley Unified School District and

10.5

12.14 Consideration of Approval of Revisions to the Measure D Master Program Enclosure Budget Consent

13.0 Administrative Matters

- 13.1 Board Members' Reports
- 13.2 Superintendent's Report

Adjournment

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

BOARD OF EDUCATION MEETING October 26, 2021 MINUTES

The video from this meeting can be found on the District website at www.srvusd.net.

1.0	Call to Order	The Board of Education held its regular meeting at the SRVUSD Education Center. The meeting was called to order at 5:25PM.		
2.0	Attendance	Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Laura Bratt and Shelley Clark		
		Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Christine Huajardo and Danny Hillman, Executive Director Melanie Jones, Director Ilana Samuels and Recording Secretary Cindy Fischer.		
3.0	Acceptance of Closed Session Agenda and Public Comment	On a motion by Laura Bratt, seconded by Shelley Clark the closed session agenda was approved (5/0). There was no public comment.		
4.0	Closed Session	The closed session was adjourned at 7:12PM.		
		Board President Susanna Ordway reconvened the meeting in open session at 7:13PM.		
5.0	Pledge of Allegiance/Attendance	Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Shelley Clark and Laura Bratt and Student Board Member Ronit Batra		
		Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman and Christine Huajardo, Executive Directors Jon Campopiano, Debbie Petish, Nadine Rosenzweig. Directors Ilana Samuels, Greg Pitzer and Hong Nguyen		
		Others Present: 22 visitors attended. Recording Secretary Cindy Fischer		
6.0	Report of Action Taken in Closed Session	No action was taken in closed session		
7.0	Acceptance of Minutes	On a motion by Shelley Clark seconded by Laura Bratt, the October 4 2021 Workshop, October 5, 2021 Board Meeting and October 15, 2021 Special Meeting minutes were approved. (5/0) Batra (advisory) – yea		
8.0	Agenda Approval and Consent Action			
8.1	Acceptance of Open Session Agenda	On a motion by Rachel Hurd seconded by Ken Mintz the open session agenda was approved. (5/0) Batra (advisory) – yea		
8.2	Approval of Consent Agenda	On a motion by Rachel Hurd seconded by Laura Bratt, the consent agenda was approved as amended. (5/0) Batra (advisory) – yea Consent agenda items were requested to be move from the consent agenda to the action items. Item 12.3 to 10.2, Item 12.8 to 10.3, Item 12.15 to 10.5 and Item 12.14 to 10.4		

9.0	Reports to Board	October 26, 2021
9.1	Contra Costa County Teacher of the Year	Executive Director Nadine Rosenzweig introduced SRVUSD and Contra Costa County Teacher of the Year – Michelle Wilson Public Comment: None
9.2	Student Donation – PLAY Foundation	Students from the PLAY Foundation presented the District with a donation check to be used to support students in need. Public Comment: Helen of Dougherty Valley
9.3	Native American Heritage Month - November	Director, Hong Nguyen Public Comment: Helen of Dougherty Valley
9.4	Red Ribbon Week	Coordinator, Jessica Coulson
9.5	Strategic Directions: Deep Learning and Innovation	Executive Director Debbie Petish Public Comment: Helen of Dougherty Valley
9.6	Public Comment for Non- Agenda Items	Public Comment: Mike Arata and Helen of Dougherty Valley
9.7	Association Presidents' Comments	SRVEA President – Laura Finco
9.8	Student Board Member's Report	Student Board Member Ronit Batra Public Comment: Helen of Dougherty Valley
10.0	Action Items/Public Hearings	
10.1	Consideration of Approval of Revisions to Board Policy and Administrative Regulation 1312.3, 4030, and 4119.11	Assistant Superintendent Keith Rogenski Public Comment: None On a motion by Ken Mintz, seconded by Laura Bratt the Board approved the changes to board policy and administrative regulation 1312.3, 4030, and 4119.11. (5/0) yea: Batra (advisory)
10.2	Consent Item 12.3 Consideration of Approval of Contracts/Purchases over \$50,000	Assistant Superintendent Danny Hillman Public Comment: Helen of Dougherty Valley On a motion by Rachel Hurd, seconded by Ken Mintz the Board approved contracts/purchases over \$50,000. (5/0) yea: Batra (advisory)
10.3	Consent Item 12.8 Consideration of Award of Bid #855 Produce	Assistant Superintendent Danny Hillman Public Comment: Helen of Dougherty Valley On a motion by Rachel Hurd, seconded by Shelley Clark the Board approved award of bid #855. (5/0) yea: Batra (advisory)
10.4	Consent Item 12.14 Adoption of Textbook	Assistant Superintendent Christine Huajardo and Executive Director Debbie Petish Public Comment: Susan Lancaster, Mike Arata and Helen of Dougherty Valley On a motion by Laura Bratt, seconded by Shelley Clark the Board adopted the textbooks. (5/0) yea: Batra (advisory)
10.5	Consent Item12.15 Consideration of the Audit of the State Preschool Program for Fiscal Year Ending June 30, 2021	Assistant Superintendent Christine Huajardo and Executive Director Nadine Rosenzweig Public Comment: Helen of Dougherty Valley On a motion by Rachel Hurd, seconded by Ken Mintz the Board approved the audit of the state preschool program for fiscal year ending June 30, 2021. (5/0) yea: Batra (advisory)

11.0 Informational Item

11.1 First Reading of Revision to Board Policy and Administrative Regulation 5145.3 and 5145.7

Assistant Superintendent Keith Rogenski reviewed the policies. Board member Hurd noted the words "or not" were left off page 94, AR 4145.3. Public Comment: Helen of Dougherty Valley

12.0 Consent Items

- 12.1 Consideration of Approval of Certificated Personnel Changes
- 12.2 Consideration of Approval of Classified Personnel Changes
- 12.3 Consideration of Approval of Contracts/Purchases over \$50,000
- 12.4 Consideration of Adoption of Resolution #39/21-22, Approving Routine Budget Revisions
- 12.5 Ratification of Warrants
- 12.6 Declaration of Surplus Property
- 12.7 Ratification of Contracts and Purchase Orders
- 12.8 Consideration of Award of Bid #855 Produce
- 12.9 Consideration of Award of Bid #856 Student Charter Bus Transportation Services
- 12.10 Consideration of Request for Allowance of Attendance due to Emergency Conditions
- 12.11 Consideration of Approval of Bid Award for California High School Kitchen Renovation Project
- 12.12 Consideration of Approval of Bid Award for Alamo Elementary School Two-Classroom Replacement Site Work Project
- 12.13 Consideration of Rejection of Bid Award for California High School Netting Installation Project
- 12.14 Adoption of Textbook
- 12.15 Consideration of Approval of the Audit of the State Preschool Program for Fiscal Year Ending June 30, 2021

13.0 Administrative Matters

Board members shared their reports and comments, noting attendance at the following:

13.1 Board Member's Reports

Student Board Member Batra will be attending the LCAP (Local Control Accountability Plan) meeting and student senate.

Board Member Clark shared her report noting she did a site visit at Twin Creeks Elementary, attended the CCCSBA meeting, CALSSD meeting, Asian Pacific Islanders School Board Members Meeting and Discovery Center's 50th Anniversary Benefit. Mayor of Danville extended invitation to all Board members to attend the Veteran's Memorial Celebration.

Board Member Bratt shared her report and noted attendance at the CAC meeting, San Ramon Valley Diversity Coalition and the domestic violence vigil at the San Ramon City Hall.

Board of Education Minutes October 26, 2021

Board Clerk Hurd shared her report and noted attendance at the CAC meeting, CALSSD meeting and through Rotary distributed dictionaries to students.

Board Vice President Mintz shared his report and noted attendance at the CALSSD meeting and through Rotary distributed dictionaries to students.

Board President Ordway shared her report attended many of the meetings noted above.

13.2 Superintendent's Report

Superintendent Malloy noted the great work being accomplished throughout the district and the many challenges that still exist. The steering committee meetings related to the strategic directions will begin over the next two weeks. Dr. Malloy commented on COVID testing and the possibility of testing in schools may come to an end. We are awaiting information on options. We will be communicating regularly with staff and community on negotiations updates.

Public Comment: Helen of Dougherty Valley

Adjourned

Adjourned 9:45PM. The Board returned to closed session, which adjourned at 11:30PM

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

BOARD OF EDUCATION MEETING – SPECIAL November 1 2021 MINUTES

The video from this meeting can be found on the District website at www.srvusd.net.

1.0	Call to Order	The Board of Education held a special meeting of the Board at the Education Center. The meeting was called to order at 2:02PM.
2.0	Attendance / Pledge of Allegiance	Board Members Present: Board President Susanna Ordway, Board Vice President Ken Mintz, Board Clerk Rachel Hurd, Board Members Laura Bratt and Shelley Clark. Student Board Member Batra was not present.
		Administrators Present: Superintendent John Malloy, Assistant Superintendents Keith Rogenski, Danny Hillman and Christine Huajardo, Executive Director Melanie Jones, Director Ilana Samuels and Recording Secretary Cindy Fischer
3.0	Acceptance of Special Meeting Agenda and Public Comment	On a motion by Ken Mintz seconded by Laura Bratt the special meeting agenda was approved. (5/0)
	Comment	There was no public comment.
4.0	Closed Session Agenda	The Board adjourned to closed session at 2:07pm
	Adjournment	The meeting was adjourned at 4:00PM

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 699 Old Orchard Drive, Danville, CA 94526

DATE:

NOVEMBER 16, 2021

TOPIC:

STRATEGIC DIRECTIONS: EQUITY

DISCUSSION:

The SRVUSD Board of Education approved the District's strategic plan in June. One of the six strategic directions (Equity) focuses on ensuring that all students are empowered to reach their full potential by valuing student voice, addressing systemic inequities, and closing opportunity gaps. The Educational Services department will present an overview of the equity work in our District including our goals, strategies we are using to meet these goals, and how we will assess progress over time.

RECOMMENDATION:

Presentation

BUDGET IMPLICATIONS:

None

Christine Huajardo

Assistant Superintendent, Educational Services

Dr. Yohn Malloy Superintendent

9.2

Item Number



EOUITIN

San Ramon Valley Unified School District Tuesday, November 16, 2021



San Ramon Valley Unified School District Strategic Directions

our definition of success. Success means our teams create and nurture: Built on a foundation of academic excellence, we are broadening



potential by valuing student voice, We will ensure all students are

Social Emotional Well-Being



environments where all students, staff

Shared Leadership

Deep Learning and Innovation



earning so they find purpose, meaning,

post-high school endeavors.

We will create learning environments that empower students to own their

We will create the conditions for culture of trust, collegiality, and

Culture of Responsiveness



We will maximize resources including

Stewardship of Resources

so students remain the focus of our efforts We will effectively serve all stakeholde

innovative and inclusive SRVUSD... Dedicated to learning environments. academic excellence thrive and succeed in where all students

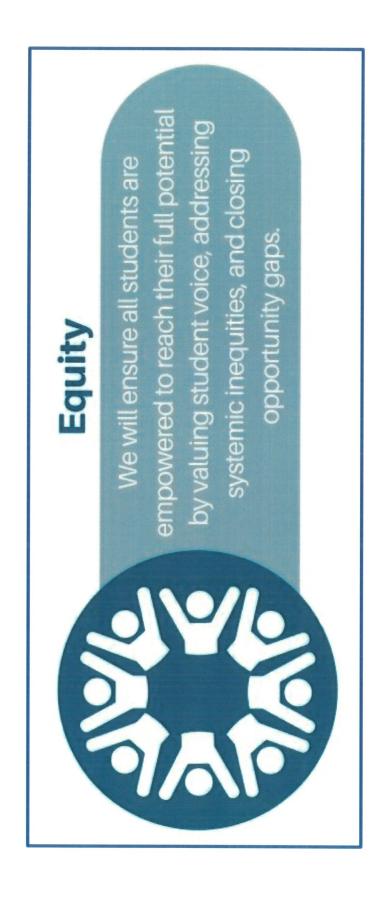


Success means our students:

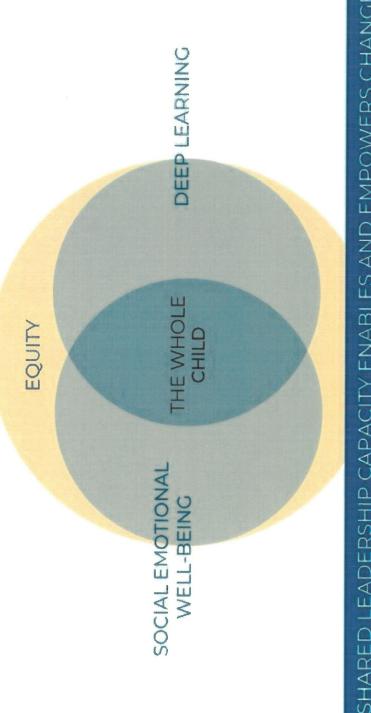
WWW.SRVUSD.NET

SRVUSD'S SIX STRATEGIC DIRECTIONS

- Equity
- Social Emotional Well-Being
- Deep Learning and Innovation
- Culture of Responsiveness
- Stewardship of Resources
- Shared Leadership



THE INTERSECTION



SHARED LEADERSHIP CAPACITY ENABLES AND EMPOWERS CHANGE

EQUITY STRATEGIC GOALS

3-5 YEARS

- ¹ Create learning environments that are safe, equitable, and provide a sense of belonging for all students and staff.
- ³ Develop teaching and learning experiences that are responsive to and supportive of diverse cultures and identities.
- ² Create culturally responsive and equity-informed policies, procedures, and practices that lead to equitable outcomes for students.
- 4 Recruit, hire, and retain a more diverse staff.

EQUITY BASELINE DATA

- ¹ Academic
- CAASPP
- FastBridge
- College and Career Readiness
- ² Social Emotional Well-Being
- Healthy Kids
- Mental Health Questionnaire

- ³ Discipline
- Suspensions
- ⁴ Qualitative Data
- Student, Staff, Community VoiceFocus Groups
- 5 Quantitative Data
- Staff Demographics

EQUITY DRIVERS

- Every child needs the opportunities to succeed in education
- The FAIR Education Act and the California Common Core State Standards demand that students see themselves in the curriculum and that the curriculum resources are reflective of the diversity of the community
- Adopted resources
- Supplemental resources

- Empower every student to reach their full potential by valuing student voice
- Foster awareness around culturally responsive learning environments
- Promote inclusive practices for all students
- Students will see themselves reflected in staff who educate and support them

KEY ACTIONS

- Implicit Bias
- Gender Support Plan

Restorative Justice

Inclusive Learning Environment

Diversify District Staffing

IMPLICIT BIAS

All managers will understand their own implicit bias in their position

Three cycles of professional development learning series for all managers

Anti-Racist Facilitator Training

0

Courageous Conversations

District and site-based professional development

Trainings will inform our own implicit bias in the classroom and hiring practices

GENDER SUPPORT PLAN

Gender Support Plan training for administrators, social workers, counselors, psychologists, registrars, office managers, and site designees

Updating Student Name and/or Gender Change process

District Website

INCLUSIVE LEARNING ENVIRONMENT

Increasing opportunities for students

Gender inclusivity

Inclusive support of GSA/Prism Clubs

Student and staff affinity/focus groups

Analysis of health curriculum

RESTORATIVE JUSTICE

- Responding to Discrimination and Hate Handbook training
- Implementing restorative justice/practices in schools to reduce suspension rates, improve student behaviors, and repair harm
- Deepen the work on restorative justice at our school sites
- Student forums and seminars
- Professional learning and partnerships
- **MEB Consulting**
- AASA Equity in Action Cohort
 - BloomBoard
- Diversity Coalitions
- Discovery Center
- PFLAG

DIVERSIFY DISTRICT STAFFING

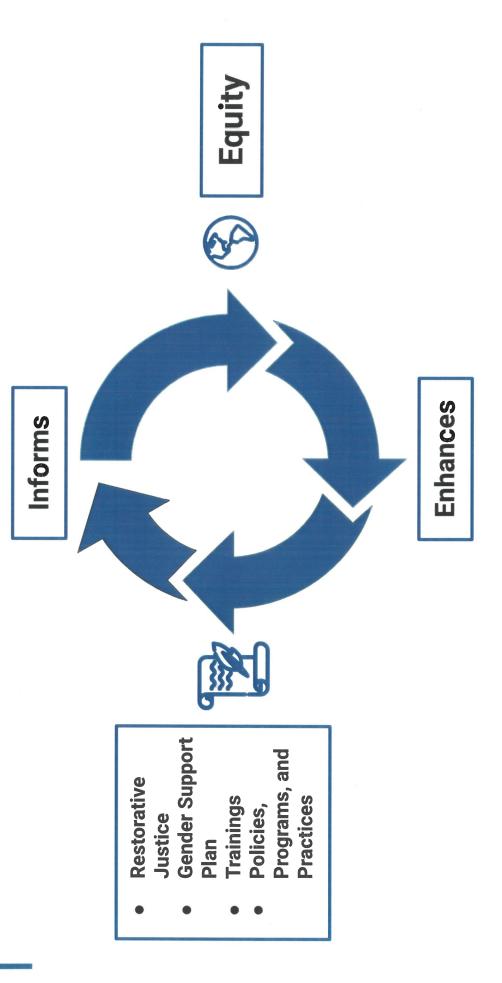
Expand staff recruitment strategies and plans

Examine existing staff selection processes for bias

Revise and standardize staff selection processes to reduce/eliminate bias

Implement strategies to attract, recruit and select more diverse leaders

EXISTING WORK AND EQUITY



INTENDED OUTCOMES

2021-2022 SCHOOL YEAR

- Foster a sense of belonging and community for all students
- community for all students
 Increase capacity at focus
 schools in restorative justice
- Increase self-awareness and understanding of bias
- Embracing more systemic interventions
- Improve learning outcomes for underrepresented students

INTENDED OUTCOMES CONTINUED

2021-2022 SCHOOL YEAR

Decrease in suspensions

Increase hiring of BIPOC staff; Expand strategies to attract, recruit, develop & retain BIPOC leaders

> Increase in engagement per California Healthy Kids Survey

Establish BIPOC staff and student forum opportunities

Decrease in discrimination and hate incidences

NEXT STEPS

- Implement strategies outlined in this presentation
- Adjust strategies based on data
 Continue to update the Board as
 we progress

Continue to regularly monitor progress toward goals



SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, California 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF ADOPTION OF RESOLUTION NO. 40/21-22

APPROVAL OF PROVISIONAL INTERNSHIP PERMIT (PIP)

REQUEST(S)

DISCUSSION:

The California Commission on Teacher Credentialing is no longer issuing Emergency Permits. However, the Commission replaced the Emergency Permit with the Provisional Internship Permit (PIP) which provides applicants additional time to meet the subject matter competence requirement(s) needed to enter an internship program. A District may request a PIP only after a diligent search has been conducted and a fully credentialed teacher could not be found.

All requests for a PIP must be presented to the Governing Board of a public school district for approval as an action item on the agenda. Every PIP request that is submitted to the Commission on Teacher Credentialing must also include verification that a notice of intent to employ the named applicant in the identified position has been made public.

RECOMMENDATION:

Approve Provisional Internship Permit request(s) as presented

BUDGET IMPLICATIONS:

None

Keri Van de Star

Director, Certificated Personnel

Keith Rogenski

Asst. Superintendent, Human Resources

Dr. John Malloy

Superintendent

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT RESOLUTION OF THE BOARD OF TRUSTEES APPROVAL OF PROVISIONAL INTERNSHIP PERMIT (PIP) REQUEST (S) RESOLUTION NO. 40/21-22

WHEREAS, the California Commission on Teacher Credentialing authorizes the issuance of a Provisional Internship Permit (PIP) to an employee who meets the minimum requirements and who requires additional time to meet the subject matter competence needed to enter an internship program.

THEREFORE BE IT RESOLVED that the following teacher has met the above criteria and is authorized to apply for a PIP to complete his assignment for the 2021-22 school year in the San Ramon Valley Unified School District:

<u>Name</u> Stephanie Gross	Site Stone Valley	Middle School	Subject Core 6
AYES:			
NOES:			
ABSENT:			
ABSTAINED:			
		Dr. John Malloy Secretary to the Board of Edu San Ramon Valley Unified S	

Board Meeting Date: November 16, 2021

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF REVISION TO BOARD POLICY

AND ADMINISTRATIVE REGULATION 5145.3 AND 5145.7

DISCUSSION:

The following Board Policies and Administrative Regulations are being brought forth to the Board of Education for approval of revisions:

5145.3

Nondiscrimination/Harassment/Anti-Bullying

5145.7

Sexual Harassment

These revisions are needed to ensure our policies and administrative regulations fully align with existing law and regulations.

RECOMMENDATION:

The Board Policies and Administrative Regulations are being brought forth tonight for approval. The Board reviewed each Policy and Administrative Regulation during a first reading at the October 26th Board Meeting.

BUDGET IMPLICATIONS:

There are no budget implications anticipated due to these revisions.

Keith Rogenski

Assistant Superintendent

Human Resources

Dr. John Malloy

Superintendent

Item Number

BP 5145.3

Nondiscrimination/Harassment/Anti-Bullying

This policy shall apply to all acts constituting unlawful discrimination or harassment 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. (Education Code 234.1)

District programs and activities shall be free from discrimination, including harassment, intimidation or bullying with respect to a sex, gender, gender identity or gender expression, ethnic group identification, race, ancestry, national origin, religion, color, physical or mental disability, marital or parental status, age or sexual orientation; 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 Board of Education desires to provide a safe school environment that allows all students equal access and opportunities in admission and access to the district's academic, extracurricular, and other educational support programs, guidance and counseling programs, athletic programs, testing procedures, and other services and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, of any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, 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 genetic information, or association with a person or group with one or more of these actual or perceived characteristics.

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

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.7 - Sexual Harassment)

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

(cf. 6164.6 - Identification and Education Under Section 504)

The Board prohibits discrimination, harassment, intimidation or bullying of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges. Prohibited Unlawful discrimination, including discriminatory harassment, intimidation or bullying, includes may result from physical, verbal, nonverbal or written conduct based on one any of the categories listed above. Unlawful discrimination occurs when prohibited conduct that is so severe, persistent, or and 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; is foreseeably likely to cause a substantial disruption to the educational environment; or otherwise adversely affects a student's educational opportunities.

<u>Unlawful</u> 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 student individual who reports or participates in the reporting of unlawful discrimination,—files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. or report regarding an incident of discrimination, harassment, intimidation, or bullying. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

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. In addition, the Superintendent or designee shall post the district's policies prohibiting discrimination, harassment, intimidation, and bullying and other required information on the district's website in a manner that is easily accessible to parents/guardians and students, in accordance with law and the accompanying administrative regulation.

The Superintendent or designee shall provide age-appropriate training and/or 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. The Superintendent or designee shall report the findings and recommendations to the Board after each review. to the students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1330 - Use of School Facilities)

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

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior. 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 <u>unlawful</u> discrimination, <u>including discriminatory</u> harassment, intimidation, bullying, or retaliation in violation of the law, Board Policypolicy, or Administrative

administrative Regulation regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. up to and including counseling, suspension and/or expulsion.

Any employee who permits or engages in <u>prohibited</u> discrimination, <u>including discriminatory</u> harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

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

(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)

All school personnel who witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so. (Education Code 234.1)

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Director of Student Services
San Ramon Valley Unified School District
699 Old Orchard Drive
Danville, CA 94526
(925) 552-2923

Any student who feels that he/she is being subjected to discrimination, harassment, intimidation or bullying should immediately contact the Coordinator for Nondiscrimination, the principal or any other staff member. Any student who observes an incident of harassment should report the incident to the Coordinator, principal or other school employee, whether or not the victim files a complaint.

Employees who become aware of an act of discrimination, harassment, intimidation or bullying shall immediately report the incident to the Coordinator for Nondiscrimination or the site designee. The designee for each site will be identified with the Annual Notice of this policy to each employee. In addition, the employee shall immediately intervene when safe to do so.

Upon receiving a complaint of discrimination or harassment, the Coordinator and/or site designee shall immediately investigate the complaint in accordance with site/level grievance procedures specified in AR 5145.7 – Sexual Harassment.

The Coordinator and/or designee shall also advise the victim of any other remedies that may be available. The Coordinator and/or designee shall file a report with the Superintendent or designee and refer the matter to law enforcement where required.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

The Coordinator and/or designee shall distribute this policy annually to all families and staff and provide training to all staff regarding Nondiscrimination/Harassment/Anti-Bullying. [2] Record-Keeping

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

EDUCATION CODE

200-262.4 Prohibition of discrimination

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

49060-49079 Student records

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 crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20 1681-1688 Title IX of the Education Amendments of 1972

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964 6101-6107 Age Discrimination Act of 1975

12101-12213 Title II equal opportunity for individuals with disabilities

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

104.8 Notice

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

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:

CSBA PUBLICATIONS

<u>Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, March 2017</u>

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

<u>Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014</u> <u>Interim Guidance Regarding Transgender Students, Privacy, and Facilities, September 27, 2013</u>

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

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

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

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 Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016 Dear Colleague Letter: Title IX Coordinators, April 2015

Resolution Agreement Between the Arcadia Unified School District, U.S. Department of Education, Office for Civil Rights, and the U.S. Department of Justice, Civil Rights Division, (2013) OCR 09-12-1020, DOJ 169-12C-70

Dear Colleague Letter: Harassment and Bullying, October 2010 Notice of Non-Discrimination, January 1999Fact Sheet, August 2010

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition Against National Origin Discrimination Affecting Limited English Proficient Persons, August 2003

WEB SITES

CSBA: http://www.csba.org

California Department of Education: http://www.cde.ca.gov California Safe Schools Coalition: http://www.casafeschools.org California Office of the Attorney General: http://oag.ca.gov First Amendment Center: http://www.firstamendmentcenter.org National School Boards Association: http://www.nsba.org

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

Policy

adopted: December 14, 2010

revised: April 9, 2013 revised: October 22, 2013 revised: March 22, 2016

revised: [DATE]

272-7/6142067.1

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

Danville, California

San Ramon Valley Unified School District AR 5145.3 [1]Students

Nondiscrimination / Harassment/ Anti-Bullying

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws and to answer inquiries regarding the district's nondiscrimination policies.

The individual shall also serve as the Compliance Officer specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints 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, immigration status, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The Coordinator/Compliance Officer(s) may be contacted at: [2](Education Code 234.1; 5 CCR 4621)

[TITLE]
[ADDRESS]
[PHONE]
[EMAIL] 3]Keith Rogenski
Assistant Superintendent, Human Resources
699 Old Orchard Drive
Danville, CA 94526
krogenski@srvusd.net

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5145.7 – Sexual Harassment)

(cf. 5145.71 - Title IX Sexual Harassment 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 Coordinator/Compliance Officer's contact information, to students, parents/guardians, employees, volunteers, and the general public by posting them in prominent locations and providing easy access to them through district-supported communications, as available. (Education Code 234.1)

- 2. Post the district's policies and procedures prohibiting discrimination, harassment, student sexual harassment, intimidation, bullying, and cyberbullying, including a section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)[4]
- (cf. 0410 Nondiscrimination in District Programs and Activities)
- (cf. 1113 District and School Web Sites)
- (cf. 5131.2 Bullying)
- (cf. 5145.7 Sexual Harassment)
- 3. Post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6) [5]
- Post in a prominent location on the district web site in a manner that is easily accessible to parents/guardians and students information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following: (Education Code 221.6, 221.61, 234.6) [6]
 - a. The name and contact information of the district's Title IX Coordinator, including the phone number and email address;
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the web sites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR);
 - c. A description of how to file a complaint of noncompliance under Title IX which shall include:
 - (1) An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations;
 - (2) An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's web site; and
 - (3) A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office;

- d. A link to the Title IX information included on the California Department of Education's (CDE) website.
- 5. Post a link to statewide CDE-compiled resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying and to their families. Such resources shall be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.5, 234.6)[7]
- (cf. 1113 District and School Web Sites) (cf. 1114 - District-Sponsored Social Media)
- 6. 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.
- 7. 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 that they may request to meet the Compliance Officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.
- 8. Ensure that all students and parents/guardians, including students and parents/guardians 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.
- 9. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and/or information regarding the district's nondiscrimination 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 transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance) (cf. 4131/4231/4331 - Staff Development)

10. 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)

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

11. 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' from threatened or potentially discriminatory behavior and ensure their privacy rights. [8]

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, Theft and Graffiti)

- 2. Providing 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 to students, parents/guardians, and the community the school's response plan to unlawful discrimination or harassment; and/or

(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, and anyone determined to have engaged in wrongdoing in violation of district policy, including any student who is found to have filed a complaint of discrimination that the student knew was not true.

(cf. 5144 - Discipline)

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

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

Process for Initiating and Responding to Complaints [9]

Students who feel that they have been subjected to unlawful discrimination described above or in district policy are strongly encouraged to immediately contact the Compliance Officer, principal, or any other staff member. In addition, students who observe any such incident are strongly encouraged to report the incident to the Compliance Officer or principal, 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)

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 promptly report the incident to the Compliance Officer or principal within a school day, whether or not the alleged victim files a complaint.

When a report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the principal or Compliance Officer, the principal or Compliance Officer shall notify the student or parent/guardian of the right to file a formal complaint in accordance with AR 1312.3 - Uniform Complaint Procedures, or, for complaints of sexual harassment that meet the federal Title IX definition, AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Once notified verbally or in writing, the Compliance Officer shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and 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.

(cf. 5141.4 - Child Abuse Reporting Procedures)

Transgender and Gender-Nonconforming Students[10]

Gender identity [11] of a student means the student's gender-related identity, appearance, or behavior as determined from the student's internal sense, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether or not 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 is different from the gender assigned at birth.

The district prohibits acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment, regardless of whether the acts are sexual in nature. 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 the student's gender identity;
- Disciplining or disparaging a student or excluding the student from participating in activities for behavior or appearance that is consistent with the student's gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable;
- 3. Blocking a student's entry to the bathroom that corresponds to the student's gender identity;
- 4. Taunting a student because the student participates in an athletic activity more typically favored by a student of the other sex;
- 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. Using gender-specific slurs; and/or
- 7. Physically assaulting a student motivated by hostility toward the student because of the student's gender, gender identity, or gender expression.

The district's uniform complaint procedures (AR 1312.3), or Title IX Sexual Harassment Complaint Procedures (AR 5145.71), as applicable, shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students.

Examples of bases for complaints include, 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:

Right to privacy: A student's transgender or gender-nonconforming status is the student's private information and the district 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 district shall only allow 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. Any district employee to whom a student's 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 the employee is required to disclose or report the student's information pursuant to this administrative regulation, 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 the student's status as a transgender or gendernonconforming student. If the student permits the employee to notify the Compliance Officer, the employee shall do so promptly.

As appropriate given the student's need for support, the Compliance Officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to the student's 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 their 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 the student's gender identity and begin to treat the student consistent with that gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.
- 3. Addressing a Student's Transition Needs: The Compliance Officer shall arrange a meeting with the student and, if appropriate, the student's parents/guardians to identify and develop strategies for ensuring that the student's access to educational 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 the

student's status as a transgender or gender-nonconforming individual, so that prompt action can 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 arrangements for the student are meeting the student's 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.

Accessibility to Sex-Segregated Facilities, Programs, and Activities [12]: When the district maintains sex-segregated facilities, such as restrooms and locker rooms, or offers sexsegregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, students shall be permitted to access facilities and participate in programs and activities consistent with their gender identity. To address any student's privacy concerns in using sex-segregated facilities, the district shall offer available options, 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, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because the student is transgender or gendernonconforming. In addition, a student shall be permitted to participate in accordance with the student's 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 the student's gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular Activities) (cf. 6145.2 - Athletic Competition) (cf. 6153 - School-Sponsored Trips)

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 with proper documentation. When a student presents government-issued documentation of a name and/or gender change or submits a request for a name and/or gender change through the process specified in Education Code 49070, the district shall update the student's records. (Education Code

49062.5, 49070)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 – Challenging Student Records)

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 the student's gender identity, without the necessity of a court order or a change to the student's official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns will, in general, 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 the student's gender identity, subject to any dress code adopted on a school site.

Regulation SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

approved: [DATE] Danville, California

272-7/6142204.1

BP 5145.7 Students Sexual Harassment

The Board of Education 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 isthey are being or has have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact the district's Title IX Coordinator/Uniform Complaint Procedure Compliance Officer, his/hertheir teacher, the principal, or any other available school employee. Any employee who receives a report or observes any incident of sexual harassment shall notify the district's Title IX Coordinator/Uniform Complaint Procedure Compliance Officer and may notify the principal. Any principal who receives a report or observes an incident of sexual harassment shall notify the district Title IX Coordinator/Uniform Complaint Procedure Compliance Officer. the principal or a district compliance officer.

Once notified, the Title IX Coordinator/Uniform Complaint Procedure Compliance Officer shall ensure the report or allegation is addressed through the district's Title IX Sexual Harassment Complaint Procedures (AR 5145.71) or Uniform Complaint Procedures (AR 1312.3), as applicable.

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

(cf. 1312.1 - Complaints Concerning District Employees)

(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.

(ef. 1312.3 - Uniform Complaint Procedures) 1] The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's website, and including it in student and staff handbooks. All district staff shall be trained regarding the policy. 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-related to sexual harassment. Such instruction and information shall include:

- 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 <u>any form of sexual harassment under any circumstance, including harassment because of sexual orientation.</u>
- 3. Encouragement to report observed incidents of sexual harassment even where when 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 victim of the harassment, reporting party, or respondent, shall be addressed consistent with the district's Title IX Sexual Harassment Complaint Procedures (AR 5145.71) or Uniform Complaint Procedures (AR 1312.3), as applicable. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
- 5.6. Information about the district's Title IX Sexual Harassment Complaint Procedures (AR 5145.71) or Uniform Complaint Procedures (AR 1312.3) for addressing reports of sexual harassment, investigating complaints and the person(s) to whom a report of sexual harassment should be made.
- 7. 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 during the district's investigation of a sexual harassment complaint.
- 8. A clear message that, the district will implement supportive measures to ensure a safe school environment for students involved consistent with applicable district procedures.

 When such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment.

Disciplinary Actions

Any student who engages indetermined to have engaged in the sexual harassment or sexual violence of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, which may include suspension and/or expulsion, in accordance with applicable law and District procedures. (Education Code 48900, 48900.2, 48915). 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.

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(cf. 5144 - Discipline)
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(cf. 5144.1 - Suspension and Expulsion/Due Process)

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

Any staff member foundemployee determined to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinarye action up to and including dismissal, in accordance with applicable policies, laws, and/or collective bargaining agreements. Any employee determined to have permitted or failed to report sexual harassment shall be subject to disciplinary action up to and including dismissal.

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(cf. 4117.4 - Dismissal)
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(cf. 4117.7 - Employment Status Report)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Record-Keeping

<u>In accordance with law and district policies and regulations, t</u>The Superintendent or designee shall maintain a record of all reported <u>cases allegations</u> of sexual harassment <u>or sexual violence</u> to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

(cf. 3580 - District Records)

Legal References:

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

48915 Grounds for expulsion

48980 Notice at beginning of term

48985 Notices, report, statements and records in primary language

CIVIL CODE

51.9 Liability for sexual harassment; business, service and professional relationships 1714.1 Liability of parents/guardians for willful misconduct of minor

GOVERNMENT CODE

12900 et seq. Fair Employment and Housing Act

12950.1 Sexual harassment training

CODE OF REGULATIONS, TITLE 5

4600-4687-4694 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1092 Definition of sexual assault

1221 Application of laws

1232g Family Educational Rights and Privacy Act

1681-1688 Title IX, of the Education Amendments of 1972 discrimination

UNITED STATES CODE, TITLE 34

12291 Definition of dating violence, domestic violence, and stalking

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

106.1-106.71-82 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, (20001, 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) 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

Q&A on Campus Sexual Misconduct, September 2017

Dear Colleague Letter: Transgender Students, May 2016

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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

Family Policy Compliance Office: http://www2.ed.gov/policy/gen/guid/fpco

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

U.S. Department of Justice: http://www.justice.gov

Policy

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

adopted: March 22, 2016

Danville, California

272-7/6142267.1

AR 5145.7 Students

Sexual Harassment

The district designates the following individual(s) as the responsible employee(s) 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(s) may be contacted at:

Director of Student Services 699 Old Orchard Drive Danville, CA 94526 (925) 552-2923[1]

(cf. 1312.3 - Uniform Complaint Procedures)

Definitions

Prohibited sSexual 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 by a 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 <u>other</u> activities available at or through any district program or activity.

(cf. 1312.3 – Uniform Complaint Procedures)

(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)

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.

Examples of Sexual Harassment

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

- 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 movements, or any physical interference with school activities when directed at an individual on the basis of sex.
- 10. Displaying sexually suggestive objects in the educational environment.
- 11. Sexual assault, sexual battery, or sexual coercion.
- 12. Electronic communications containing comments, words, or images described above.
- 13. Any act of retaliation against a student who reports a violation of the district's harassment policy, or participates in the investigation of a sexual harassment complaint.

Title IX Coordinator/Uniform Complaint Procedure (UCP) Compliance Officer

The district designates the following individuals as the responsible employee(s) 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 <u>Title IX Coordinator/UCP Compliance Officer</u> 2]coordinator/compliance officer(s) may be contacted at:

UCP Compliance Officer
[NAME[3]]Keith Rogenski
Assistant Superintendent, Human Resources
San Ramon Valley Union School District
[ADDRESS]699 Old Orchard Drive
Danville, CA 94523
[PHONE]925-552-2923
[INSERT EMAIL] krogenski@srvusd.net

Title IX Coordinator

Dave Kravitz

Director, Student Services

San Ramon Valley Union School District
699 Old Orchard Drive

Danville, CA 94523

925-552-5052[ADDRESS]

[PHONE]

[INSERT EMAIL] dkravitz@srvusd.net

Director of Student Services 699 Old Orchard Drive Danville, CA 94526 (925) 552-2923[4]

(cf. 1312.3 - Uniform Complaint Procedures) (cf. 5145.71 - Title IX Sexual Harassment Complaint Procedures)

Notifications [5]

The Superintendent or designee shall notify students and parents/guardians that the district does not discriminate on the basis on sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator/UCP Compliance Officer and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name, title, office address, email address, and telephone number of the district's Title IX Coordinator and UCP Compliance Officer. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulations 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)

(cf. 5145.6 - Parental Notifications)

2. Be displayed in a prominent location in the main administrative building offices of the district, 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. 1113 - District and School Web Sites)

- 3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting sexual harassment; the name, phone number, and email address of the Title IX Coordinator/UCP Compliance Officer to contact to report sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)[6]
- 4. Be posted in a prominent location on the district and school websites and, when available, on district-supported social media accounts, as applicable, in a manner that is easily accessible to parents/guardians and students. This shall include the name, title, office address, email address, and telephone number of the employee designated as the district's Title IX Coordinator/Uniform Complaint Procedure Compliance Officer. (Education Code 234.6; 34 CFR 106.8)

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

- 3.5. Be provided as part of any orientation program conducted for new <u>and continuing</u> students at the <u>time the student is enrolled in the school, and/or at the</u> beginning of each quarter, semester, or summer session. (Education Code 231.5)
- 4.6. 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)
- 5.7. Be included in <u>any the student handbook provided to students, parents/guardians, employees, or employee organizations. (34 CFR 106.8)</u>

Be provided to employees and employee organizations [7]

The Superintendent or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6[8])

Reporting Process and Complaints [9] Investigation and Resolution

Students (or parents/guardians of students) who believe they (or their student) have experienced or witnessed sexual harassment by a student, an employee, or a third party is strongly encouraged to report the incident to the district's Title IX Coordinator/UCP Compliance Officer, a teacher, the principal, or any other available school employee. Within one school day after receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator/UCP Compliance Officer. All school employees who observe an incident of sexual harassment shall within one school day report it to the district's Title IX Coordinator/UCP Compliance Officer and may report it to the principal. The report shall be made regardless of whether the alleged victim files a complaint or requests confidentiality. Any student who believes that he/she has been subjected to sexual harassment 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 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 of sexual harassment involves off-campus conduct, the Title IX Coordinator/UCP Compliance Officer shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator/UCP Compliance Officer determines that a hostile environment may be created, the allegations shall be addressed consistent with Uniform Complaint Procedures (AR 1312.3) or Title IX Sexual Harassment Complaint Procedures (AR 5145.71), as applicable.

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 the Superintendent or designee.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

When a <u>verbal or informal</u> report of sexual harassment is submitted, the <u>principal or compliance</u> <u>officer Title IX Coordinator/UCP Compliance Officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the <u>applicable</u> district's <u>uniform</u> complaint procedures.</u>

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.

Complaint Procedures

All complaints of sexual harassment by and against students shall be processed in accordance with applicable law and district procedures. The Title IX Coordinator/UCP Compliance Officer shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be addressed pursuant to the district's Title IX Sexual Harassment Complaint Procedures (AR 5145.71) and applicable law. Other sexual harassment complaints shall be addressed pursuant to Uniform Complaint Procedures (BP/AR 1312.3) and applicable law.

Confidentiality [10]

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)

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. 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 [11]

Regulation

approved: March 22, 2016

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT Danville, California

revised: [DATE] 272-7/6142407.1

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, CA 94526

Page 61 of 184 Item 10.3

DATE: November 16, 2021

TOPIC: PUBLIC HEARING FOR THE PROPOSED EDUCATOR EFFECTIVENESS

BLOCK GRANT PLAN (EEF)

DISCUSSION: In July 2021, the California Legislature (as part of Assembly Bill 130) provided \$6.5 billion for educational funding called the Educator Effectiveness Block Grant. Funds must be expended during the 2021-26 fiscal years. No application was required to receive the funds. The first apportionment will be received in the late fall 2021 and final amount in spring 2022. A public hearing is being held to gather opinion and concerns prior to a decision by the Board. No action will be taken this evening. Additional information will be supplied showing how the funds on the attached template will support the implementation of the strategic directions. Funds may be used for allowable expenses as defined below:

- 1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
- 2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
- 3. Practices and strategies that reengage pupils and lead to accelerated learning.
- 4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil wellbeing.
- 5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitier systems of support, transforming a school site's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
- 6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
- 7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
- 8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
- 9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to *EC* Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
- 10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development. Also to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils.

RECOMMENDATION: The Board President should conduct public hearing for the proposed Educator Effectiveness Block Grant expenditure plan.

BUDGET IMPLICATIONS: Total funding to be received is \$6,530,017.

Christine Huajardo

Assistant Superintendent, Educational Services

Dr. John Malloy Superintendent

10.3

Item Number

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Ramon Valley Unified School District	Greg Medici and Christine Huajardo Chief Business Officer / Assistant Superintendent of Educational Services	LCAP@srvusd.net 925-552-2905 / 925-552-2914

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
6,530,016.00	11/16/2021	12/14/2021

EC 41480

the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support (a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from teachers and administrators with the expenditure of funds received pursuant to this subdivision. (b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils, with a focus on any of the following areas:

improving teacher attitudes and beliefs about one's self and others, and supporting learning communities for educators to engage in a (1) Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, meaningful classroom teaching experience.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	00.00	00.00	00.00	0.00	0.00	00.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development focused on deep learning and innovation.	25,000	20,000	75,000	75,000	75,000	300,000.00
Learning partnerships in the area of deep learning and innovation.	20,000	100,000	100,000	100,000	100,000	450,000.00
Site-based professional development in the area of deep learning and innovation.	200,000	200,000	200,000	200,000	200,000	1,000,000.00
Subtotal	275,000.00	350,000.00	375,000.00	375,000.00	375,000.00	1,750,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Continue professional development support of tiered intervention frameworks.	20,000	75,000	75,000	75,000	75,000	350,000.00
Provide sites with funds to engage staff in professional development on effective interventions.	50,000	100,000	200,000	200,000	200,000	750,000.00
Subtotal	100,000.00	175,000.00	275,000.00	275,000.00	275,000.00	275,000.00 1,100,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development on suicide prevention and trauma-informed practices.	15,000	15,000	15,000	15,000	15,000	75,000.00
Professional development on the implementation of instructional practices that support social emotional well-being.	25,000	25,000	25,000	25,000	25,000	•
Professional development on counselor practices that support students' social emotional well-being.	15,000	15,000	15,000	15,000	15,000	em 10.3 2000:000'52

social emotional well-being.

Subtotal

Planned Activity

providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values (5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development in the areas of restorative justice and implicit and explicit bias.	75,000	100,000	100,000	100,000	100,000	475,000.00
Site-based professional learning in equity.	175,000	175,000	175,000	175,000	175,000	875,000.00
Professional development on equity audits.	20,000	25,000	25,000	25,000	25,000	120,000.00
Subtotal	270,000.00	300,000.00	300,000.00	300,000.00	300,000.00	1,470,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development for inclusive practices.	25,000	20,000	75,000	100,000	100,000	350,000.00
Subtotal	25,000.00	20,000.00	75,000.00	100,000.00	100,000.00	350,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development on english language learner language acquisition.	25,000	20,000	20,000	20,000	50,000	225,000.00
Professional development on language acquisition for English speakers.	15,000	20,000	20,000	20,000	20,000	95,000.00
Subtotal	40,000.00	70,000.00	70,000.00	70,000.00	70,000.00	320,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Engage teachers in professional learning networks.	15,000	35,000	35,000	35,000	35,000	155,000.00
Subtotal	15,000.00	35,000.00	35,000.00	35,000.00	35,000.00	155,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development and collaboration to support the implementation of Ethnic Studies.	10,000	20,000	30,000	30,000	35,000	125,000.00
Subtotal	10,000.00	20,000.00	30,000.00	30,000.00	35,000.00	125,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Professional development in the area of TK instruction.	15,000	25,000	25,000	25,000	25,000	115,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	15,000.00	25,000.00	25,000.00	25,000.00	25,000.00	115,000.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	00.00	00.00	00.00	00.0	00.00	00.00
Subtotal Section (2)	275,000.00	350,000.00	375,000.00	375,000.00	375,000.00	1,750,000.00
Subtotal Section (3)	100,000.00	175,000.00	275,000.00	275,000.00	275,000.00	1,100,000.00
Subtotal Section (4)	230,000.00	230,000.00	230,000.00	230,000.00	230,000.00	1,150,000.00
Subtotal Section (5)	270,000.00	300,000.00	300,000.00	300,000.00	300,000.00	1,470,000.00
Subtotal Section (6)	25,000.00	50,000.00	75,000.00	100,000.00	100,000.00	350,000.00
Subtotal Section (7)	40,000.00	70,000.00	70,000.00	70,000.00	70,000.00	320,000.00
Subtotal Section (8)	15,000.00	35,000.00	35,000.00	35,000.00	35,000.00	155,000.00
Subtotal Section (9)	10,000.00	20,000.00	30,000.00	30,000.00	35,000.00	125,000.00
Subtotal Section (10)	15,000.00	25,000.00	25,000.00	25,000.00	25,000.00	115,000.00
Totals by year	980,000.00	1,255,000.00	1,415,000.00	1,440,000.00	1,445,000.00	6,535,000.00

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Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to: •

- specific purchases made;
- the number of the following educators who received professional development:
- Administrators; o Teachers;
- Paraprofessional educators;

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

DATE:

November 16, 2021

TOPIC:

PUBLIC HEARING FOR THE JOINT INITIAL PROPOSAL FOR LABOR

NEGOTIATIONS BETWEEN THE SAN RAMON VALLEY UNIFIED

SCHOOL DISTRICT AND THE SERVICE EMPLOYEES

INTERNATIONAL UNION (SEIU) LOCAL 1021 FOR A 2021-2024

SUCCESSOR CONTRACT

DISCUSSION:

The San Ramon Valley Unified School District and the Service Employees International Union (SEIU) Local 1021 are presenting a joint initial proposal for labor negotiations at the School Board meeting of November 16, 2021. The Educational Employment Relations Act requires that a public hearing on the proposal be held before the commencement of negotiations. The public is invited to comment on the proposal during the public hearing.

RECOMMENDATION:

The Board of Education hold a public hearing on November 16, 2021 on the San Ramon Valley Unified School District's and the Service Employees International Union (SEIU) Local 1021 joint initial proposal for labor negotiations for a 2021-2024 successor contract.

BUDGET IMPLICATIONS:

None at this time.

Keith Rogenski

Assistant Superintendent

Human Resources

Dr. John Malloy

Superintendent

10.4

Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF ACCEPTANCE OF THE JOINT INITIAL PROPOSAL FOR LABOR NEGOTIATIONS BETWEEN THE SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT AND THE SERVICE EMPLOYEES INTERNATIONAL UNION (SEIU) LOCAL 1021 FOR A

2021-2024 SUCCESSOR CONTRACT

DISCUSSION:

Pursuant to the Educational Employment Relations Act, initial proposals for labor negotiations by school districts and labor unions must be submitted at a public meeting of the governing board. The joint initial proposal from the San Ramon Valley Unified School District and the Service Employees International Union (SEIU) Local 1021 is attached. A public hearing is also provided for as a separate agenda item at this Board meeting, at which time the public is allowed comment on this proposal.

RECOMMENDATION:

Accept the joint initial proposal for labor negotiations from the San Ramon Valley Unified School District and the Service Employees International Union (SEIU) Local 1021 for a 2021-2024 successor contract.

BUDGET IMPLICATIONS:

None at this time.

Keith Rogenski

Assistant Superintendent

Human Resources

Dr. John Malloy

Superintendent /

10.5

Item Number

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT & SERVICE EMPLOYEES INTERNATIONAL UNION, LOCAL 1021

JOINT INITIAL PROPOSAL FOR 2021-2024 SUCCESSOR CONTRACT NEGOTIATIONS

November 16, 2021

The San Ramon Valley Unified School District and the Service Employees International Union, Local 1021, hereby submit the following joint initial proposal for the 2021-2024 successor agreement.

All terms and conditions of the existing collective bargaining agreement will remain unchanged, with the exception of agreements that are reached in negotiating specific articles. The San Ramon Valley Unified School District and the Service Employees International Union, Local 1021, agree to discuss and negotiate:

1. Article IV:

Hours

2. Article VII:

Transfers, Promotions and Reclassifications

3. Article VIII:

Layoff

4. Article IX:

Holidays

5. Article XII:

Health and Welfare Benefits

6. Article XIII:

Salary and Allowances

7. Appendices

The San Ramon Valley Unified School District and the Service Employees International Union, Local 1021, reserve their individual respective rights to create, add to, delete from, amend and modify their proposals and/or open articles of the contract during the negotiation process.

FOR THE DISTRICT

Keith Rogenski

Assistant Superintendent, HR

11-9-202

Date

FOR SEIU, LOCAL 1021:

Cari Luchini

President, SEIU, Local 1021

Data

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 699 Old Orchard Drive, Danville, CA 94526

DATE:

OCTOBER 26, 2021

TOPIC:

STRATEGIES FOR SUPPORTING STUDENTS

DISCUSSION:

With the start of the 2021-22 school year students are returning to classrooms and school campuses. There has been noticed increased incidents of disruptive student behaviors involving social interactions. School site administrators with District administrator support are addressing situations using various supports and interventions.

School and district policies provide for a progressive approach to discipline which enables teachers and administrators to set firm, fair and consistent limits while remaining aware of individual needs for compassion, understanding and the development of a positive self-concept. Students are expected to "talk it out" or seek an adult to resolve problems and refrain from physically aggressive acts that may endanger the safety of others.

We will present information around strategies to support all students with increasing positive social behaviors as well as how sites are responding to disruptive behaviors will be addressed.

It is also important to note that there is also legislation that governs how we approach disciplinary matters. We will be addressing this as well.

Our commitment is to support each individual student on our campuses and to provide safe schools for all students. Our report will discuss this important balance we are expected to uphold.

RECOMMENDATION: Presentation

BUDGET IMPLICATIONS: None

Christine Huajardo

Assistant Superintendent, Educational Services

Dr. John Malloy Superintendent

Strategies for Supporting Students



SRVUSD Board Presentation

Educational Services

November 16, 2021

Supporting Students' Social Emotional Well-Being

- Students learning & re-learning how to 'do school' and the importance of community
- Difficulty with social interactions (pushing, waiting their turn)
- Slower-to-develop communication skills (learning how to ask for help)
- demonstrating extreme behaviors, e.g. anger, running away) Poor self-regulation & self-control (higher frustration levels,



Systemic Supports

- Elementary/Secondary Counselors
- Social Emotional Well-Being Screeners
- Student Support Team (SST) Process
- Elementary Rainbow Rooms
- High School Wellness Rooms
- School Counseling & Intervention Program (SCIP) Counseling Interns
- Social Emotional Supports and Interventions
- Social Workers
- SUBS Speak Up and Be Safe (grades 2, 4, 6)
 - California Healthy Kids Survey
- TUPE Programs for Vaping and Smoking



Site-Specific Responses

- Social Emotional Teams
- Supports Across Classrooms
- Sanford Harmony (elementary).
 Restorative Practices
- Trauma-Informed Practices
- Site-based Positive Progressive
 Behavior Support Plans
- Access Period Support Groups (secondary)

Further Reflections:

- Significant legislation that governs discipline issues
- Managing privacy issues when supporting students and schools
- Strategies to balance the needs of individual students who
 may be experiencing difficulties and the needs of the students
 in the class or on the campus



Thank You!

699 Old Orchard Drive, Danville, California 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL

CHANGES

DISCUSSION:

The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Certificated Personnel Changes.

BUDGET IMPLICATIONS:

All recommendations for changes are presently within approved budget categories or have received specific Board approval.

Keith Rogenski

Assistant Superintendent

Human Resources

Keri Van de Star

Director

Human Resources

Dr. John Malloy Superintendent

Item Number

CONSIDERATION OF APPROVAL OF CERTIFICATED PERSONNEL CHANGES - November 16, 2021

Resignations/R	etirements/Deceased					
First	Last	Assignment	FTE	Loc	Effective Date	Reason
Elaine	Mendenhall	Teacher, High	0.400	VE	08/03/21	Resignation
			0.800	GL	11/12/21	Resignation
Alisa	Rehkopf	TSA, Elementary	0.200	PV	11/12/21	Resignation
Alisa	Rehkopf	TSA, Middle		PV	06/04/21	Resignation
Jessica	Rishwain-Sawyer	Teacher, Special Ed	1.000			-
Christopher	Tu	Teacher, High	1.000	VE	06/04/21	Resignation
2021-22 Leaves	s of Absence					
First	Last	Assignment	<u>FTE</u>	Loc	Effective Date	
Megan	Chilkotowsky	Teacher, Elementary	1.000	TC	07/01/21	
Heather	Cotton	Teacher, Elementary	1.000	TH	07/01/21	
Kelly	Milosavljevic	Teacher, Middle	1.000	SV	07/01/21	
2021-22 Leave	s of Absence - Partial	Vear				
First	Last	Assignment	FTE	Loc	Effective Dates	
	Anderson	Teacher, High	1.000	CH	09/07/21-09/26/21	
Alyssa		, ,	1.000	DV	10/28/21-11/18/21	
Amy	Briggs	Teacher, Middle	1.000	CH	08/06/21-10/13/21	
Regina	Lyon	Teacher, High				
Kristen	Maio	Teacher, Middle	1.000	CW	10/08/21-01/09/22	
Brian	Rouillard	Teacher, Middle	1.000	IH	09/20/21-09/27/21	
Kyle	Sprickman	Teacher, Middle	1.000	IH	09/03/21-10/10/21	
Minx Xuan	Taylor	Teacher, Elementary	1.000	QR	11/29/21-04/24/22	
2021-22 Tempo	orary to Tenured					
First	Last	Assignment	FTE	Loc	Effective Date	
Annette	Alvarez	Teacher, High	0.200	DH	07/01/21	
Jennifer	Baker	Teacher, Elementary	0.600	NA	07/01/21	
Leah	Baskerville	Teacher, High	0.200	MV	07/01/21	
Sheri	Bennett	TSA, Middle	0.200	CW	07/01/21	
Andrea	Bidwell	Teacher, Elementary	0.400	GV	07/01/21	
Keith	Callerame	Teacher, High	0.400	DH	07/01/21	
	Chen	Teacher, Resource	0.500	MV	07/01/21	
Kristin		,	0.600	GL	07/01/21	
Courtney	Corkery	Teacher, Elementary	0.200	DH	07/01/21	
Rym	Hannachi	Teacher, High		DH	07/01/21	
Yen	Jen	Teacher, High	0.200			
Melissa	Larson	Teacher, Middle	0.167	VE	07/01/21	
Magali	Le Bouder	Teacher, Middle	0.167	SV	07/01/21	
Lourdes	Mendell	Teacher, Middle	0.334	SV	07/01/21	
Danielle	Montgomery	Teacher, Middle	0.167	DV	07/01/21	
Robin	Pardo	Teacher, Elementary	0.400	GL	07/01/21	
Linda	Pon	Teacher, High	0.600	DH	07/01/21	
Oliver	Tuggle	Teacher, High	0.400	MV	07/01/21	
Susan	Warner	Teacher, Resource	0.333	WR	07/01/21	
Jennifer	Wong	Teacher, Elementary	0.200	JB	07/01/21	
2021-22 Temp	orary to Probational	·V				
First	Last	Assignment	FTE	Loc	Effective Date	
Christine	Abogado	Counselor, High	1.000	CH	07/01/21	
Stephanie	Abramowitz	Teacher, Elementary	0.600	AL	07/01/21	
Hillary	Acmoody	Teacher, Middle	0.833	DV	07/01/21	
Gita	Agarwal	Teacher, High	0.800	MV	07/01/21	
Gita	Agarwal	Teacher, High	0.200	SR	07/01/21	
	Agarwar Aklifazla	Teacher, Middle	1.000	WR	07/01/21	
Cagatay		Teacher, High	0.800	CH	07/01/21	
Benjamin	Andersen	, 0	0.800	SR	07/01/21	
Colin	Anderson	Teacher, High		PV	07/01/21	
Sandra	Arechaederra	Teacher, Middle	1.000			
Chad	Backsen	Teacher, High	1.000	MV	07/01/21	

<u>First</u>	Last	Assignment	<u>FTE</u>	Loc	Effective Date
Roland	Baldwin	Teacher, High	1.000	SR	07/01/21
Kevin	Barth	Teacher, High	1.000	DH	07/01/21
Robyn	Blackburn	Counselor, High	0.600	DH	07/01/21
Erin	Bohannan	Teacher, Elementary	0.500	AL	07/01/21
Γimothy	Brown	Teacher, High	1.000	DH	07/01/21
onathan	Burns	Teacher, High	1.000	DH	07/01/21
Guillermo	Campos	Teacher, Middle	0.334	SV	07/01/21
lavier	Cerna	Teacher, High	1.000	CH	07/01/21
Haoyu	Chen	Teacher, High	1.000	CH	07/01/21
Jason	Cherry	Teacher, Middle	0.444	AL	07/01/21
Clarendon	Chow	Teacher, Elementary	1.000	MO	07/01/21
Kimberly	Chu	Teacher, Elementary	1.000	BV	07/01/21
Kristine	Clevenger	Teacher, Elementary	1.000	BV	07/01/21
Sarah	Coleman	Health Educator	0.200	ES	07/01/21
Kimberly	Conroy-Tuohy	Teacher, High	1.000	DH	07/01/21
Kim	Cory	Teacher, Elementary	0.592	SY	07/01/21
David	Cosca	Teacher, High	1.000	MV	07/01/21
Pooja	Dalal	Teacher, Elementary	1.000	CC	07/01/21
Noreen	Dalmada	Teacher, Elementary	0.400	VG	07/01/21
Carey	Dawson	Teacher, Elementary	1.000	NA	07/01/21
Chris	Declercq	Athletic Director	0.800	CH	07/01/21
Samantha	Deering	Teacher, Elementary	1.000	GL	07/01/21
Rimy	Dhillon	Teacher, Middle	1.000	IH	07/01/21
Michael	Digiacinto	Teacher, High	1.000	SR	07/01/21
Elizabeth	Dobberpuhl	Teacher, Elementary	1.000	BC	07/01/21
Jennifer	Donnelly	Teacher, Elementary	1.000	JВ	07/01/21
Corey	Donohue	Teacher, Middle	1.000	CW	07/01/21
Taylor	Dorsey	Teacher, Elementary	1.000	TC	07/01/21
Patrick	Dwyer	Teacher, High	1.000	CH	07/01/21
Margaret	Eda	Teacher, Middle	1.000	IH	07/01/21
Daniel	Edwards	Teacher, Middle	0.500	CW	07/01/21
Sarah	Eitelgeorge	Teacher, Middle	0.667	LC	07/01/21
Jenna	Faubion	Teacher, Elementary	1.000	MO	07/01/21
Tracy	Foster	Teacher, High	1.000	CH	07/01/21
Jugnu	Gaur	Teacher, High	1.000	DH	07/01/21
Bhavna	Gehlot	Teacher, High	0.800	MV	07/01/21
Devyn	Gonsalves	Teacher, High	1.000	DH	07/01/21
Samantha	Goodman	Teacher, High	1,000	MV	07/01/21
Gita	Goyal	Teacher, Elementary	1.000	BV	07/01/21
Brian	Hampton	Teacher, High	1.000	CH	07/01/21
Karina	Han	Teacher, Elementary	1.000	BC	07/01/21
Jennifer	Harmon	Teacher, High	1.000	SR	07/01/21
Brian	Harp	Teacher, Middle	. 0.667	PV	07/01/21
Lora	Hartig	Teacher, High	1.000	MV	07/01/21
Catherine	Harvill	Teacher, High	0.600	DH	07/01/21
Michelle	Hayden	Teacher, Elementary	1.000	MO	07/01/21
Richard	Henriquez	Teacher, High	1.000	MV	07/01/21
Vivian	Hermosillo	Teacher, High	1.000	CH	07/01/21
Kathryn	Holtog	Counselor, High	1.000	DH	07/01/21
Jean	Hughes	Teacher, Elementary	0.500	VE	07/01/21
Rachel	Hughes	Teacher, High	1.000	MV	07/01/21
Ryan	Hughes	Teacher, High	0.600	CH	07/01/21
Harleen	Hundal	Teacher, Elementary	1.000	MT	07/01/21
	Hymel	Teacher, High	1.000	DH	07/01/21
Lena	•		1.000	QR	07/01/21
Shilpi	Jain Jamel	Teacher, Elementary	1.000	PV	07/01/21
Umair	Jamal	Teacher, Middle	0.500	BV	07/01/21
Michelle	Johnson	Teacher, Elementary	1.000	IH	07/01/21
Christopher	Jordan	Teacher, Middle	1.000	PV	07/01/21
Alan	Kahn Kaur	Teacher, Middle Teacher, High	0.600	CH	07/01/21

2021-22	Temporary	to	Probationary	- Continued

First	porary to Probationary Last	Assignment	FT	E <u>Loc</u>	Effective Date
Vishruti	<u>Last</u> Kekre	Teacher, High	1.00		07/01/21
Anne	Kim	Teacher, Middle	0.66		07/01/21
Noah	Корр	Teacher, High	1.00	00 DH	07/01/21
Jupin	Lane	Teacher, Elementary	1.00	00 QR	07/01/21
Parker	Lauer	Teacher, Middle	1.00	-	07/01/21
Gabriel	Lee	Teacher, High	1.00	00 MV	07/01/21
Emily	Liberatore	Teacher, High	0.60	00 CH	07/01/21
Kimberly	Lind	Teacher, Elementary	0.50	00 VG	07/01/21
Amy	Lipke	Teacher, Middle	1.00	00 DV	07/01/21
Angelica	Lopez	Teacher, High	1.00	00 DH	07/01/21
Sarah	Lowinger	Teacher, Elementary	1.00	00 BV	07/01/21
Ivette	Maclean	Teacher, High	1.00	00 CH	07/01/21
Morgan	Malone	Teacher, Elementary	1.00	00 GB	07/01/21
Deborah	Marcotte	Teacher, Elementary	1.00		07/01/21
Jacob	Martin	Teacher, High	1.00		07/01/21
Megan	Martin	Teacher, Elementary	1.00		07/01/21
Colleen	Mayes	Teacher, Middle	0.33		07/01/21
Anna	Mcknight-Matney	Teacher, High	1.00		07/01/21
Joelle	Medina	Teacher, Elementary	0.50	-	07/01/21
Heather	Mehta	Teacher, Middle	1.00		07/01/21
Sheila	Mendonsa	Teacher, Elementary	0.10		07/01/21
Elisa	Merrifield	Teacher, Elementary	1.0		07/01/21
Leila	Meyers	Teacher, Elementary	1.0		07/01/21
Chelsi	Miravete	Teacher, Middle	1.0		07/01/21
Roshni	Mistry	Teacher, High	1.0		07/01/21 07/01/21
Kathrine	Moore	Teacher, High	1.0		07/01/21
Robin	Moresco	Teacher, Middle	1.0		07/01/21
Nicholas	Moseby	Teacher, High	1.0		07/01/21
Patricia	Mullins	Counselor, High	0.8		07/01/21
Chelsea	Murphy Nester	Teacher, Elementary Teacher, High	0.8		07/01/21
Stephen Kelly	Nogueiro	Counselor, High	0.6		07/01/21
Christina	Nudo	Teacher, Elementary	0.7		07/01/21
Lais	Oliveira	Counselor, High	1.0		
Tania	Orchanian	Teacher, Middle	1.0		07/01/21
Sheida	Otmishi	Teacher, High	1.0		07/01/21
Miriam	Pecheos	Teacher, Elementary	1.0		07/01/21
Ashlee	Peraza	Teacher, Elementary	0.4	00 BC	07/01/21
Linda	Peters	Teacher, Elementary	1.0	00 CR	07/01/21
Saumya	Rakesh	Teacher, High	1.0	00 CH	07/01/21
Matthew	Raleigh	Teacher, High	1.0	00 SR	07/01/21
Kathryn	Readler	Teacher, Elementary	0.2	00 SY	07/01/21
Soumya	Reghunandanan	Teacher, Middle	1.0	00 GR	07/01/21
Gail	Reilly	Teacher, Elementary	1.0	00 VE	07/01/21
John	Rhodes	Teacher, Middle	0.5	00 DV	07/01/21
Laura	Richey	Teacher, Elementary	0.0	74 GB	07/01/21
Laura	Richey	Teacher, Elementary	0.7		
Tera	Riddle	Teacher, Elementary	1.0		
Catherine	Ronan	Teacher, Elementary	0.1		
Adalberto	Rovo'	Teacher, High	1.0		
Margrit	Sawyer	Teacher, High	1.0		
Jennifer	Schmiegel	Teacher, Elementary	0.2		07/01/21
Diane	Schumacher	Teacher, High	1.0		
Nehal	Shah	Teacher, Elementary	1.0		
Anlu	Shen	Teacher, Elementary	1.0	-	
Alison	Siggard	Teacher, High	1.0		
Alicia	Smith	Teacher, Elementary	0.2		
Alicia	Smith	Teacher, Elementary		48 MT	
Summer	Stamates	Teacher, Elementary		000 BV	
Masha	Stepanova	Teacher, Middle	0.3	00 SV	07/01/21

-	orary to Probationa		ETE	Las	Effective Date
First	Last	Assignment	FTE	Loc	Effective Date
Aaron	Stephens	Teacher, Middle	1.000	IH	07/01/21
Tatum	Stockard	Counselor, High	1.000	DH	07/01/21
Daniel	Sweetnam	Teacher, High	1.000	CH	07/01/21
Deborah	Taylor	Teacher, Elementary	0.400	VE	07/01/21
Jeffrey	Teach	Teacher, Elementary	0.400	HH	07/01/21
Antonia	Thompson	Teacher, Elementary	1.000	TC TC	07/01/21
Juliana Sarah	Torchiana Unruh	Teacher, Elementary	0.400 0.500		07/01/21 07/01/21
Alice		Teacher, Elementary	1.000	QR VE	
Elizabeth	Van Ness Watkin	Teacher, High			07/01/21
Chase	Weise	Teacher, High	1.000 1.000	DH DH	07/01/21 07/01/21
Hannah		Teacher, High Teacher, Elementary	1.000	GL	07/01/21
Lucas	Westgate Westmoreland	Teacher, High	1.000	CH	07/01/21
Christopher	Williams	Teacher, Middle	1.000	LC	07/01/21
Michelle	Wilmott	Teacher, Elementary	1.000	TC	07/01/21
Jennifer	Wright	Counselor, High	0.800	MV	07/01/21
Melissa	Wright	Teacher, Elementary	1.000	BC	07/01/21
Lisa	Xavier	Teacher, High	1.000	MV	07/01/21
Veronica	Yanez	Teacher, Middle	0.833	PV	07/01/21
Jennifer	Yee	Teacher, Elementary	0.296	НН	07/01/21
Jennifer	Yee	Teacher, Elementary	0.592	SY	07/01/21
Lu	Yu	Teacher, High	1.000	DH	07/01/21
Anastasiia	Zastavna	Teacher, Middle	1.000	IH	07/01/21
Bradley	Zenoni	Teacher, High	1.000	DH	07/01/21
210010)		,	2,000		***************************************
2021-22 Temp	orary Employment				
<u>First</u>	<u>Last</u>	Assignment	<u>FTE</u>	Loc	Effective Date
Sarah	Adams	Teacher, High	0.200	CH	08/10/21
Athena	Agustin	TSA, Intructional Coach	0.200	ES	08/10/21
Brian	Barr	Teacher, High	0.200	CH	08/10/21
Melissa	Bergstedt	Counselor, High	0.050	SR	08/10/21
Jennifer	Bible	Teacher, High	0.200	CH	08/10/21
Tamara	Black	Teacher, Special Ed	0.200	LO	08/13/21
Sarah	Blair	Teacher, Special Ed	0.200	LO	08/13/21
Brian	Bonilla	Teacher, Elementary	0.037	BC	08/10/21
Darren	Briemle	Teacher, Middle	0.167	SV	08/10/21
Kate	Bryzek	Teacher, High	0.200	DA	08/10/21
Teresa	Butler-Doran	Teacher, Middle	0.167	SV	08/10/21
Christopher	Doherty	Teacher, High	0.200	CH	08/10/21
Amelia	Cabrera	Teacher, Special Ed	1.000	BC	08/05/21
Allessandra	Castro	Teacher, Middle	0.200	IH	08/10/21 08/10/21
Javier Nancy	Cerna Conti	Teacher, High Counselor, High	0.200 0.050	CH SR	08/10/21
Michelle	Curach-Turner	Teacher, High	0.200	CH	08/10/21
Shirley	Darroch	Teacher, Resource	0.200	СН	08/10/21
Kara	Dimitriou	Teacher, Resource	0.200	CH	08/10/21
Daniel	Edwards	Teacher, Middle	0.425	CW	07/01/21
Kusy	Espinoza	Teacher, High	0.200	CH	08/10/21
Lauren	Geche	Teacher, Middle	0.200	GR	08/10/21
Debra	Gliozzi	Teacher, High	0.200	SR	08/10/21
Jamie	Haase	Teacher, Resource	0.200	CH	08/10/21
Jeffrey	Hager	Teacher, Middle	0.167	SV	08/10/21
Brian	Hampton	Teacher, High	0.200	CH	08/10/21
Katie	Henderson	Teacher, High	0.200	VE	08/10/21
Michelle	Hexemer	Teacher, Elementary	0.111	GV	08/10/21
Olivia	Isseks	Counselor, High	0.050	SR	08/10/21
Surbhi	Jain	Teacher, High	0.200	CH	08/10/21
Suma	Karkala	Teacher, Resource	0.200	CH	08/10/21
Sheridan	Kautzmann	Teacher, High	0.200	CH	08/10/21
Anthony	Khoo	Teacher, High	0.200	CH	08/10/21
Abraham	Kim	Teacher, High	0.200	CH	08/10/21
		,D**	0.200		

Jenifer	Levy-Wendt	Counselor, High	0.050	SR	08/10/21
			FTE	Las	Effective Date
<u>First</u>	Last	Assignment		Loc	
Michelle	Mascote	Teacher, High	0.200		08/10/21
Trista	McCombs	Teacher, High	0.200		08/10/21
Kelly	McCoy	Teacher, High	0.200		08/10/21
Rachel	McCutchen	Teacher, Elementary	0.100		08/10/21
Anh	Nguyen	Teacher, High	0.200		08/10/21
Erin	Parsons	Teacher, High	0.200	CH	08/10/21
Mark	Pelham	Teacher, Elementary	0.111	GB	08/10/21
Robert	Pitts	Teacher, High	0.200	CH	08/10/21
Laura	Richey	Teacher, Elementary	0.074	GB	08/31/21
Jessica	Robeson	Teacher, Elementary	0.074	BC	08/10/21
Sue	Romoser	Teacher, Resource	0.200	CH	08/10/21
Bonnie	Schar	Teacher, High	0.200	SR	08/10/21
Mark	Slanec	Teacher, High	0.200	SR	08/10/21
Amy	Smith	Teacher, High	0.200	CH	08/10/21
Alicia	Smith	Teacher, Elementary	0.132		07/01/21
Rhonda	Taft	Teacher, Resource	0.200	-	08/10/21
Scott	Tinetti	Teacher, High	0.200		08/10/21
Blake	Tuffli	Teacher, Elementary	0.185		08/10/21
	Vidrio		0.200		08/10/21
Edgard		Teacher, High			
Fredrick	Wafula	Teacher, High	0.200		08/10/21
Wen-Fang	Wang	Teacher, High	0.200		08/10/21
Lynne	Wong	Teacher, Elementary	1.000	VE	08/17/21
2021-22 Temp	orary Employment -	Partial Year			
First	Last	Assignment	FTE	Loc	Effective Dates
Eric	Billeci	Teacher, High	0.200		09/15/21-06/02/22
Alexandra	Boiter*	Teacher, Middle	0.167		08/10/21-09/24/21
Guillermo	Campos	Teacher, Middle	0.334		09/27/21-06/02/22
Karie	Chamberlain	Teacher, High	0.200		10/18/21-06/02/22
Andre	Ehling	Teacher, Elementary	0.111		10/13/21-06/02/22
Paul	•		0.200		08/10/21-12/22/21
	Fortayon	Teacher, High			
Devyn	Gonsalves	Teacher, High	0.200		10/19/21-06/02/22
Paul	Horvath	Teacher, High	0.200		09/10/21-06/02/22
Rajasree	Mitra	Teacher, High	0.600		10/25/21-06/02/22
Srisha	Radhakrishnan	Teacher, Middle	0.700		10/19/21-06/02/22
Taylor	Shoemaker	Teacher, Elementary	0.600		10/15/21-06/02/22
Joseph	Sussman	Teacher, High	0.200	CH	09/15/21-06/02/22
2021-22 Categ	orical/Externally Fu	inded Employment			
First	Last	Assignment	<u>FTE</u>	Loc	Effective Date
Daniel	Edwards	Teacher, Middle	0.094	CW	07/01/21
	n Employment			_	
First	Last	Assignment	FTE		Effective Date
Kayla	Patrick	Teacher, Special Ed	1.000) PV	11/02/21
Substitute Em	ployment				
First	Last				Effective Date
Hailey	Arzaga				10/28/21
Beverly	Bachler				09/30/21
Ronald	Barker				09/22/21
Baylee	Betts				10/13/21
Bradley	Bowen				09/22/21
Joshua	Cohen				10/08/21
Thomas	Dalziel				10/27/21
Anneliese	Downey				10/13/21
Amy	Jo				10/13/21
Helen	Lam				10/25/21
Monica	Lam Laurlund				10/03/21
	Lauriund Lehman-Wilson				09/29/21
Сатгіе	Lenman-wilson				U9/Z9/Z1

Gabriella	Levy		10/18/21
Maura	Mallon		10/25/21
Substitute Er	nplovment - Continu	ned	
First	Last		Effective Date
Emma	Marshall		10/20/21
Lauren	Morte		10/04/21
Urvi	Patel		10/04/21
Danielle	Picard		09/27/21
Natalie	Pratt		10/27/21
Tanu	Priya Mittal		10/06/21
Adriana	Robinson		10/18/21
Pavitra	Sangam		10/18/21
Natalie	Schutzman		09/27/21
Marie	Stellman		10/25/21
Coach Emplo	oyment		
<u>First</u>	<u>Last</u>	Sport	Location
Meric	Aktas	Head Men's JV Water Polo	MV
Taylor	Anderson	Assistant Cheer	CH
Anthony	Bari	Head Softball	CH
Treyvonna	Brooks	Head Women's Varsity Basketball	DH
Mack	Carminer	Assistant Football	MV
Kevin	Clark	Head Men's JV Soccer	DH
Jennifer	Deboisblanc	Assistant Women's Tennis	SR
Ralph	Gowen	Assistant Cross Country	DH
Casey	Hock	Head Men's Lacrosse	MV
Sabrina	McCann	Head Freshman Cheer	MV
Brian	McCoy	Head Men's Freshman Basketball	MV
Ned	Milin	Assistant Football	СН
Paul	Moresi	Assistant Football	DH
Richard	Nee	Head Women's Lacrosse	SR
Brett	Nuckols	Head Men's JV Water Polo	SR
Heather	Ong	Assistant Cheer	CH
Molly	Ratto	Assistant Women's Volleyball	MV
Caitlyn	Reyes	Assistant Cheer	СН
Stephen	Rodriguez	Assistant Men's Lacrosse	DH
Bijan	Sadeghy	Head Men's Varsity Soccer	DH
Lindsey	Scheidtmann	Assistant Cheer	СН
Monica	Ureno	Assistant Men's Varsity Water Polo	DH
Andrew	Wengel	Assistant Football	DH
Thomas	Yan	Assistant Track & Field	DH

^{*}Revised

699 Old Orchard Drive, Danville, California 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF CLASSIFIED PERSONNEL

CHANGES

DISCUSSION:

The attached personnel changes require Board approval.

RECOMMENDATION:

The Administration recommends approval of the Classified Personnel Changes.

BUDGET IMPLICATIONS:

All recommendations for changes are presently within approved budget categories or have received specific Board approval.

LaTonya Williams

Director, Human Resources

Keith Rogenski

Assistant Superintendent, Human Resources

Dr. John Malloy Superintendent

Separation

<u>First</u>	Last	Classification	Loc	Action	Eff Date
Katherine Denise Gregory Lori Ann Lisa Madeline Beth	Estrada Jennison Goodman Mitchell Felix Proctor Beadle	Autism Specialist Para Coordinator - Comm. & Public Info. Custodian Library Media Coordinator School Office Manager - Middle School Office Manager - Middle Secretary I	CW SU DH CH SV WR CH	Resign Resign Resign Resign Resign Retire Resign	11/03/21 11/03/21 10/16/21 11/13/21 11/13/21 12/31/21 10/21/21

Employment

First	<u>Last</u>	Classification	Loc	Wkly Hrs	<u>Fund</u>	Eff Date	
			CD	27.00	C-4	11/08/21	
Gabrielle	Crisologo	Autism Specialist Para	GB	27.00	Cat.		
Brianna	Phillips	Autism Specialist Para	SR	29.50	Cat.	10/20/21	
Alka	Aeri	Classroom Para	TH	19.20	Ext.	10/19/21	
Russell	Carter	Classroom Para	RR	18.76	Ext.	11/08/21	
Claudia	Guerra	Classroom Para	CK	19.50	Ext.	11/05/21	
Seema	Shankar	Classroom Para	BV	9.50	Ext.	10/26/21	
Llandis	Chan	Computer Systems Assistant	TECH	40.00	Dist.	11/08/21	
Maureen	Schwab	Crossing Guard	GB	15.00	Dist.	10/25/21	
Seung	Bang	Instructional Assistant - Art	LO	15.00	Ext.	10/25/21	
Sunshine	Becker	Instructional Assistant - Performing Arts	GL	19.00	Ext.	10/27/21	
Linda	Bergamo	Instructional Assistant	GV	16.25	Ext.	10/06/21	
Margaret	Chiang	Instructional Assistant	WD	25.00	Cat.	10/22/21	
Nicole	Close	Instructional Assistant	AL	19.00	Cat.	10/18/21	
Amy	Dorshkind	Instructional Assistant	SY	7.50	Ext.	10/18/21	
Gloria	Durepo	Instructional Assistant	GV	15.00	Ext.	10/20/21	
Mary	Gade	Instructional Assistant	WR	25.00	Cat.	11/08/21	
Tarri	King	Instructional Assistant - Art	CC	25.00	Cat.	10/19/21	10/26/21
Priscilla	Kuhns	Instructional Assistant	AL	6.00	Cat.	10/19/21	
Annalisa	Raphael	Library Media Coordinator	MV	19.50	Ext.	10/20/21	
Piyali	Banerjee	Noon Duty Supervisor	MT	6.00	Dist.	10/18/21	
Denise	Del Beccaro	Noon Duty Supervisor	JB	6.00	Dist.	10/18/21	
Nicole	Doyle	Noon Duty Supervisor	MT	6.00	Dist.	10/21/21	
Janhavi	Sonavane	Noon Duty Supervisor	QR	10.00	Dist.	10/25/21	
Stacey	Fan	School Office Assistant - Elementary	ΤΉ	8.00	Ext.	10/19/21	
Claudia	Bain	Secretary I	SV	32.50	Dist.	11/08/21	
Erica	Teicheira	Speech Language Pathology Assistant	BC	30.00	Cat.	10/25/21	

Voluntary Transfer

First	Last	Classification	Loc	Wkly Hrs	<u>Fund</u>	Eff Date
Lynia	Williams	Autism Specialist Para to Autism Specialist Para	LO WD	35.00 35.00	Cat. Cat.	10/18/21
Young Soon	Ham	Lead Child Nutrition Assistant to Lead Child Nutrition Assistant	HH BC	18.75 17.50	Dist. Dist.	10/20/21

Voluntary Change in Classification

v oruntar y Ch	ange in Classi	il Cation						
<u>First</u>	Last	Classification		Loc	Wkly Hrs	<u>Fund</u>	Eff Date	
Wazhma	Numan	Autism Specialist Para		CH	29.00	Cat.		
vv dzimila	1 (0111011	to Special Education Para		VE	29.00	Cat.	09/15/21	
Francis	Dungo	Child Nutrition Assistant		DH	18.75	Dist.		
Tancis	Dungo	to Custodian		SC	20.00	Dist.	10/25/21	
Aaron	Hunter	Custodian		BV	40.00	Dist.		
Aaton	Trunter	to Lead Custodian - Elemen	tarv	WD	40.00	Dist.	10/20/21	
Kenit	Golabi	Human Resources Techni		HR	40.00	Dist.		
Kemt	Golabi	to Secretary I, Secondary		CW	40.00	Dist.	11/02/21	TBD
Increase in F	<u>TE</u>							
<u>First</u>	<u>Last</u>	Classification		Loc	Wkly Hrs	<u>Fund</u>	Eff Date	
~	T.	Child Nutrition Assistant		SR	25.00	Dist.		
Susan	Lee	to Child Nutrition Assistant		SR	30.00	Dist.	09/27/21	
	D 11			MO	19.90	Ext.	09/2//21	
Allison	Reid	Health Clerk Para to Health Clerk Para		MO	35.00	Ext.	10/14/21	
3.6 .	N.C. 1.1-21-			VE/VA		Dist.	10/1//	
Marjon	Makkink	Secretary I to Secretary I		VE/VA		Dist.	09/27/21	
77' 1 1	D. 1	Special Education Para		CH	29.50	Cat.	****	
Kimberly	Dulaney	to Special Education Para		CH	35.00	Cat.	09/22/21	
		to Special Education I ara		CII	20.00			
<u>District Initi</u>	ated Transfer							
		C1 'C' ':-		Loc	Wkly Hrs	Fund	Eff Date	
<u>First</u>	Last	Classification		Loc	WKIY IIIS	runu	LII Date	
		A .: C .: 1: / P		IH	29.00	Cat.		
Wazhma	Numan	Autism Specialist Para		СН	29.00	Cat.	08/10/21	
		to Autism Specialist Para		Сп	29.00	Cat.	00/10/21	
20 M (LD								
39 Month Ro	eemployment							
	_					Eff Date		
<u>First</u>	<u>Last</u>	Classification				Eli Date		
						11/11/21		
Shiv	Prasad	Custodian	•			11/11/21		
Short Term	Employment							
<u>First</u>	<u>Last</u>	Classification		Loc	Wkly Hrs	<u>Fund</u>	Eff Date	
					5 00	D'	10/05/01	06/02/22
Laura	Glover	Classroom Para - Combo		JB	5.00	Dist.		- 06/02/22
Amy	Mayer	Classroom Para - Combo		VG	5.00	Dist.		- 06/02/22
Mythili	Vasudevan	Classroom Para - Combo	o Support	MO	10.00	Dist.	10/18/21	- 06/02/22

Classified Employment - Other

<u>First</u>	Last	Classification	Action	Eff Date
Robert	Delakovias an	Bus Driver Trainee d Substitute Trans Vehicle Driver	Hire	10/22/21
Whitney	Walker an	Bus Driver Trainee d Substitute Trans Vehicle Driver	Hire	10/19/21
Natalia	Bobroff	Lifeguard	Hire	10/20/21
Maria	Arroyo	Substitute Custodian	Hire	10/14/21
Daren	Watson Jr.	Substitute Custodian	Hire	10/15/21
Tiffanee	Williams	Substitute Custodian	Hire	10/18/21
Finn	Huegel	Student Lifeguard	Hire	10/27/21
Lachlan	Huegel	Student Lifeguard	Hire	10/27/21

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

DATE: November 16, 2021

TOPIC: CONSIDERATION OF APPROVAL OF CONTRACTS/PURCHASES

OVER \$50,000

DISCUSSION: Contracts and purchases over \$50,000 are routinely brought to the Board for approval. Copies of the contracts are available to the Board and public upon request.

Vendor Name	Item	Amount	Funding
Restoration Mgmt. Company	Emergency repairs to Coyote Creek	Not to exceed	Ppty Insurance
	Childcare building	\$130,000	
RoHealth	Temp Nursing Staff	>\$50,000	Prof. Services

RECOMMENDATION: Authorize the District to execute the above agreements and purchases.

BUDGET IMPLICATIONS: As stated above.

Greg Medici

Chief Business Officer

Dr. John Malloy

699 Old Orchard Drive, Danville, CA 94526

Page 91 of 184 Item 12.4

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF ADOPTION OF RESOLUTION #41/21-22,

APPROVING ROUTINE BUDGET REVISIONS

DISCUSSION: Routine budget revisions are brought before the Board for approval monthly. The items below detail the changes and movement between accounts.

After the first months of the school year, revenues are adjusted to reflect projections based on new information such as enrollment, grant award letters, and receipts from local donations.

Revenues

LCFF and Other State Revenues -

LCFF is increased \$44,982 reflecting the most current calculation.

Other State revenues are increased \$1,500,014 because of increased COVID grants.

Federal Revenues -

Federal revenues are increased \$7,165,029 primarily because increased COVID grants.

Other Local Revenues -

Other Local revenues are increased \$1,024,337 primarily because of local donations to schools.

Transfers In -

Transfers In are increased \$580,274 because of the purchase of technology servers funded by the Building Fund.

Actual costs and adjusted revenues are reviewed after the first few months of the year to determine changes in projected annual expenses.

Expenditures

Salaries and Benefits -

Salaries and benefits are increased \$1,602,845 primarily because of increased COVID grants and local donations.

Supplies/Services -

Supplies and services are increased \$2,796,626 primarily because of local donations and intra-program transfers.

Capital Outlay -

Capital Outlay is increased \$130,000 because of Routine Restricted Maintenance expense.

Other Funds

Building Fund 21 -

The Building Fund expenditures are increased \$580,274. The projected ending balance is \$18,514,423.

RECOMMENDATION:

The Administration recommends adoption of Resolution No. 41/21-22, approving the budget adjustments as presented.

BUDGET IMPLICATIONS:

Various, as noted above.

Gael Treible

Interim Director, Fiscal Services

Greg Medici

Chief Business Officer

John Malloy

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT RESOLUTION NO. 41/21-22 APPROVING ROUTINE BUDGET REVISIONS

Page 93 of 184 Item 12.4

WHEREAS, Education Code Sections 42600 – 42603 permit the County Superintendent of Schools with the consent of the Governing Board of the San Ramon Valley Unified School District to make such transfers to revise the adopted budget at any time during a fiscal year; and

WHEREAS, the Governing Board believes it to be in the best interest of the District to regularly revise the 2021-22 budget in order to more accurately portray the financial condition of the District;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the San Ramon Valley Unified School District does hereby authorize the Contra Costa County Superintendent of Schools to revise its 2021-22 budget as hereafter detailed.

BE IT FURTHER RESOLVED that the Secretary of the Governing Board is hereby directed to deliver a copy of this Resolution to the County Superintendent of Schools.

APPROVED, PASSED and ADOPTED by the Governing Board of the San Ramon Valley Unified School District this 16th day of November, 2021, by the following vote:

AYES:

NAYS:	
ABSENT:	
	John Malloy

John Malloy Secretary of the Board of Education of the San Ramon Valley Unified School District of Contra Costa County, State of California

1 GENERAL FUND		Revised Budget 9/30/2021		Adjustments this Period		Revised Budget
REVENUES		313012021		renou		10/31/2020
LCFF/Other State	\$	344,698,588	\$	1,544,996	\$	346,243,584
Federal Revenues		14,736,676	*	7,165,029	Ψ	21,901,705
Other Local Revenues		24,693,184		1,024,337		25,717,521
Total Revenues	\$	384,128,448	\$	9,734,362	\$	393,862,810
EXPENDITURES						
Certificated Salaries	\$	105 077 000	•	4 047 044	•	100 001 110
Classified Salaries	Ф	165,077,232 56,780,904	Ф	1,017,211	\$	166,094,443
Employee Benefits		110,725,700		376,388 209,246		57,157,292 110,934,946
Books and Supplies		20,654,854		509,318		21,164,172
Services, Other Operating Expenses		35,334,463		2,287,308		37,621,771
Capital Outlay		1,304,392		130,000		1,434,392
Other Outgo		1,092,091		0		1,092,091
Direct Support/Indirect Costs		0		0		0
Total Expenditures	\$	390,969,636	\$	4,529,471	\$	395,499,107
Excess or Deficiency before other Sources and Uses	\$	-6,841,188	\$	5,204,891	\$	-1,636,297
OTHER FINANCING SOURCES/USES						
Transfers In	\$	531,070	¢	580,274	¢	1,111,344
Transfers Out	Ψ	2,916,282	Ψ	0	Φ	2,916,282
Sources		0		0		2,910,202
Uses		0		0		0
Total, Other Financing Sources/Uses	\$	-2,385,212	\$	580,274	\$	-1,804,938
NET INCREASE (DECREASE) IN FUND BALANCE	\$	-9,226,400	\$	5,785,165	\$	-3,441,235
FUND BALANCE, RESERVES						
Beginning Balance						
Beginning Balance as of July 1 - Unaudited	\$	51,255,648	\$	0	\$	51,255,648
Audit Adjustments				0		- 1,0,0 10
As of July 1 - Audited		51,255,648		0		51,255,648
Adjustments for Restatements				0		
Net Beginning Balance	_	51,255,648		0		51,255,648
Ending Balance	\$	42,029,248	\$	5,785,165	\$	47,814,413
COMPONENTS OF ENDING BALANCE Unappropriated Amount	•			_		
Restricted Ending Balances	\$	15 931 415		0	\$	0
Instructional Materials		15,831,415 314,067		6,164,155 0		21,995,570
Professional Development		0		0		314,067 0
Revolving Cash		153,700		0		153,700
Stores Inventory		68,207		0		68,207
Reserve for Economic Uncertainty		0		0		0
Site Designated Amounts		972,911		-877,598		95,313
Lottery		586,593		442,818		1,029,411
Prepaid Expenses		329,446		0		329,446
Technology Infrastructure Replacement		0		0		0
Technology End User Devices		67,683		0		67,683
Restoration		20,760,557		55,790		20,816,347
Safety and Mental Wellness		0		0		0
Efficiency Investments		0		0		0
Bridge :		2,944,669		0		2,944,669
		42,029,248		5,785,165		47,814,413

17 Special Reserve Fund		Revised Budget 9/30/2021		Adjustments this Period		Revised Budget 10/31/2020
REVENUES						
Federal Revenues	\$	0	\$	0	\$	0
Other State Revenues Other Local Revenues		0		0		0
Total Revenues	\$	80,000 80,000	•	0	\$	80,000 80,000
	Ψ	00,000	Ψ		Ψ	80,000
EXPENDITURES						
Classified Salaries	\$	0	\$	0	\$	0
Employee Benefits		0		0		0
Books and Supplies		0		0		0
Services, Other Operating Expenses		0		0		0
Capital Outlay		0		0		0
Other Outgo		0		0		0
Direct Support/Indirect Costs Total Expenditures	_	0	_	0	_	0
Total Experientures		0	\$	0	\$	0
Excess or Deficiency before other Sources and Uses	\$	80,000	\$	0	\$	80,000
OTHER FINANCING SOURCES/USES						
Transfers In	\$	0	\$	0	\$	0
Transfers Out	*	0	Ψ.	0	Ψ	0
Sources		0		0		0
Uses		0		0		0
Total, Other Financing Sources/Uses	\$	0	\$	0	\$	0
NET INCREASE (DECREASE) IN FUND BALANCE	\$	80,000	\$	0	\$	80,000
FUND BALANCE, RESERVES						
Beginning Balance						
Beginning Balance as of July 1 - Unaudited	\$	16,313,413	\$	0	\$	16,313,413
Audit Adjustments	*	10,010,110	_	0	•	10,010,110
As of July 1 - Audited		16,313,413		0		16,313,413
Adjustments for Restatements				0		
Net Beginning Balance		16,313,413		0		16,313,413
Ending Balance	\$	16,393,413	\$	0	\$	16,393,413
Components of Ending Fund Balance						
Declining Enrollment/Restoration	\$	5,000,000		-543,394		4,456,606
REU		11,393,413		543,394		11,936,807
		0		0		0
	\$_	0		0		0
		16,393,413		0		16,393,413

21 Building Fund		Revised Budget 9/30/2021		Adjustments this Period		Revised Budget 10/31/2020
REVENUES						
Federal Revenues	\$	0	\$	0	\$	0
Other State Revenues		0		0		0
Other Local Revenues		1,151,200		0		1,151,200
Total Revenues	\$	1,151,200	\$	0	\$	1,151,200
EXPENDITURES						
Classified Salaries	\$	1,097,179	\$	190	\$	1,097,369
Employee Benefits	Ψ.	546,719	Ψ	21	Ψ	546,740
Books and Supplies		604,468		86,231		690,699
Services, Other Operating Expenses		1,898,875		7,973		1,906,848
Capital Outlay		42,979,712		-94,415		42,885,297
Other Outgo		0		0 1, 110		0
Direct Support/Indirect Costs		0		0		0
Total Expenditures	\$	47,126,953	\$	0	\$	47,126,953
Excess or Deficiency before other Sources and Uses	\$	-45,975,753	\$	0	\$	-45,975,753
OTHER FINANCING SOURCES/USES						
Transfers In	\$	0	\$	0	\$	0
Transfers Out	Ψ	0	Ψ	580,274	Ψ	580,274
Sources		0		0		0
Uses		0		0		0
Total, Other Financing Sources/Uses	\$	0	\$	-580,274	\$	-580,274
NET INCREASE (DECREASE) IN FUND BALANCE	\$	-45,975,753	©	-580,274	¢	-46,556,027
THE WORLD (SECTION) IN TOND BALANCE	Ψ	-45,975,755	Φ	-560,274	Ф	-40,556,027
FUND BALANCE, RESERVES Beginning Balance						
Beginning Balance as of July 1 - Unaudited Audit Adjustments	\$	65,070,450	\$	0	\$	65,070,450
As of July 1 - Audited		65,070,450		0		65.070.450
Adjustments for Restatements		05,070,450		0		65,070,450
Net Beginning Balance		65,070,450		0		GE 070 4E0
Ending Balance	\$		\$	-580,274	\$	65,070,450 18,514,423
Components of Ending Fund Balance	Ψ	13,034,037	φ	-300,274	Φ	10,314,423
Reserved for Capital Outlay	\$_	19,094,697	\$	-580,274	\$	18,514,423

699 Old Orchard Drive, Danville, CA 94526

Page 97 of 184 Item 12.5

DATE:

November 16, 2021

TOPIC:

RATIFICATION OF WARRANTS

DISCUSSION: In accordance with Policy 3300, listed below is a summary of warrants issued for the following dates October 14, 2021 through November 3, 2021. Detailed warrant registers are available in the District's Business Office for public inspection.

Fund Number	Fund Number Fund Name		Salary Warrants	Total
1	General Fund	3,827,266.90	12,552,727.35	16,379,994.25
5	Warrant Pass Through Fund	14,104,082.70	-	14,104,082.70
13	Child Nutrition Fund	644,169.74	143,660.59	787,830.33
21	Building Fund	1,651,990.68	58,094.46	1,710,085.14
25	Capital Facilities Fund	72,398.58		72,398.58
30	State School Building Fund			-
35	County School Facilities Fund			-
40	Special Reserve Capital Outlay	3,087.15		3,087.15
51	Bond Interest & Redemption			-
53	Tax Override Fund			-
67	Self-Insurance Fund	227,166.89		227,166.89
71	Retiree Benefit Fund			-
76	Warrant Pass Through Fund			-
77	Payroll A/P Clearing			-
	Total All Funds	20,530,162.64	\$12,754,482.40	\$33,284,645.04

RECOMMENDATION: The Administration recommends ratification of the warrants issued on the above dates.

BUDGET IMPLICATIONS: As noted above.

Lori Benetti

Director, Accounting/Payroll

Dr. John Malloy Superintendent

Greg Medici

Chief Business Office

12.5

Item Number

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, CA 94526

DATE:

NOVEMBER 16, 2021

TOPIC:

DECLARATION OF SURPLUS PROPERTY

DISCUSSION: As per Education Code section 17545-17555, the governing board may sell or dispose of personal property which is unusable, obsolete, or no longer needed by the district. Staff has determined that the item(s) listed below are surplus property and they have been verified as obsolete, unusable and/or cost prohibitive to repair or maintain. If the items do not exceed in value the sum of \$2,500, they may be sold at a private sale without advertising. If the property is of insufficient value to defray the costs of arranging a sale, the items may be donated to a charitable organization or may be disposed of in the local public dump. The items will be removed from the District's fixed asset inventory upon sale or disposal.

Quantity	Item
14	Tech Tables
4	PT equipment: activity chairs
1	PT equipment: adaptive toilet seat
1	PT equipment: gait trainer

RECOMMENDATION: Staff recommends approval of the items as surplus property.

BUDGET IMPLICATIONS: Any proceeds from the sale of items shall be placed to the credit of the fund from which the original expenditure for the purchase was made or in the general or reserve fund of the district.

Nicole Kugler

Business Manager

Greg Medici

Chief Business Officer

Dr./John Malloy Superintendent

12.6

ITEM NUMBER

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, CA 94526

Page 99 of 184 Item 12.7

DATE:

November 16, 2021

TOPIC:

DECLARATION OF SURPLUS INSTRUCTIONAL MATERIALS

DISCUSSION: As per Education Code section 60510 and 60530, the governing board of a school district may dispose of surplus or undistributed obsolete instructional materials in its possession that are usable for educational purposes in any of the following ways:

- (a) By donation to a governing board, county free library, or other state institution.
- (b) By donation to a public agency or institution of any territory or possession of the United States, or the government of a country that formerly was a territory or possession of the United States.
- (c) By donation to a nonprofit charitable organization.
- (d) By donation to children or adults in the State of California, or foreign countries for the purpose of increasing the general literacy of the people.
- (e) By sale.

District may dispose of unusable surplus or undistributed obsolete instructional materials, or such materials which are usable but cannot be distributed pursuant to Section 60510 in any of the following ways:

- (a) Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest price that can be obtained.
- (b) Destroyed by any economical means, provided that no instructional material shall be destroyed until 30 days after the governing board has given notice to all persons who have filed a request for such notice.

Any organization, agency, or institution receiving obsolete instructional materials donated pursuant to this article shall certify to the governing board of the school district or the county board of education, as appropriate, that it agrees to make no charge of any kind to the persons to whom the organization gives or lends those materials.

Qty	Ite	em
variou	is As	per attached list

RECOMMENDATION: Staff recommends approval of the items as surplus instructional materials.

BUDGET IMPLICATIONS: Any proceeds from the sale of items shall be placed to the credit of the Instructional Materials Fund.

Debra Petish

Director, Instructional Services

Greg Medici

Chief Business Officer

r/John Malloy

TITLE	ISBN	CONDITION	
SCIENCE			
CA Science	0-02-284378-7	decent	38
CA Science 5th Grade Teacher ED	0-02-284455-4	good	2
Investigations Resources - Grade 4		old/obsolete	10
CA Science Grade 3 Teacher Materials			1 set
CA Science Grade 5	0-02-284379-5	good	1
CA Science Flip Chart			2
CA Science Big Book Grade 2			2
National Geographic Science Reader Booklets		obsolete	5
Harcourt Science Cal. Edition		good	1
Macmillan McGraw-Hill T.E. grade K		good	2
Macmillan McGraw-Hill Transparencies		good	2
Macmillan McGraw-Hill supplements to T.E.		good	35
Macmillan McGraw-Hill T.E. grade 3		good	2
Macmillan McGraw-Hill T.E. grade 5		good	1
Mamillan McGaw-Hill T.E. grade 4		good	3
Mamillan McGaw-Hil vocab concept cards grade 4		good	7
Macmillan McGraw-Hill flipchart grade 5		good	2
Macmillan McGraw-Hill student textbook grade 1		good	1
Macmillan McGraw-Hill student textbook grade 2		good	1
Macmillan McGraw-Hill student textbook grade 3		good	3
McGraw HIII California Science Grade 5 Reading/Writing workbook	978-0-02-284314-4	new	1
science rocks videos	070-0-02-20-014-4		2
		good	
Harcourt Brace binder Ocean grades 1-6		good	1
MATH			
MATH			
Eureka Math Kinder Module 1		old version surplus	10
		old version surplus	10 26
Eureka Math Kinder Module 1			
Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3		old version surplus	26
Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4		old version surplus	26 50
Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4 Eureka Math Kinder Module 4		old version surplus old version surplus New surplus	26 50 0
Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4 Eureka Math Kinder Module 4 Eureka Math Kinder Module 5/6		old version surplus old version surplus New surplus old version surplus	26 50 0 44 29
Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4 Eureka Math Kinder Module 4 Eureka Math Kinder Module 5/6 Eureka Math 1st Grade Module 2		old version surplus old version surplus New surplus old version surplus old version surplus	26 50 0 44 29 19
Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4 Eureka Math Kinder Module 4 Eureka Math Kinder Module 5/6 Eureka Math 1st Grade Module 2 Eureka Math 1st Grade Module 1		old version surplus old version surplus New surplus old version surplus old version surplus old version surplus	26 50 0 44 29 19
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Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4 Eureka Math Kinder Module 4 Eureka Math Kinder Module 5/6 Eureka Math 1st Grade Module 2 Eureka Math 1st Grade Module 1 Eureka Math 1st Grade Module 3/4 Eureka Math 1st Grade Module 5/6 Bridges in Mathematics Teachers Guides- K		old version surplus old version surplus New surplus old version surplus old version surplus old version surplus old version surplus	26 50 0 44 29 19 13 15 1 box
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Eureka Math Kinder Module 1 Eureka Math Kinder Module 2/3 Eureka Math Kinder Module 4 Eureka Math Kinder Module 4 Eureka Math Kinder Module 5/6 Eureka Math 1st Grade Module 2 Eureka Math 1st Grade Module 1 Eureka Math 1st Grade Module 3/4 Eureka Math 1st Grade Module 5/6 Bridges in Mathematics Teachers Guides- K Bridges in Mathematics Teachers Guides- Gr.4 Bridges in Mathematics Student Book - Grade 3 Envisions Grade 4 Common Core Mathematics Envisions K - 5 Joint Usage Master Plan Invest.		old version surplus old version surplus New surplus old version surplus obsolete obsolete obsolete good	26 50 0 44 29 19 13 15 1 box 1 box 1 box
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		Item	12.7
Scott Foresman Grade 4 Teacher Resources			1 box
Scott Foresman Grade 3 Teacher Resources			2 and 1 box
Scott Foresman Grade 2 Teacher Resources			1 and 1 box
Scott Foresman Grade 1 Teacher Resources			2
Scott Foresman Reader Booklets			1 box
Harcourt Brace California	0-15-309788-4		3
National Geographic Reader Booklets		obsolete	20
Scott Foresman Reader Booklets		obsolete	20
Scott Foresman Big Book Atlas		obsolete	1
Scott Foresman Student Atlas	0-328-04106-8	used	6
Evan-Moor Daily Geography Practice - Grade 4		obsolete	1
Scott Foresman Grade 3 Teacher Organizer		obsolete	2
Scott Foresman Grade 2 Student Workbook		obsolete	2
Scott Foresman Grade 1 Teacher Organizer		Obsolete	2
Scott Foresman Grade 2 Teacher Organizer			3
Scott Foresman Grade 2 Then and Now Flip Charts			
Scott Foresman Grade K Learn & Work		Obsolete	6
Harcourt Brace Social Studies California	0-15-309787-6	Obsolete	2 27
MISCELLANEOUS	0 10 000101-0		21
Lucy Calkins Units of Study K 2013 complete		old / obsolete	3
Lucy Calkins Units of Study 1st 2013 complete		old / obsolete	4
Lucy Calkins Units of Study 1st 2003 complete		old / obsolete	5
Lucy Calkins 1988 loose unit books		old/obsolete	6
Lucy Calkins 2003 loose unit books		old / obsolete	11
Lucy Calkins 2013 loose unit books		old / obsolete	37
Lucy Calkins 2006 Gr 3-5 Units of Study complete		old / obsolete	4
Lucy Calkins Grade 1 U of S in Phonics TE Kit	2013	obsolete	2 boxes
Lucy Calkins Grade K U of S in Phonics TE Kit	2013	obsolete	1 box
Lucy Calkins Grades K-2 U of S in Phonics TE Box 1	2013	obsolete	1
Lucy Calkins Grades K-2 U of S in Phonics TE Box 2	2013	obsolete	1
Lucy Calkins/Heinemann Pathways Common Core	2013	obsolete	7
Lucy Caulkins: The Art of Teaching Reading	2013	good	1
Webster's New World Children Dictionary (red)		old / obsolete	52
American Heritage Student Dictionary		old / obsolete	78
Children's Dictionary (blue)		old / obsolete	14
Miscellaneous Dictionary/Thesaurus		old / obsolete	44
World Books		old / obsolete	22
Compton's Encyclopedia (gray)		old / obsolete	25
Grolier Student Encyclopedia (beige/blue)		old / obsolete	17
Britannia Encyclopedia (gold)		old / obsolete	16
Children's Thesaurus (lime green)		old / obsolete	50
Webster's Thesaurus for Students (purple)		old / obsolete	5
Second Step Curriculum Box, Grade 1		old / obsolete	1
Second Step Curriculum Box, Grade 2		old / obsolete	1
DRA Kit, Grades K-3		old / obsolete	2
DRA 2 Kit, Grades K - 3		old / obsolete	5
Second Step Curriculum Box, Grade 4		old / obsolete	1
Second Step Material, Grade 3		old / obsolete	1
Second Step Material, Grade 5		old / obsolete	1
Rebecca Sitton Gr. 3 Sourcebook/Practice Bks	0.07.7000		6
Open Court Reading	0-07-569249-X	obsolete	2
Reading California Writers Express	0-618-15720-4	obsolete	1
Houghton Mifflin Grade 1 Reading Practice Books (loose books)	0-669-38633-2	obsolete	24
Houghton Mifflin Grade 3 Reading Practice Books (loose books)		obsolete	15
Tractice DKS		obsolete	7

		1	telli 12.7
Houghton Mifflin Grade 3 Reading CA TE		obsolete	1
Houghton Mifflin Reading Writing Resources		obsolete	1
Houghton Mifflin Kinder Cards/Readers		obsolete	10
Houghton Mifflin Kinder Reading Alphafriends Blackline Masters	10-0-6180-06903-8		1
Educational Design Gr 3 English- Lang Arts		obsolete	8
Worldly Wise 3000 Teacher Resource book/WB		obsolete	2
Grade 3 Spectrum Test Practice		obsolete	1
Read Well Teacher's Guides (Writing/Fluency)		obsolete	4
Library outdated books and novels		obsolete/poor condition	50 and 13 boxes
Heineman Units of Study for Writing Grades K-2		obsolete	3
Heineman Units of Study for Writing grades 3-5		good	2
Heineman Units of Study for Reading grades 3-5		good	0
Fountas Pinnell Leveled Books for Readers grades 3-6		good	1
Wonderous Words		good	1
Strategies that Work		good	1
DRA Kit, Grades 4-8		good	1
Scott Foresman Teacher Resources Our Nation Unit 1			1
Scott Foresman Teacher Resources Our Nation Unit 2			1
Scott Foresman Teacher Resources Our Nation Unit 4			1
Scott Foresman Teacher Resources Our Nation Unit 5			3
Scott Foresman Teacher Resources Our Nation Unit 6			1
Scott Foresman Teacher Resources Our Nation Unit 7			1
Scott Foresman Teacher Resources Our Nation Unit 9			1
Harcourt Brace Social Studies Atlas Intermediate			15
Scott Forman World & US Student Atlas			7
Heinemann State Studies All Around California			14
Fundations Composition Books		obsolete	43
Fundations Student Notebooks		obsolete	28
Fundations Teacher Manuals (K-2)			8
Wilson Reading System - Student Readers (Books 1-6)		obsolete	1 set
Fundations Fluency Kits 2nd Edition		obsolete	3 sets
Fundations Second Edition Wilson Language Basics Boxed Set		obsolete	0
CODE Instructor Handbook	NONE	good	1
The Indian School		good	50
Sarah Plain and Tall		good	1
Lucy Calkins Units of Study 2015		good	5
Houghton Mifflin Phonics Lib Grade 2			
Houghton Mifflin Phonics Lib Grade K			3 sets
Houghton Mifflin Phonics Friend Grade K			4 sets
Words their Way Grade 2			1 box
Opencourt Big Books			1
Houghton Mifflik Big Books			2
Troughton millin bly books			1

TITLE	ISBN	CONDITION	
SCIENCE	IODIA	CONDITION	
Focus on Earth Science	0-13-201274-X	fair	2,098
Focus on Life Science Focus on Physical Science	0-13-201272-3	fair	2,098
Ecology	0-13-201270-7	fair fair	2,163 400
Chinese Cinderella		fair	20
Human Biology & Health	0-13-981176-1	fair	92
Probeware Lab Manual	0-13-203478-6	fair	2
Usborne Young Scientist Evolution Atoms & Molecules	0-86020867-2 0-74600988-7	Fair fair	1
Fisicas	9-78013362754-1	fair	7
La Vida	9-78013362753-4	fair	8
La Tierra	9-78013362752-7	fair	9
Math180 Mspace Progress Monitoring Assessments	13-978054580631-2	fair	13
Guia de Lectura y Para	0-13203460-3 0-13203447-6	fair fair	1
Vocabulary Flashcards	0-13203430-1	fair	1
Standards Review Transparencies	0-13203457-3	fair	1
Spanish Teachers Guide	9-78013203450-0	fair	1
Inquiry Skills Activity Reading & Note Taking Guide	0-13203435-2 0-13203448-4	fair fair	5 33
Teaching Guidebook for Universal Access	0-13-203427-1	fair	1
Visual Patterns in Pascals Triangle	0-866513043	fair	1
Biology	0-30312035	fair	1
Skeleton Holt Science Skills Workshop	0-39489620-3 0-3064423-2	fair	1
Gateway Science	978-1-4240-1621	fair fair	1
World of Chemistry	0-03-004463-4	fair	1
Chemistry Visualizing Matter	03-000193-5	fair	1
Science Voyages Earth & Life Science	07-823976-1	fair	1
Biology Coloring Book Electricity & Magnesium	06-460307-5 0-13-981044-7	fair fair	1 50
Sound of Light	0-13-981143-5	fair	30
Sound of Light TE	0-13-986613-2	fair	1
Prentice Hall Cels Building Blocks of Life	0-13-400466-3	fair	9
Prentice Hall Cells Building Blocks of Life Prentice Hall Science Explorer: Focus on Life Science	0-13-977364-9	fair	32
Holt Earth Science (from pilot)	0-13-044346-8 0-03-042658-8	good good	3
Holt Life Science (from pilot)	978-0-03-042657-5	good	1
Human Biology and Health	0-13-981176-1	good	7
Focus on California life science Teachers Edition Focus on California earth science Teachers Edition	0-13-201273-1	good	1
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Reading & Note Taking Guide - Physical Science	0-13-203445-X	good	15
Motion, Forces and Energy	0-13-981150-8	good	3
Parade of Life Animals	0-13-979873-0	good	41
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	0-13-054811-1	good	1
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	0 10 0 10 11 0 1	good	1
Literature Reader's Companion (copper)	0-13-054809-X	good	
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	0-13-054809-X	good	1 1 62
Call of the Wild	0-13-054809-X 0-673-58323-6 0-673-29423-4	good fair Good	1 1 62 33
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Cry, the Beloved Country	0-08124-1539	poor	88
Eva Luna	0-553-28058-9	new	42
Cat's Cradle	0-440-11149-8	good	61
The Death of Ivan Ilych and other stories	0-14-044508-0	good	16
Our Town	0-380-50898-2	good	33
A Doll's House and Other Plays	978-0-140-44146-8	brand new	38
Invisible Man/War of the Worlds Of Mice and Men	978-0-140-44146-8 no isbn 9780329080259.00	old but good poor	14 150

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MISCELLANEOUS	facts to a second to the secon		
Women of Courage	9781577310938.00	New	4
Women of Spirit	9781577311492.00	New	3
The World at her Fingertips	9780439123631.00	New	2
Young, Gifted and Black	9780807031056.00	New	2
The Women who Broke all the Rules	9781570714283.00	New	1
Why we broke up	3701370714203.00	New	1
Hungry Planet What the world eats	1-58008-681-0	good	31
The Intimate Act of Choreography	978-0-8229-5342-5	new	19
Ordinary People	140065172.00	Good	3
Anne Frank and Me	698119738.00	Good	4
Kite Runner	1594480001.00	Bad	1
Shoeless Joe	345410076.00	Good	1
Hiding Place	553256696.00	Good	2
March	143036661.00	Good	1
Hot Zone	385479565.00	Good	1
			1
Three Weeks with my Brother	446694851.00	Good	
Romeo and Juliet/Scholastic and Signet	EE2272274 00	Good	3
Night to Remember I have lived a Thousand Years	553278274.00 689823959.00	Good	2
		New	
The Millionaire Next Door/Hardbound	1563523302.00	New	1
Warriors dont cry	671866397.00	Fair	3
What our Mothers didnt tell us	684859599.00	Good	1
Wasted	60187395.00	Good	2
Stormbreaker	142406112.00	Good	1
Kaffir Boy	452264715.00	Fair	2
Fast Food Nation	60938455.00	Good	2
Tale of two cities	451526562.00	Fair	2
Trudys Promise	9780778325338.00	Fair	3
Allons au-dela! french book OLD	0-13-317953-2	good	1
Chinese Link level 1 part 1 OLD	0-13-1564420	damaged	2
chinese link level 2 part 1 OLD	0-13-194766-4	damaged	1
Chinese Link level 1 part 2 OLD	0-13-242978-0.	damaged	1
chinese link level 2 part 2 OLD	0-13-240931-2	damaged	1
the american pageant OLD	0-618-47940-6	good	1
Nuevas vistas OLD	0-03-073691-9	good	1
The Hobbit	978-0345-339689	good	1
Integrated Chinese Level 2 Part 2		damaged	2
tresors du Temps		291	1
Abriendo Puertas	97801618222063.00	good	44
Momentos Cumbres	9780131016453.00	good	22
Signing Naturally 1	9781581211276.00	bad	58
Joy of signing	9780882435206.00	good	26
French for fluency	669039640.00	old	99
Abreindo Paso	9780131163492.00	good	32
All quiet on Western front	449213943.00	damaged	105
Candide Les Fleursde mal	9782035839060.00	good	3
Rhinoceros	9782035832085.00 2070368165.00	good	3
Flor de Leyendas	9789684320000.00	old	28
Japanese Nakama 1 and 2	3703004320000.00	good good	32
Brief Atlas of the Human Body	9780321662613.00		120
Abriendo Paso Gramatica	9780131163461.00	good/surplus good	14
Abriendo Paso Gramatica Abriendo Paso Lectura	9780838417744.00	good	12
tesoro Literario	9780026465113.00	good	46
7 Habits of Highly Effective Teens	9781476764665.00	Good	1
Shakesphere Julius Caesar	3737770704000.00	Fair	1
			<u>'</u>

699 Old Orchard Drive, Danville, CA 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF REVISED MISCELLANEOUS

SALARY SCHEDULE

DISCUSSION:

The attached proposed revision to the current Miscellaneous Salary Schedule requires Board approval. The revision reflects a change in the hourly rate paid to Student Workers, Lifeguards, Enrichment Paras and Noon Duty Supervisors in order to comply with a statutory increase in the minimum wage to \$15.00 per hour which will go into effect on January 1, 2022.

RECOMMENDATION:

The Administration recommends approval of the Miscellaneous Salary Schedule.

BUDGET IMPLICATIONS:

Approximately \$25,000 annually (unrestricted general fund).

Keith Rogenski

Assistant Superintendent

Human Resources

r, John Malloy

MISCELLANEOUS SALARY SCHEDULE

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

2021-22

BUS DRIVER TRAINEE:

Pay Rate

Step, 1, Range 2 of SEIU Salary Ranges

HOURLY Pay Rate	\$14.00 \$15.00	HOURLY Pay Rate \$14:00
STUDENTS: Position	Work Study	LIFEGUARDS: Position Lifeguard I

ENRICHMENT: HOURLY
Position Pay Rate
Enrichment Para \$14.00

 NOON DUTY:
 HOURLY

 Position
 Pay Rate

 Supervisor
 \$14.00

 \$15.00

HOURLY

CERTIFICATED:

Position Pay Rate
Non-Unit Hourly \$20.66

CLASSIFIED HOURLY
Position Pay Rate
Test Proctor \$35.84

CERTIFICATED SUBSTITUTES:

Daily Rate \$175.00 (1-20 Consecutive Days)

Long Term Daily Rate \$225.00 (61+ Consecutive Days/Retroactive to Day 1)

RETIRED WORKING CERTIFICATED SUBSTITUTES:

Retired Teacher Daily Rate \$200.00 (1-20 Consecutive Days)
Retired Teacher Long Term Daily Rate \$225.00 (61+ Consecutive Days/Retroactive to Day 1)

Certificated Substitute Increase Approved: 8/3/21 Effective: 8/3/21 Mimimum Wage Increase:1/1/22

San Ramon Valley Unified School District

699 Old Orchard Drive, Danville, California, 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF THE 2022-23 BUDGET/LCAP

DEVELOPMENT CALENDAR

Discussion:

The Board of Education must annually approve a district budget (Education Code 42127) and must annually approve an updated Local Control and Accountability Plan (Education Code 52061).

In order to effectively manage the many interrelated budget development and LCAP update processes, to ensure stakeholders have appropriate involvement and to ensure all parties are aware of the interdependence and sequencing of key tasks, staff has formulated a 2022-23 Budget/LCAP Development Calendar.

RECOMMENDATION: Staff recommends approval of the proposed 2022-23 Budget/LCAP Development Calendar.

BUDGET IMPLICATIONS: The budget and LCAP assumptions will result in quantifiable budget impacts when drafted and finalized.

Greg Medici

Chief Business Officer

Ipr. John Malloy Superintendent

DRAFT **Pending Approval**

	Fall, 2021
November 2	LCAP Stakeholder Committee Meeting
November 16	Board Meeting - Adopt Budget/LCAP Development Calendar
December 14	Board Meeting – 1st Interim Financial Report
	January, 2022
January 1 – 31	Conduct LCAP Stakeholder Survey
January (mid)	 Working 2022-23 Enrollment Projections available (Final draft fall 2021
,	demographics study, 2021-22 actual enrollment to-date, etc.)
January 18	 School Services Governor's Budget Workshop
January 18	Board Meeting
January 25	LCAP Stakeholder Committee Meeting
	February, 2022
February (beginning)	Sites notify Human Resources of status of probationary teachers
February 1	 2022-23 certificated standard rate and classified employee cost estimates distributed to sites/external funding groups
February 8	Board Meeting - Certificated Staffing Timelines and Notice Criteria reviewed and
, , , , , , , , , , , , , , , , , , , ,	approved
February (mid)	Preliminary Budget Assumptions recommended by Cabinet
	Student enrollment projections (for preliminary budget) recommended by Cabinet
	 Certificated and classified staffing projections (for budget) recommended by Cabinet
February (mid)	Principals notify Human Resources if certificated staffing adjustments are
, , ,	needed due to changes in external commitments
	 Distribute school site and department budget development materials to principals
	 and managers Initial staffing allocations distributed to school sites (based on straight
	enrollment rollup)
February 22	Board Meeting -
	March, 2022
March (throughout)	 Present draft LCAP to PAC, CAC, ELAC, PTA, SSC's (respond to comments in writing
March 15	 Board Meeting - Action related to probationary certificated staffing and 2nd Interim Report
March 15	Certificated probationary employee notification deadline
March 19	School site and department budgets due to Business Services
	 School sites and departments notify Human Resources if classified adjustments are needed
March 22	LCAP Stakeholder Committee Meeting
March 29	Board Meeting – Present preliminary 2022-23 budget assumptions
	April, 2022
April 19	Board Meeting – Action related to classified staffing
April (mid)	Post proposed LCAP on website, notify public and begin public comment period
	May, 2022
May 3	Board Meeting -
May 10	LCAP Stakeholder Committee Meeting
May (mid)	Attend School Services Governor's May Revise Workshop
May 17	Board Meeting - May Revise and LCAP update and action related to temporary
	teachers
	June, 2022
June 7	 Board Meeting - Public Hearing on 2022-23 proposed LCAP and budget Constitutional deadline for legislature to send budget to Governor
June 15	 Constitutional deadline for legislature to send budget to Governor Board Meeting - Adoption of 2022-23 LCAP and budget
June 21	Governor signs or vetoes state budget
June 30	Summer, 2022
August	Board Meeting - 45 Day Revise (following state budget adoption)

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF THE 2021-2022 REVISED

INSTRUCTIONAL CALENDAR AND 2021-2022 *REVISED* SR INFANT/TODDLER PROGRAM (S.I.T.E.S.) INSTRUCTIONAL

CALENDAR

DISCUSSION:

In order to ensure that our teachers have adequate time to input and submit first semester grades after the Winter Break, the District has worked with the leadership and bargaining team representatives of its three exclusive bargaining units – the San Ramon Valley Education Association (SRVEA), the California School Employees Association, Chapter #65 (CSEA), and the Service Employees International Union Local 1021 (SEIU) – to negotiate a revision to the 2021-2022 Instructional Calendar and the 2021-2022 S.I.T.E.S Instructional Calendar. Specifically, the Floating Work Day of Friday, March 11, 2022 will be moved to Monday, January 10, 2022 and Friday, March 11, 2022 will be a regular instructional day.

All other aspects of the 2021-2022 Instructional Calendar and 2021-2022 S.I.T.E.S Instructional Calendar will remain as originally approved by the Board of Education.

RECOMMENDATION:

Staff recommends the Board approve the 2021-2022 Revised Instructional Calendar and 2021-2022 Revised S.I.T.E.S. Instructional Calendar as presented.

BUDGET IMPLICATIONS:

The District will bear no additional costs in taking this action.

Keith Rogenski

Assistant Superintendent

Human Resources

Dr. John Malloy

Superintendent

Item Number

12.10

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 2021-2022 REVISED INSTRUCTIONAL CALENDAR

Page 113 of 184 Item 12.9

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SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT Page 114 of 184 Item 12.9 2021-2022 REVISED SR INFANT/TODDLER PROGRAM INSTRUCTIONAL CALENDAR

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SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT

699 Old Orchard Drive, Danville, CA 94526

DATE:

November 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF THE SRVUSD SPECIAL

EDUCATION LOCAL PLAN AREA (SELPA) ANNUAL SERVICE PLAN

AND ANNUAL BUDGET PLAN FOR 2021-2022

DISCUSSION: San Ramon Valley Unified School District is a single district Special Education Local Plan Area (SELPA) and, as such, provides a comprehensive range of program options and related services to students residing in the SRVUSD attendance area. SELPAs are required to develop and implement a comprehensive Local Plan containing 26 Federal and Local Assurances to which each SELPA must adhere. These assurances include the provision of a FAPE in the least restrictive environment, child find and referral, procedural safeguards, participation in statewide assessments, staff development programs, local administration, coordination with other public and private agencies, and management of fiscal responsibilities. The California Department of Education (CDE) now requires that each Local Plan is updated on a three-year approval cycle with the CDE. The Budget Plan and Service Plan sections of the Local Plan continue to be updated on an annual basis. The 2021-22 Local Plan is written in accordance with the requirements of CDE and California Education Code (EC) Section 56195.

The 2021-22 Annual Budget Plan and Annual Service Plan of the San Ramon Valley Unified School District SELPA are written in accordance with the requirements of AB602 for services provided to special education students requiring that SELPAs provide a complete description of all programs and services provided to special education students in accordance with their Local Plan on an annual basis. These plans identify expected expenditures, include a description of services, the physical location of services, and demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Program (IEP) pursuant to the SELPA Local Plan for the 2021-22 school year. The Annual Service Plan conforms as required to the state management information system codes (CALPADS) which describe the specific location and services for students receiving special education within the district. The Annual Budget Plan explains how the special education budget for the 2021-22 fiscal year conforms to the state required budget categories and supports the implementation of the Local Plan.

RECOMMENDATION: Approve SRVUSD SELPA Local Plan, Annual Budget Plan, and Annual Service Plan for 2021-22.

BUDGET IMPLICATIONS: None. When reviewing the Annual Service Plan and Annual Budget Plan, the information presented in these plans is specific as it relates to the requirement from CDE to list services and expenditures under codes used in both the CALPADS and SACS systems.

Linda Rowley Thom

SELPA Executive Director

Dr. John Malloy Superintendent

12.11

Item Number

Special Education Local Plan Area (SELPA) Local Plan

SELPA San Ramon Valley Unified School District

Fiscal Year 2021-22

LOCAL PLAN Section B: Governance and Administration SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education Special Education Division January 2020

SELPA	San Ramon	Valley Unified	School	District
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B. Governance and Administration

California Education Code (EC) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The San Ramon Valley Unified School District (SRVUSD) comprises a community of learners, committed to the highest quality educational experience. San Ramon Valley Unified Unified School District educates a diverse population of approximately 31,000 students in 22 elementary schools, 8 middle schools, 4 comprehensive high schools, 1 alternative education program, and 1 adult transition campus. The San Ramon Valley Unified School District meets the size and scope requirements to operate as a single district Special Education Local Plan Area (SELPA). The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of the SRVUSD SELPA.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The Governing Board of the San Ramon Valley Unified School District elects to operate as a single district SELPA, and as such, it is the governing body of this plan and is solely responsible for the approval of policies governing this Local Plan for Special Education. The San Ramon Valley Unified School District is designated as the Administrative Unit (AU) for the SELPA. The SELPA shall include all school sites located within the district, and will serve all eligible individuals with exceptional needs residing within the boundaries of the District. The San Ramon Valley Unified School District Board is comprised of 5 regionally elected Board members. The Superintendent acts as an advisor to the Board of Education. All meetings of the SELPA Governing Board shall be held according to law and shall be consistent with Brown Act related regulations. The SELPA Executive Director is responsible for coordination of the SELPA and implementation of the local plan.

The Governing Board is responsible for the special education programs operated within its jurisdiction. The policy-making responsibilities of the Board include:

- Approval of the Local Plan for Special Education
- Adoption of the District Budget

San Ramon Valley Unified School District **SELPA**

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- Adoption of District Policies relating to Special Education
- Sets policy for the governing local plan for special education
- Employment of Special Education Local Plan Area's personnel

The Superintendent is the Chief Executive Officer for the school district. In this capacity, the Superintendent is responsible for coordinating district and regionalized special education programs and services. These responsibilities include:

- Recommending to the Governing Board the approval of the SELPA Local Plan
- Recommending to the Governing Board adoption of district/SELPA policies pertaining to special education.
- Recommending the Annual Budget and staffing for special education services to the Governing Board as part of the district/SELPA's total budget in the services plan.
- Delegating SELPA responsibilities to the SELPA Executive Director and Assistant Superintendent for coordination and monitoring of special education services in accordance with the SELPA Local Plan.
- Ensuring the district's/SELPA's compliance with State and Federal laws and regulations, as they pertain to individuals with exceptional needs, and the provision of due process through the SELPA Executive Director.

Responsibilities of the SELPA Executive Director:

The San Ramon Valley Unified School District SELPA Executive Director reports to the Assistant Superintendent of Educational Services. The SELPA Executive Director shall inform the School Board and Superintendent of legislative changes, proposals, trends, and concerns related to the provision of services for students with exceptional needs.

The SELPA Executive Director is responsible to implement the SELPA Local Plan, including the following services and operations:

- Providing coordination and overseeing implementation of the SELPA Local Plan.
- Maintaining and monitoring of a SELPA system of internal program review, evaluation, and accountability.
- Monitoring compliance with federal and state laws and regulations to ensure that procedural safeguards are in place and implemented throughout the SELPA.
- Overseeing compliance of Child Find requirements.
- Monitoring the collection of data and facilitating transmission of required district, county, state, and federal SELPA reports.
- Advising the Superintendent, Cabinet, and Board of Trustees regarding special education laws and legislative changes that will impact the SELPA.

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- Monitoring and overseeing CDE reviews, verification reviews, and complaints related to special education programs.
- Assisting and participating in activities of the CAC.
- Monitoring the appropriate use and budgeting of federal, state, and local funds allocated for special education programs.
- Participating in the development of the Annual Service and Budget plans.
- Providing information to the Superintendent and Chief Financial Officer of fiscal requirements and changes regarding the budget for special education programs and the SELPA.
- Participating in the development of agreements and contracts with non-public schools, nonpublic agencies, other SELPAs, and other agencies.
- Consulting with private schools within the SELPA for provision of services for eligible private school students.
- Participating as a liaison between and among the SELPA, the California State Department of Education, the Governing Board, the Community Advisory Committee, and Federal Office of Special Education Programs.
- Providing technical assistance and consultation to District staff in all areas of special education, including complaint and due process procedures.

Responsibilities of Special Education Directors, and Program Supervisors:

Special Education Directors and Program Supervisors serve under the direction of the SELPA Executive Director and assist in the management and delivery of all special education programs and services.

Responsibilities of Special Education Administrative staff include:

- Observing, consulting with, and assisting special education teachers and support staff.
- Planning programs, overseeing programs, and designating staff to provide appropriate special education programs.
- Coordinating student placements according to student IEPs.
- Participating in the development and implementation of SELPA/District forms, policies, and Procedures.
- Coordinating and providing support for special education staff in implementing core and modified curriculum for special education students.
- Sharing in the design and evaluation of special education programs.
- · Supporting school staff in developing and monitoring instructional programs and

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innovation of special methods and approaches including inclusive practices.

- Participating in and facilitating IEP team meetings, as necessary.
- Assisting in mediation, due process hearings, and compliance proceedings by providing
 expertise in knowledge of special education law and regulations, as well as programs and
 appropriate interventions available throughout the SELPA/district.
- Participating in the planning and/or provision of professional development and training for general and special education teachers, administrators, support staff, and parents.
- Assisting as liaisons to various district committees and community agencies.
- Supporting the development and implementation, as needed, of the IEP for special education students served in the SELPA.
- Assisting site administrators in hiring, assigning, and training teachers and para-educators in collaboration with the Human Resource Department and Educational Services Department.
- Assisting with coordination of career and vocational education and transition services, including Workability.
- Coordinating, consulting, and supporting program development in an area of expertise to support school personnel, parents, and other public and private agency personnel.
- Participating in the SELPA/district response to CDE reviews, verification reviews, and complaints related to special education programs.
- Monitoring and participation in the collection of data and for required district, county, state, and federal SELPA/district reports.
- 3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

San Ramon Valley Unified School District is responsible for implementing those services identified in the Annual Service Plan and provided for in the Annual Budget Plan. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District. However, when SRVUSD is unable to provide an appropriate program for an individual student, it shall arrange for an appropriate placement, through an Individualized Education Program (IEP) Team meeting with other agencies as required to meet the needs of the student.

Participating agencies may enter into additional contractual arrangements with SRVUSD to meet the requirements of applicable federal and state law. In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students. In

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addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in SRVUSD programs. Such cooperation ensures that a range of program options is available throughout the SRVUSD Special Education Local Plan Area.

The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. SRVUSD SELPA will coordinate with other agencies for those students who require regionalized services offered outside the District or to provide other necessary and appropriate services not available in the District.

'Regionalized services' does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child's Individual Education Program (IEP).

The District has elected to provide some special education services in regionalized settings. For example, students with severe disabilities requiring transportation will be provided regionalized services at selected sites within the District.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The SRVUSD/SELPA ensures that a full continuum of program options are available and has determined that:

Program options, as appropriate to the student's needs, are available at local neighborhood schools to the extent possible. The majority of special education programs, to the maximum extent appropriate to student's needs, are housed on regular school campuses and dispersed throughout the district. When a scarcity of population or other factors prevent the SRVUSD SELPA from directly providing a required service for its students, the District may coordinate and collaborate with the Contra Costa County Office of Education (CCCOE) for services for children whose service needs cannot be met within the District.

The county provides services to students with Individual Education Programs (IEPs) who are enrolled in Special Day Class settings, County Community Day Schools, County Juvenile Schools as identified in the Annual Service Plan.

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

CHARTER SCHOOL POLICY

56207.5 A request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district. In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:

56207.5 (a) The special education local plan area shall comply with Section 56140.

56207.5 (b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.

56207.5 (c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.

CHARTER SCHOOLS AS A LOCAL EDUCATION AGENCY (LEA)

If a charter school wishes to be an LEA, they must apply to a multi-district SELPA for authorization of their charter. Should a charter school apply to be an LEA, the SELPA will treat applications by the charter schools to be independent LEAs in the same manner that the SELPA treats applications by other districts and LEAs may refer such applications to neighboring multi-district SELPAs.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Community Advisory Committee

Each plan submitted under EC Section 56190 shall establish a community advisory committee. The committee shall serve only in an advisory capacity. In accordance with law, a community advisory committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs.

In order to support the activities of the CAC, the SRVUSD SELPA shall provide clerical support,

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facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication either through district mail or email.

The CAC shall consist of no less than nine (9) members and no more than thirty-six (36) members. The term of office of CAC members shall be one year. The Responsibilities of the Community Advisory Committee are:

- 1. Advise the SRVUSD administration and the SRVUSD Board of Education (which is the policy-making body of the SELPA) regarding the development, review and implementation of the Local Plan.
- 2. Recommend annual priorities to be addressed under the Local Plan.
- 3. Recruit parents and other volunteers who may contribute to the implementation of the Local Plan.
- 4. Assist in parent education regarding special education laws and responsibilities.
- 5. Encourage community involvement in the development and review of the Local Plan as needed.
- 6. Support legislation and other activities on behalf of individuals with exceptional needs.
- 7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The Local Plan shall be reviewed at least every three years or whenever new state or federal legislation, regulations, and/or guidelines, or major changes in funding or services indicate the need for possible modification of the Local Plan or there is a change to the governance structure, membership, or policy-making process of the SELPA. Changes or amendments to the permanent portion of the Local Plan may be considered during the Annual Service and Budget Plan process.

Each SELPA submitting a local plan must assure that it has in effect policies, procedures, and programs that are consistent with federal and state law governing the provision of special education and related services. (Education Code 56040, 56041, 56205) This includes provision of appropriate staff development programs. (Education Code 56240)

The district shall also adopt policies for the programs it operates under the local plan, including: nonpublic services, review of placement of students with disabilities and their IEPs, when necessary, procedural safeguards, resource specialists, transportation, information on the number of individuals with exceptional needs who are being provided special education and related services, and caseloads. (Education Code 56195.8) This information may be included as part of the local plan.

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8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The SRVUSD Special Education Department, under the direction of the SELPA Executive Director, is designated as the entity responsible for the administration of the Local Plan and ensuring that the SELPA is in compliance with all applicable laws and regulations.

The SELPA Executive Director shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities: costs of special education, related services, supplementary aides, and services provided in a general education class or other education-related settings, to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services and to develop and implement a fully integrated and coordinated services system.

The SELPA Executive Director, with the assistance of the Fiscal Director or designee, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

As a single district SELPA, the San Ramon Valley Unified School District is the Responsible Local Agency (RLA) and acts as the Administrative Unit. The Board is the governing board of the RLA. The responsibilities of the RLA include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA staff using District-adopted employment and evaluation procedures. It shall be the responsibility of the Superintendent or their designee, to evaluate the SELPA Executive Director.
- Implement policies and procedures for special education programs and services provided in the SELPA, according to the Local Plan and the Board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code.
- Upon the recommendation of the Superintendent, the Board, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the District budget process.

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9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The SRVUSD SELPA shall consider the needs of the individual student and the recommendations of the IEP team when entering into agreements with other Districts, County Office of Education, Non-Public Agencies, Non-Public Schools, or other entities. SRVUSD shall remain accountable for monitoring the progress of students placed in other programs towards the goals identified in each student's IEP. The SRVUSD SELPA will enter into either an Interagency Agreement or Master Contract with the alternative service providers

The SRVUSD SELPA will annually submit a Non-Public Agency/Non-Public School Master Contract to the Board for approval. The Master Contract Service Agreement contains requirements to allow the SRVUSD SELPA to monitor the placement and services of students in certified Non-Public Agency and Non-Public Schools. The agencies and schools shall have at least an annual IEP meeting that will facilitate the evaluation of the placement and services to ensure implementation of the IEP. The Master Contract contains language requiring reporting from the certified Non-Public Agency/Non-Public Schools regarding IEP progress as frequently as required by the District. At each annual IEP meeting, which shall include a representative of the SRVUSD SELPA, the certified Non-Public Agency/Non-Public School shall provide documentation as to the student's progress towards annual goals and objectives. The annual data provided by the certified Non-Public Agency/Non-Public School shall be authentic curriculum-based measurements, in accordance with state-adopted grade level standards.

SRVUSD SELPA collaborates on a regular basis with the Regional Center of the East Bay (RCEB) to locate infants and toddlers who are residents of SRVUSD and may be eligible for early intervention services. The SRVUSD SELPA also collaborates with California Children's Services (CCS) to discuss the mutual clients/students that both agencies serve in order to address the unique medically-necessary and/or educationally related occupational therapy and physical therapy needs of the students who reside in the SRVUSD area.

- 10. For multi-LEA local plans, specify:
 - a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Not applicable, SRVUSD is a single district SELPA

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b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

Not applicable, SRVUSD is a single district SELPA

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Not applicable, SRVUSD is a single district SELPA

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
 - a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The San Ramon Valley Unified School District is a single district SELPA and is therefore governed by the San Ramon Valley Unified School District's Board of Education.

The Superintendent or designee is responsible for the selection, direction, monitoring, discipline, and annual evaluation of the SELPA Executive Director. The SELPA Executive Director is responsible for the daily operations of the District's special education staff, programs, and services. The SELPA Executive Director shall use an employee selection system that includes representation from District administration staff including general education and special education, classified and certificated panels as appropriate. The SELPA Executive Director or designee, shall assign, supervise, and evaluate SELPA staff as needed.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. The SRVUSD SELPA shall be responsible for the distribution of the funds according to an approved Special Education Annual Budget Plan. The Assistant Superintendent of Fiscal Services is responsible to ensure that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the SRVUSD Board of Education.

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c. The operation of special education programs:

It is the responsibility of the SRVUSD SELPA to support the delivery of effective programs and services within the SELPA, to support a continuum of appropriate service options, to improve the quality of the programs offered, and to monitor them and participate in review processes, including the quality assurance process, the Procedural Safeguards and Complaints processes and mediation and due process procedures.

The SRVUSD SELPA administrative staff shall meet on a regular basis to discuss data/ observations and to identify concerns related to student evaluation, placement, and/or achievement progress. The Executive Director of the SELPA will be responsible for disseminating information to the District regarding any required changes to Special Education programming, services, and supports based on information from the State SELPA meetings, new legislation, regulations, and/or guidelines.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The Executive Director of the SELPA in collaboration with the Chief Business Officer, or designee, are responsible for the monitoring, on an annual basis, the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for Special Education programs shall be used for services and placement for students with disabilities, in order to provide them FAPE.

Federal funds under Part B of the IDEA may be used for the following activities:

- For the costs of Special Education and Related Services and Supplementary Aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
- To develop and implement a fully integrated and coordinated services system.
- 12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Low Incidence funds provided by the State allows for the purchase of specialized books, materials, and equipment that are necessary due to the adverse education impact of a low incidence disability on access to instruction and learning. Low Incidence funding is intended

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1			

to supplement and not supplant other available funding for books and materials. The SELPA Executive Director is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds.

"Low Incidence disability" means a severe disabling condition with an expected incidence rate of less than one (1) percent of the total statewide enrollment in kindergarten through grade twelve (12). For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof.

These guidelines are keeping with the legal requirements specified in California Education Code (EC 56136; EC 56320(g); EC 56345(a)(7) for each low incidence disability.

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public	. Free Appropriate Public Education: 20 USC Section 1412(a)(1)								
Policy/Procedure Number:	BP 0430								
Document Title:	Philosophy, Goals, Objectives and Comprehensive Plans								
Document Location:	SRVUSD.net, District Policies via GAMUT								

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes	○ No	

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

SELPA San Ramon Valley	/ Unified School District	Fiscal Year	2021-22						
Policy/Procedure Number:	BP 6159 Instruction								
Document Title:	Individualized Education Plan	Individualized Education Plan							
Document Location:	Document Location: SRVUSD.net, District Policies via GAMUT								
"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:									
3. Child Find: 20 <i>USC</i> Section 1412(a)(3)									
Policy/Procedure Number:	BP 6164.4 Instruction								
Document Title:	dentification and Evaluation of Individuals for Special Education								
Document Location:	SRVUSD.net, District Policies v	net, District Policies via GAMUT							
"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:									
4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)									
Policy/Procedure Number:	BP 6159 Instruction								
Document Title:	Individualized Education Plan	nous de la lata							
Document Location:	SRVUSD.net, District Policies v	ria GAMUT							

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *USC* Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Section B: Governance and	Administration						
SELPA San Ramon Valle	y Unified School District	Fiscal Year	2021-22				
5. Least Restrictive Enviro	onment: USC Section 1412(a)(5)						
Policy/Procedure Number:	BP 0430, 6159						
Document Title:	Local Plan for Special Education, I	ndividualized Educ	ation Plan				
Document Location:	SRVUSD.net, District Policies via	GAMUT					
"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated: Yes No							
Yes No							
6. Procedural Safeguards	: 20 <i>USC</i> Section 1412(a)(6)						
6. Procedural Safeguards		olaints for Special E	ducation				
6. Procedural Safeguards Policy/Procedure Number:	BP 6159.1		ducation				
6. Procedural Safeguards Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this procedural safeguards accetted SELPA as stated:	BP 6159.1 Procedural Safeguards and Comp	GAMUT and their parents s	hall be afforded all				
6. Procedural Safeguards Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this procedural safeguards according."	BP 6159.1 Procedural Safeguards and Comp SRVUSD.net, District Policies via s LEA that children with disabilities a	GAMUT and their parents s	hall be afforded all				
6. Procedural Safeguards Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this procedural safeguards accetted SELPA as stated:	BP 6159.1 Procedural Safeguards and Compositive SRVUSD.net, District Policies via selection LEA that children with disabilities according to state and federal laws and	GAMUT and their parents s	hall be afforded all				
6. Procedural Safeguards Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this procedural safeguards accette SELPA as stated: (a) Yes (b) No	Procedural Safeguards and Compositive SRVUSD.net, District Policies via set LEA that children with disabilities according to state and federal laws and continuous ction 1412(a)(7)	GAMUT and their parents s	hall be afforded all				
6. Procedural Safeguards Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this procedural safeguards accetive SELPA as stated: Yes No 7. Evaluation: 20 USC Se	Procedural Safeguards and Compositive SRVUSD.net, District Policies via set LEA that children with disabilities according to state and federal laws and continuous ction 1412(a)(7)	GAMUT and their parents s d regulations." The	hall be afforded all				

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA

Section B: Governance and	Administration
SELPA San Ramon Valle	y Unified School District Fiscal Year 2021-22
as stated:	
8. Confidentiality: 20 USC	Section 1412(a)(8)
Policy/Procedure Number:	BP 5125 Students
Document Title:	Student Records
Document Location:	SRVUSD.net, District Policies via GAMUT
and records maintained by	LEA that the confidentiality of personally identifiable data, information, the LEA relating to children with disabilities and their parents and families to the Family Educational Rights and Privacy Act, non-academic allable to non-disabled children." The policy is adopted by the SELPA as
Taget .	
9. Part C to Part B Transi	tion: 20 <i>USC</i> Section 1412(a)(9)
Taget .	BP 6164.4
9. Part C to Part B Transi	
9. Part C to Part B Transis Policy/Procedure Number:	BP 6164.4
9. Part C to Part B Transis Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this Individuals with Disabilities programs, experience a sn consistent with 20 USC Se birthday."The policy is ado	BP 6164.4 Identification of Individuals for Special Education
9. Part C to Part B Transit Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this Individuals with Disabilities programs, experience a sn consistent with 20 USC Sebirthday."The policy is ado	Identification of Individuals for Special Education SRVUSD.net, District Policies via GAMUT LEA that children participating in early intervention programs under the Education Act (IDEA), Part C, and who will participate in preschool nooth and effective transition to preschool programs in a manner ection 1437(a)(9). The transition process shall begin prior to the child's third pted by the SELPA as stated:
9. Part C to Part B Transis Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this Individuals with Disabilities programs, experience a sn consistent with 20 USC Sebirthday."The policy is ado Yes No 10. Private Schools: 20 L	Identification of Individuals for Special Education SRVUSD.net, District Policies via GAMUT LEA that children participating in early intervention programs under the Education Act (IDEA), Part C, and who will participate in preschool mooth and effective transition to preschool programs in a manner action 1437(a)(9). The transition process shall begin prior to the child's third pted by the SELPA as stated:
9. Part C to Part B Transit Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this Individuals with Disabilities programs, experience a sn consistent with 20 USC Sebirthday."The policy is ado	Identification of Individuals for Special Education SRVUSD.net, District Policies via GAMUT LEA that children participating in early intervention programs under the Education Act (IDEA), Part C, and who will participate in preschool mooth and effective transition to preschool programs in a manner action 1437(a)(9). The transition process shall begin prior to the child's third pted by the SELPA as stated: SC Section 1412(a)(10) ER 6164.41 Instruction
9. Part C to Part B Transis Policy/Procedure Number: Document Title: Document Location: "It shall be the policy of this Individuals with Disabilities programs, experience a sn consistent with 20 USC Sebirthday."The policy is ado Yes No 10. Private Schools: 20 L	Identification of Individuals for Special Education SRVUSD.net, District Policies via GAMUT LEA that children participating in early intervention programs under the Education Act (IDEA), Part C, and who will participate in preschool mooth and effective transition to preschool programs in a manner action 1437(a)(9). The transition process shall begin prior to the child's third pted by the SELPA as stated:

Section	B:	Governance	and	Adn	ninis	stration
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SELPA San Ramon Valley	Unified School District	Fiscal Year	2021-22	
parents in private schools sh LEA coordinated procedures purpose of providing special private school by their paren	EA to assure that children with all receive appropriate special and the proportionate amount of the ducation services to children the services the	education and related so federal funds will be allo with disabilities voluntar	ervices pursuant to cated for the	
● Yes ○ No				
11. Local Compliance Ass	urances: 20 USC Section 14	12(a)(11)		
Policy/Procedure Number:	BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans			
Document Title:	Comprehensive Local Plan fo	r Special Education		
Document Location:	SRVUSD.net, District Policies	via GAMUT		
"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California <i>EC</i> , Part 30." The policy is adopted by the SELPA as stated:				
12. Interagency: 20 USC S	Section 1412(a)(12)			
Policy/Procedure Number:	BP 6159.2 Instruction			
Document Title:	Nonpublic, Nonsectarian Sch Education	ool and Agency Service	s for Special	
Document Location:	SRVUSD.net. District Policies	s via GAMUT		

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

13. Governance: 20 USC Section 1412(a)(13)

Section B: Governance and	Administration
SELPA San Ramon Valle	y Unified School District Fiscal Year 2021-22
Policy/Procedure Number:	BP 0430
Document Title:	Comprehensive Local Plan For Special Education
Document Location:	SRVUSD.net, Policies and Regulations
and any necessary administ LEA is not eligible for assista	LEA to support and comply with the provisions of the governance bodies rative support to implement the local plan. A final determination that an ance under this part will not be made without first affording that LEA with oportunity for a hearing through the State Education Agency." The policy is tated:
14. Personnel Qualification	ıs
Policy/Procedure Number:	BP 4112.2; AR 4112.23
Document Title:	Recruitment and Selection
Document Location:	SRVUSD.net, District Policies via GAMUT
knowledge and skills to serve of action on behalf of an indiqualified or to prevent a pare	LEA to ensure that personnel providing special education related services lately prepared and trained, and that those personnel have the content re children with disabilities. This policy shall not be construed to create a right ividual student for the failure of a particular LEA staff person to be highly ent from filing a State complaint with the California Department of Education ons." The policy is adopted by the SELPA as stated:
	d Indicators: 20 USC Section 1412(a)(15)
Policy/Procedure Number:	BP 0460 Philosophy, Goals, Objectives and Comprehensive Plans
Document Title:	Comprehensive Local Plan for Special Education
Document Location:	SRVUSD.net, District Policies via GAMUT
"It shall be the policy of this indicators developed by the the SELPA as stated:	s LEA to comply with the requirements of the performance goals and e CDE and provide data as required by the CDE." The policy is adopted by

Section B: Governance and Administration					
SELPA San Ramon Valle	y Unified School District Fiscal Year 2021-22				
16. Participation in Assessments: 20 USC Section 1412(a)(16)					
Policy/Procedure Number:	AR 6162.51 Instruction				
Document Title:	State Academic Achievement Tests				
Document Location:	SRVUSD.net, District Policies via GAMUT				
"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 <i>USC</i> Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps" The policy is adopted by the SELPA as stated:					
17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)					
Policy/Procedure Number:	BP 3230 Business and Non-instructional Operations				
Document Title:	Federal Grant Funds				
Document Location:	SRVUSD.net, District Policies via GAMUT				
"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated: (a) Yes (C) No					
18. Maintenance of Effort:	20 USC Section 1412(a)(18)				
Policy/Procedure Number:	BP 6000 Instruction				
Document Title:	Concepts and Roles				
Document Location:	SRVUSD.net, District Policies via GAMUT				
and/or combined level of k	s LEA that federal funds will not be used to reduce the level of local funds ocal and state funds expended for the education of children with disabilities ral laws and regulations." The policy is adopted by the SELPA as stated:				

O No

Yes

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19. Public Participation: 20 USC Section 1412(a)(19)				
Policy/Procedure Number:	BP 1100 Community Relations			
Policy/Procedure Title:	Communication With The Public			
Document Location:	SRVUSD.net, District Policies via GAMUT			
"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public,including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:				
● Yes ○ No				
20. Suspension and Expulsion: 20 USC Section 1412(a)(22)				
Policy/Procedure Number:	BP 5144.2 Students			
Document Title:	Suspension and Expulsion/Due Process (Students With Disabilities)			
Document Location:	SRVUSD.net, District Policies via GAMUT			
"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:				
21. Access to Instructional Materials: 20 USC Section 1412(a)(23)				
Policy/Procedure Number:	BP 0410 Philosophy, Goals, Objectives and Comprehensive Plans			
Document Title:	Nondiscrimination in District Programs and Activities			
Document Location:	SRVUSD.net, District Policies via GAMUT			
"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:				

Section B: Governance and Administration 2021-22 Fiscal Year **SELPA** San Ramon Valley Unified School District 22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24) Policy/Procedure Number: | BP 6164.4 Instruction Identification And Evaluation Of Individuals For Special Education Document Title: SRVUSD.net, District Policies via GAMUT **Document Location:** "It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated: Yes O No 23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25) Policy/Procedure Number: | BP 5141.21 Students Administering Medication and Monitoring Health Conditions **Document Title:** SRVUSD.net, District Policies via GAMUT Document Location: "It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated: (Yes C No **Administration of Regionalized Operations and Services** Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/ AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function: 1. Coordination of the SELPA and the implementation of the local plan: BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans Reference Number: Comprehensive Local Plan For Special Education **Document Title:**

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Document Location:

SRVUSD.net, District Policies via GAMUT

SUPERINTENDENT

The Superintendent has executive responsibility for implementing the Local Plan. Additional duties include, but are not limited to:

- 1. Implements and monitors all special education policies established by the governing board.
- 2. Reviews and recommends the annual budget and staffing formulas for special education programs and recommends them to the governing board.
- 3. Ensures the district's compliance with federal and state laws and regulations as they pertain to individuals with exceptional needs.

SELPA Executive Director is responsible for the overall coordination and ongoing review of special education services and programs within SRVUSD and for the administration of the Local Plan. The Executive Director, Special Education/SELPA Director is subject to the Administrative Unit's (AU) policies and procedures for day-to-day operations with the authority to implement policies and procedures. The duties of this position include, but are not limited to, the following:

- 1. Sits as a member of the Superintendent's Cabinet and Educational Services Council.
- Develops and recommends to the Superintendent and the governing board policies and procedures relating to special education.
- 3. Implements and revises policies of the Board of Education and procedures in compliance with state and federal law relating to special education programs.
- 4. Implements current federal and state laws as they pertain to special education including development and implementation procedures for the identification, referral, assessment, IEP development and placement of individuals with disabilities as established by the Local Plan.
- 5. Assists in compiling and submitting accurate reports as required by district, state and federal jurisdictions.
- 6. Provides for periodic program monitoring to assure compliance with state and federal laws and regulations.
- 7. Provides information and recommendations for the development,

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modification and implementation of the Local Plan.

- 8. Coordinates the development of all special education program budgets and staffing formulas with the Assistant Superintendents and, when appropriate, with special education management personnel.
- 9. Prepares and administers the budgets for the implementation of all special education program and services.
- 10. Provides access to regionalized services.
- 11. Acts as liaison between district programs and the appropriate local, county, state and national agencies.
- 12. Serves as a liaison between the governing board and the Community Advisory Committee for Special Education and provides recommendations for its membership.
- 13. Develops the Annual Services Plan and Annual Budget Plan for approval by SRVUSD Superintendent and governing board.
- 14. Assumes responsibility for the organization, administration and supervision of the special education programs and services.
- 15. Provides ongoing review of programs through administration, supervision, coordination and evaluation of special education programs in accordance with the Local Plan for special education.
- 16. Develops, in cooperation with other administrators, procedures to be used in the evaluation of special education programs and services.
- 17. Represents the district in legal proceedings related to special education, including mediation, fair hearings and compliance.
- 18. Develops procedures for conflict resolution related to special education issues.
- 19. Implements the "due process" protections for the disabled, including, but not limited to informal hearings, mediations, fair hearings and complaints.
- 20. Supervises, evaluates and monitors the performance of certificated and classified personnel directly responsible to him/ her, including program directors, supervisors and administrative staff.
- 21. Provides leadership in creating healthful human relationships that will provide a suitable climate for learning and teaching.
- 22. Assists in the administration of all department related aspects of negotiated employee contracts.
- 23. Meets on a regularly scheduled basis with the special education

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administrative team and school level leadership personnel responsible for special education programs and services.

- Assists in the organization, administration and supervision of the 24. special education programs and services.
- Completes and submits accurate reports as required by district, 25. state and federal jurisdictions.
- Acts as a liaison between district programs and the appropriate local, county, state and national agencies.
- 2. Coordinated system of identification and assessment:

Reference Number:

BP 6159; 6164.4 Instruction

Document Title:

Individualized Education Program (IEP)

Document Location:

SRVUSD.net, District Policies via GAMUT

REGIONALIZED SERVICES AND OPERATIONS

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations:

1. Coordination system of identification and assessment.

Board Policy 6159 - Individualized Education Program

Students with disabilities shall receive a free appropriate public education (FAPE) and be placed in the least restrictive environment which meets their needs to the extent provided by law.

Description:

The Superintendent or designee shall develop administrative regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP, and the development, review, and revision of the IEP.

Board policy 6164.4 - Identification And Evaluation Of Individuals For Special Education

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special

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education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals.

3. Coordinated system of procedural safeguards:

Reference Number:

BP 6159.1 Instruction BP 6164.4 Instruction

Document Title:

- 1. Procedural Safeguards and Complaints for Special Education
- 2. Identification and Evaluation of Individuals for Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

Board Policy 6159.1 - Procedural Safeguards And Complaints For Special Education

In order to protect the rights of students with disabilities and their parents/guardians, the district shall follow all procedural safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

Board Policy 6164.4 - Identification And Evaluation Of Individuals For Special Education

The Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals. The district's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program. (Education Code 56302)

The Superintendent or designee shall notify parents/guardians in writing of their rights related to indentification, screening, referral, assessment, instructional planning, implementation, review including the right to consent to any assessment concerning their child. In addition, the Superintendent or designee shall notify parents/guardians of the

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procedures for initiating a referral for assessment to identify individuals who need special education services. The district shall provide parents with a copy of their rights and procedural safeguards once per year in addition to initial referral, parental request for assessment, the first filing for a due process hearing, or upon parental request. (Education Code 56301)

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

BP 4331 Personnel

Document Title:

Staff Development

Document Location:

SRVUSD.net, District Policies via GAMUT

Board Policy 4331 - Staff Development

The Board of Education recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

Description:

The Superintendent or designee shall provide ongoing professional development as needed to assist special education staff in updating and improving their knowledge and skills.

The SRVUSD SELPA shall:

- 1. Develop and implement in-service programs related to special education for district staff, parents and community.
- 2. Plan and implement professional development for new and continuing special education teachers and assistants.
- 3. Provide training for members of the Community Advisory Committee (CAC).
- 5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

BP 6141 Instruction

Document Title:

Curriculum Development and Evaluation

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Document Location:

SRVUSD.net, District Policies via GAMUT

The Board of Education desires to provide a research-based, sequential curriculum which promotes high levels of student achievement and emphasizes the development of basic skills, problem solving, and decision making. Upon recommendation of the Superintendent or designee, the Board shall adopt a written district curriculum which describes, for each subject area and grade level, the content objectives which are to be taught in all district schools.

The district's curriculum shall be aligned with the district's vision and goals for student learning, Board policies, academic content standards, state curriculum frameworks, state and district assessments, graduation requirements, school and district improvement plans, and, when necessary, related legal requirements.

The Superintendent or designee shall establish a process for curriculum development, selection, and/or adaptation which utilizes the professional expertise of teachers, principals, and district administrators representing various grade levels, disciplines, special programs, and categories of students as appropriate. The process also may provide opportunities for input from students, parents/guardians, representatives of local businesses and postsecondary institutions, and other community members.

When presenting a recommended curriculum for adoption, the Superintendent or designee shall provide research, data, or other evidence demonstrating the proven effectiveness of the proposed curriculum. He/she also shall present information about the resources that would be necessary to successfully implement the curriculum and describe any modifications or supplementary services that would be needed to make the curriculum accessible to all students.

The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum.

In addition, the Board may require a review of the curriculum in one or more subject areas as needed in response to student assessment results; feedback from teachers, administrators, or parent/guardians; new

Description:

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research on program effectiveness; or changing student needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title:

Comprehensive Local Plan For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

BP 0430 - Comprehensive Local Plan For Special Education

Special education programs are to be provided under an approved local plan that sets forth the elements of those programs in accordance with the requirements of Chapter 3 of the Education Code (commencing with section 56205, Education Code 56027). As a single-district SELPA, the board shall approve the district's local plan to meet the needs of individuals with disabilities residing in the district. (Education Code

Description:

56195, 56195.1(a))

Each SELPA submitting a local plan must assure that it has in effect policies, procedures, and programs that are consistent with federal and state law governing the provision of special education and related services. (Education Code 56040, 56041, and 56205) This includes provision of appropriate staff development programs. (Education Code 56240).

7. Coordinated system of data collection and management:

Reference Number:

BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title:

Comprehensive Local Plan For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

ONGOING REVIEW OF PROGRAMS

The SELPA Executive Director will assign individual(s) to collect, compile, report and certify for accuracy data included in the annual evaluation report submitted to the California Department of Education. Published reports of this data shall be available for review by interested community members.

Education Code 56205 (a) (12) (B)

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Description:

Data gathering, compilation, reporting, processing and certification of accuracy will be completed by the designated responsible individual (s) assigned by the SELPA Executive Director. Data will be included in the Annual Evaluation submitted to the California Department of Education.

SELPA Executive Director and Director of Special Education shall coordinate with District Accountability Department regarding the District system of data collection management of the State accountability for special education and act as Designee to the Superintendent regarding the management State Accountability reviews.

8. Coordination of interagency agreements:

Reference Number:

BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title:

Comprehensive Local Plan For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

Participating agencies may enter into additional contractual arrangements with SRVUSD to meet the requirements of applicable federal and state law. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in SRVUSD programs. Such cooperation ensures that a range of program options is available throughout the SRVUSD Special Education Local Plan Area. Please refer to the San Ramon Unified School District SELPA Local Plan Sections B item 3.4 & 9 for information regarding coordination of interagency agreements.

Description:

9. Coordination of services to medical facilities:

Reference Number:

5141 Students 6183 Instruction

Document Title:

Health Care and Emergencies Home and Hospital Instruction

Document Location:

SRVUSD.net, District Policies via GAMUT

BP 5141 - Health Care and Emergencies

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The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health or welfare of a student at school or during school- sponsored activities.

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when student accidents and injuries occur and that parents/guardians are notified as appropriate.

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness. District staff shall appropriately report and document student accidents.

BP 6183 - Home and Hospital Instruction

Special Education Students:

School age special education students shall receive special education and related service in the Home and Hospital Program if the student's individualized education program ("IEP") team recommends such instruction or services. To be eligible for instruction in the Home and Hospital Program, the IEP team must have a medical report from the attending physician and surgeon or the report of the psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the pupil from attending a less restrictive placement. The report shall include a specified date for the projected return of the student to the classroom.

Home and Hospital placement determinations must be made by the IEP team. Instruction in the Home and Hospital Program shall be provided by a general education teacher, the special education teacher or the resource specialist, if the teacher or specialist is certified to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate related services specialist shall provide such instruction.

For special education students with a medical condition related to surgery, accidents, short term illness or medical treatment for a chronic illness, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the pupil's current medical condition. (5 CCR 3051.4)

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10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

BP 6173.1 Instruction

Document Title:

Education For Foster Youth

Document Location:

SRVUSD.net, District Policies via GAMUT

The Board of Education recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. The district shall provide such students with full access to the district's educational program and other support services necessary to assist them in achieving state and district academic standards.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as a district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

Description:

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title:

Comprehensive Local Plan For Special Education

SELPA San Ramon Valley Unified School District

Fiscal Year

2021-22

Document Location:

SRVUSD.net, District Policies via GAMUT

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following:

- 1. Coordination of the SELPA and the administration of the Local Plan
- 2. Coordination system of internal program review, evaluation of the Local Plan effectiveness and implementation of a Local Plan accountability tool.
- 3. Preparation and transmission of required SELPA reports including the Annual Service Plan and Annual Budget Plan.

Description:

The SELPA Executive Director shall develop the Annual Services Plan for approval by the governing board, Superintendent and submission to the Community Advisory Committee to review. It will include a description and location BP 0430 on of all services to be provided for students in accordance with Education Code Section 56205 (b) (2). (Refer to Appendix L)

The governing board agree to review and approve the SELPA Annual Budget Plan and Annual Services Plan.

Both the annual budget and service plan for the District are reviewed, at least annually by the Finance Department, Special Education Directors, CAC, and Superintendent's Cabinet. All policies implemented in the single district SELPA are developed consistent with the Local Plan.

12. Fiscal and logistical support of the CAC:

Reference Number:

BP 0430 Philosophy, Goals, Objectives and Comprehensive Plans

Document Title:

Comprehensive Local Plan For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

In order to support the activities of the CAC, the SRVUSD SELPA shall provide clerical support, facility space for the purpose of conducting business meetings and/or parent trainings, and support with necessary communication through either district mail or email. Please refer to SRVUSD SELPA Local Plan Section B item 6 for information regarding fiscal and logistical support of the CAC.

Description:

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13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

BP 3541.2 Business and Noninstructional Operations

Document Title:

Transportation For Students With Disabilities

Document Location:

SRVUSD.net, District Policies via GAMUT

Description:

SRVUSD shall make home-to-school transportation available for students at no cost to parents/guardians as specified in the student's IEP. The Superintendent or designee shall establish procedures to ensure compatibility between mobile seating devices and bus securement systems.

14. Coordination of career and vocational education and transition services:

Reference Number:

BP 6178 Instruction

Document Title:

Career Technical Education

Document Location:

SRVUSD.net, District Policies via GAMUT

Description:

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations. Coordination of career, vocational, and transition services.

15. Assurance of full educational opportunity:

Reference Number:

BP 0410 Philosophy, Goals, Objectives, and Comprehensive Plans

Document Title:

Nondiscrimination In District Programs And Activities

Document Location:

SRVUSD.net, District Policies via GAMUT

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations:

1. Assurance of full educational opportunity.

Description:

Placement in special classes, separate schooling, or other removal of children with disabilities from their regular educational environment

SELPA San Ramon Valley Unified School District

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occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

BP 0430 Philosophy, Goals, Objectives, and Comprehensive Plans

Document Title:

Comprehensive Local Plan For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

The SRVUSD SELPA Executive Director shall serve on behalf of the LEA and implement the Local Plan including the following regionalized services and operations:

1. Fiscal administration and the allocation of state and federal funds.

RESPONSIBILITIES OF LOCAL EDUCATION PLAN ADMINISTRATIORS

Description:

Superintendent

The superintendent has executive responsibility for implementing the Local Plan. Additional duties include, but are not limited to:

- 1. Implements and monitors all special education policies established by the governing board.
- 2. Reviews and recommends the annual budget and staffing formula for special education programs and recommends them to the governing board.
- 3. Ensures the district's compliance with federal and state laws and regulations as they pertain to individuals with exceptional needs.

17. Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

Reference Number:

SRVUSD SELPA Local Plan Section B item 2e & 11c

Document Title:

SRVUSD SELPA Local Plan

Document Location:

SRVUSD.net

SELPA

San Ramon Valley Unified School District

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Description:

Please refer to SRVUSD SELPA Local Plan Section B item 8, 11b & 11d for information regarding direct instructional program support that may be provided by program specialists in accordance with EC Section 56368.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

RP/AR 6159 Instruction

Document Title:

Individualized Education Program

Document Location:

SRVUSD.net, District Policies via GAMUT

It shall be the policy of the San Ramon Valley Unified School District that a continuum of service options be available to children with disabilities birth to 5 years. An Individual Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review the student's progress and make appropriate revisions.

It shall be the policy of the San Ramon Valley Unified School District that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) is conducted beginning at age 2.6 for consideration to continued special education services in the IEP process under IDEA, Part B.

Early Childhood Education

The procedures for working with Infants and Toddlers is described in detail in the agreement between the Regional Center of the East Bay (RCEB) and all the Special Education Local Plan Areas (SELPA) located within Contra Costa County, including the San Ramon Valley Unified School District (SRVUSD) SELPA.

RCEB and Contra Costa County SELPAs work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals With Disabilities

All children receiving Early Start services are potentially eligible for

Description:

SELPA San Ramon Valley Unified School District

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the continued special education and related services at age three. The RCEB service coordinator must notify the District of all potentially eligible toddlers and the need to establish a transition plan in the IFSP conference not more than nine months, and not fewer than 90 days, prior to the toddler's third birthday. The transition process begins planning for service options to the child as he/she approaches age three but no later than 36 months of age. The child who is served either by RCEB or the District shall have the benefit of transition planning from Part C infant services to educational services under Part B of IDEA and provided by the District.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

BP 1312.3 Community Relations

Document Title:

Uniform Complaint Procedures

Document Location:

SRVUSD.net, District Policies via GAMUT

The Board of Education recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. To resolve complaints which cannot be resolved through such informal process, the Board shall adopt a uniform system of complaint processes specified in 5 CCR 4600-4670 and the accompanying administrative regulation.

The district's uniform complaint procedures (UCP) shall be used to investigate and resolve the following complaints:

- 1. Any complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs (5 CCR 4610)
- 2. Any complaint alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, in district programs and activities against any person based on his/her actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national

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origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics (5 CCR 4610)

- 3. Any complaint alleging bullying in district programs and activities, regardless of whether the bullying is based on a person's actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55, or based on his/her association with a person or group with one or more of these actual or perceived characteristics
- 4. Any complaint alleging district violation of the prohibition against requiring students to pay fees, deposits, or other charges for participation in educational activities (5 CCR 4610)
- 5. Any complaint alleging that the district has not complied with legal requirements related to the implementation of the local control and accountability plan (Education Code 52075)
- 6. Any complaint alleging retaliation against a complainant or other participant in the complaint process or anyone who has acted to uncover or report a violation subject to this policy
- 7. Any other complaint as specified in a district policy
- 8. Procedural Safeguards

The Board recognizes that alternative dispute resolution (ADR) can, depending on the nature of the allegations, offer a process to reach a resolution to the complaint that is agreeable to all parties. One type of ADR is mediation, which shall be offered to resolve complaints that involve more than one student and no adult. However, mediation shall not be offered or used to resolve any complaint involving sexual assault or where there is a reasonable risk that a party to the mediation would feel compelled to participate. The Superintendent or designee shall ensure that the use of ADR is consistent with state and federal laws and regulations.

Description:

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In filing and investigating complaints, the confidentiality of the parties involved shall be protected as required by law. As appropriate for any complaint alleging retaliation, unlawful discrimination, or bullying, the Superintendent or designee shall keep confidential the identity of the complainant and/or the subject of the complaint, if he/she is different from the complainant, as long as the integrity of the complaint process is maintained.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall resolve the UCP-related allegation(s) through the district's UCP.

The Superintendent or designee shall provide training to district staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in this policy and the accompanying administrative regulation.

The Superintendent or designee shall maintain records of all UCP complaints and the investigations of those complaints. All such records shall be destroyed in accordance with applicable state law and district policy.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

BP 6159.1 Instruction

Document Title:

Procedural Safeguards And Complaints For Special Education

Document Location:

SRVUSD, net, District Policies via GAMUT

Members of the public, including parents/guardians of students with exceptional needs, may address questions or concerns to the Governing Board at regularly scheduled board meetings or at the CAC meetings. Additionally, they may address questions or concerns to the appropriate Administrator by phone, letter, or by scheduling an appointment.

In order to protect the rights of students with disabilities and the parents/guardians, the district shall follow all procedural

SELPA | San Ramon Valley Unified School District

Fiscal Year

2021-22

Description:

safeguards as set forth in law.

Parents/guardians shall receive written notice of their rights, including the right to a due process hearing for any dispute related to the identification, assessment or educational placement of a child or the provision of a free, appropriate public education to the child.

The Superintendent or designee shall represent the district in any due process hearings conducted with regard to district students and shall provide the Governing Board with the results of these hearings.

Complaints for Special Education

Complaints concerning compliance with state or federal law regarding special education shall be addressed in accordance with the district's uniform complaint procedures.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

BP/AR 6164.4 Instruction

Document Title:

Identification And Evaluation of Individuals For Special Education

Document Location:

SRVUSD.net, District Policies via GAMUT

The Governing Board recognizes the need to actively seek out an evaluate district resident from birth through age 21, who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

It is the intention of the SRVUSD SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. The referral. assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The LEA has committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment.

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303)

SELPA San Ramon Valley Unified School District

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Description:

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect. (5 CCR 3021)

Before the initial provision of special education and related services to a student with a disability, the district shall conduct a full and individual initial evaluation of the student. (Education Code 56320; 34 CFR 300.301)

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term. (Education Code 56043, 56321)

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

BP 6159.2 Instruction

Document Title:

Nonpublic, Nonsectarian School And Agency Services For Special Education

Document Location:

SRVUSD.net. District Policies via GAMUT

The Board of Education recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.

SRVUSD SELPA has developed a Master Contract and Individual Service Agreement for students placed in certified non-public, non-sectarian schools. When SRVUSD contracts with a non-public, non-sectarian school, SRVUSD shall evaluate the placement of its student(s) in such schools on at least an annual basis as part of the annual IEP review. The SRVUSD representative shall review the master contract,

SELPA San Ramon Valley Unified School District

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Description:

the individual service plan agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Nonpublic and nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational process. The SRVUSD representative shall collaboratively review the nonpublic, nonsectarian schools evaluations conducted by those schools to ensure that they are appropriate and valid for measuring student progress. SRVUSD may choose to administer additional assessments as necessary, with parent consent, to determine whether the student is making appropriate educational progress.

The IEP team will determine standards for meeting requirements for special education students placed in non-public schools who are unable to attain SRVUSD SELPA's graduation requirements.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in EC 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (EC Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC* Section 56041)

Reference Number:

SRVUSD Local Plan

Document Title:

SRVUSD SELPA Local Plan and SRVUSD SELPA Local Plan Assurances Document

Document Location:

SRVUSD.net

The SRVUSD SELPA will collaborate with local education authorities, including the Contra Costa County Department of Education, to provide required special education and related services to all eligible students

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Description:

including those who are ages 18-21 (or pursuant to education Code 56026 (c)(4)) incarcerated in the Contra Costa County Jail during their incarceration. Please refer to SRVUSD SELPA Local Plan Section B item 4 and SRVUSD SELPA Local Plan Assurances Document item 1 for information related to serving students who are ages 18-21, and are eligible for special education and/or related services, however are incarcerated in the Contra Costa County Jail system.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

San Ramon Valley Unified School District

Fiscal Year

2021-22

Section D: Annual Budget Plan SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

SELPA San Ramon Valley Unified School District

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Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V.** This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Pursuant to California *Education Code* (*EC*) Section 56048, adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct.

Pursuant to EC Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

SELPA San Ramon Valley Unified School District

Fiscal Year

2021-22

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	21,417,393	32.74%
AB 602 Property Taxes		0.00%
Federal IDEA Part B	5,128,286	7.84%
Federal IDEA Part C	75,121	0.11%
State Infant/Toddler	517,542	0.79%
State Mental Health	1,996,856	3.05%
Federal Mental Health	362,355	0.55%
Other Revenue*	35,919,097	54.91%
Total Revenue	65,416,650	100.00%

- D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.
- D3. *Include a description of the revenue identified the "Other Revenue" category

Interageny/Contribution/Other Fed Revenue

SELPA	San Ramon	Valley	Unified	School	District
		-			

Fiscal Year 2021–22

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	21,076,403	32.22%
Object Code 2000—Classified Salaries	16,599,715	25.38%
Object Code 3000—Employee Benefits	17,441,207	26.66%
Object Code 4000—Supplies	427,450	0.65%
Object Code 5000—Services and Operations	8,645,156	13.22%
Object Code 6000—Capital Outlay	24,365	0.04%
Object Code 7000—Other Outgo and Financing*	1,202,354	1.84%
Total Expenditures	65,416,650	100.00%

D5. Using the templates provided in **Attachment** III, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

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	Tuition to County Offices	
1		_

SELPA San Ramon Valley Unified School District

Fiscal Year

2021-22

Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	23,931,791	36.58%
Federal Revenue	5,565,762	8.51%
Local Contribution	35,919,097	54.91%
Total Revenue From All Sources	65,416,650	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

Not applicable, SRVUSD is a single district SELPA.

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Not applicable, SRVUSD is a single district SELPA.

SELPA San Ramon Valley Unified School District Fiscal Year 2021–22

Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	21,076,403	32.22%
Object Code 2000—Classified Salaries	16,599,715	25.38%
Object Code 3000—Employee Benefits	17,441,207	26.66%
Object Code 4000—Supplies	427,450	0.65%
Object Code 5000—Services and Operations	8,645,156	13.22%
Object Code 6000—Capital Outlay	24,365	0.04%
Object Code 7000—Other Outgo and Financing*	1,202,354	1.84%
Total Operating Expenditures	65,416,650	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Tuition to County Offices

Section D: Annual Budget Plan		
SELPA San Ramon Valley Unified School District	Fiscal Year	2021–22
Table 5: Projected Expenditures for Supplemental Aid and for Students with Low Incidence Disabilities	ds and Services in the F	Regular Classroom
The standardized account code structure (SACS), goal 55–22 Severely Disabled." Students with a low-incidence The LEA may elect to have locally defined goals to separe severe disabilities to identify these costs locally.	disability are classified se	verely disabled.
D13. Does the SELPA, including all LEAs participating in separate low-incidence disabilities from other sever ■ Yes □ No		defined goals to
D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.		
Total Projected Expenditures for SAS in the Regula Students with Disabilities	r Classroom Provided to	4,502,974
Total Projected Expenditures for Students with LI D	visabilities	106,430

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

SELPA San Ramon Valley Unified School District

Fiscal Year 2021–22

LOCAL PLAN

Section E: Annual Service Plan SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: San Ramon Valley Unified School District

Fiscal Year: | 2021–22

Local Plan Section E: Annual Service Plan

California Education Code (EC) sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with EC sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the Code of Federal Regulations (34 CFR) Section 300.156(b), Title 5 of the California Code of Regulations (5 CCR) 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to EC sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in Attachment VI.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

330-Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

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Section E: Annual Service Plan			
SELPA: San Ramon Valley Unified Sch	ool District	Fiscal Year:	2021–22
210–Family Training, Counseling, Visits (Ages 0-2 only)	Home	Service is Not Curre	ntly Provided
Provide a detailed description of the se	ervices to be p	rovided under this code.	
This service includes: services provided personnel to assist the family in under the child's development. Note: Services nursing services, occupational therapy coded under the appropriate service of	rstanding the s es provided by y, and physica	pecial needs of the child a specialists (such as medion I therapy) for a specific fun	nd enhancing cal services, action should be
220-Medical (Ages 0-2 only)		Service is Not Curre	ntly Provided
Include an explanation as to why the s continuum of services available to stud			e SELPA's
Service is not currently provided base	d on IFSP nee	ds. If needed, services wil	l be provided.
230-Nutrition (Ages 0-2 only)		Service is Not Curre	ntly Provided
Include an explanation as to why the s continuum of services available to stud			e SELPA's
Service is not currently provided base	d on IFSP nee	ds. If needed, services wil	l be provided.
240–Service Coordination (Ages	0-2 only)	Service is Not Curre	ntly Provided
Provide a detailed description of the se	ervices to be p	rovided under this code.	
Activities carried out by a service coo eligible child's family to receive rights to be provided under the early interve	, procedural sa	ifeguards, and services the	
250-Special Instruction (Ages 0-2	2 only)	Service is Not Curre	ently Provided
Provide a detailed description of the s	ervices to be p	rovided under this code.	
Special instruction includes: the design the child's acquisition of skills in a variation.			-

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Section E: Annual Service Plan				
SELPA: San Ramon Valley Unified School District Fiscal Year: 2021–22				
processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's IFSP, providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.				
260-Special Education Aide (Ages 0-2 only) Service is Not Currently Provided				
Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.				
Service is not currently provided based on IFSP needs. If needed, services will be provided.				
270-Respite Care (Ages 0-2 only) Service is Not Currently Provided				
Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.				
Service is not currently provided based on IFSP needs. If needed, services will be provided.				
340-Intensive Individual Instruction				
Provide a detailed description of the services to be provided under this code.				
IEP Team determination that student requires additional supports for all or part of the day to meet his or her IEP goals.				
350-Individual and Small Group Instruction				
Provide a detailed description of the services to be provided under this code.				
Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.				
■ 415–Speech and Language				
Provide a detailed description of the services to be provided under this code.				
Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with				

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Section E: Annual Service Plan		
ELPA: San Ramon Valley Unified School District	Fiscal Year:	2021–22
articulation (excluding abnormal swallowing patterns, is abnormal voice quality, pitch, or loudness; fluency; here comprehension, expression of spoken language. Language resulting from unfamiliarity with the English language as cultural factors are not included. Services include; speemonitoring, reviewing, and consultation. They may be speech consultant.	aring loss; or ffie acquisiguage deficits or speech and from environmental, ecialized instruction and s	tion, patterns economic or services;
■ 425–Adapted Physical Education	Service is Not Curre	ntly Provided
Provide a detailed description of the services to be pro-	vided under this code.	
Direct physical education services provided by an ada pupils who have needs that cannot be adequately sati programs as indicated by assessment and evaluation areas of need. It may include individually designed de and rhythms for strength development and fitness suit interests of individual students with disabilities who may meaningfully engage in unrestricted participation in the modified physical education program.	sfied in other physical ed of motor skills performar velopmental activities, ga ed to the capabilities, lim ay not safely, successful	ducation nce and other ames, sports, nitations, and ly, or
435–Health and Nursing: Specialized Physical Health Care	Service is Not Curre	ntly Provided
Provide a detailed description of the services to be pro	vided under this code.	
Specialized physical health care services means those child's licensed physician and surgeon, requiring med who performs the services and which are necessary of to attend school (5 CCR Section 3051.12(b)). Speciali include but are not limited to suctioning, oxygen admit treatments, insulin administration and glucose testing.	ically related training of t luring the school day to e ized physical health care nistration, catheterization	he individual enable the child e services
■ 436–Health and Nursing: Other	Service is Not Curre	ently Provided
Provide a detailed description of the services to be pro	vided under this code.	
This includes services that are provided to individuals individual pursuant to an IEP when a student has hea Intervention beyond basic school health services. Ser problem, consulting with staff, group and individual co	Ith problems which requi vices include managing	re nursing. the health

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Section E: Annual Service Plan	
SELPA: San Ramon Valley Unified School Dis	strict Fiscal Year: 2021–22
	es and health care providers. These services do cialized health care service. IEP-required health ement the regular health services program.
445—Assistive Technology	Service is Not Currently Provided
Provide a detailed description of the services	to be provided under this code.
computer technology or specialized media w for students. The term includes a functional a technology; selecting, designing, fitting, cust coordinating services with assistive technology	•
450–Occupational Therapy Provide a detailed description of the services	Service is Not Currently Provided to be provided under this code.
Occupational Therapy (OT) includes services postural stability, self-help abilities, sensory adaptation and use of assistive devices, mot and integration, social and play abilities, and services may be provided within the classroogroup or on an individual basis; and may incladaptations to the student's environment or of	s to improve student's educational performance, processing and organization, environmental tor planning and coordination, visual perception I fine motor abilities. Both direct and indirect om, other educational settings or the home; in a clude therapeutic techniques to develop abilities; curriculum; and consultation and collaboration with ed, pursuant to an IEP, by a qualified occupational
■ 460–Physical Therapy	Service is Not Currently Provided
Provide a detailed description of the services	to be provided under this code.
performance and other educational skills. Phe control and coordination, posture and balance use of assistive devices. Services may be pre-	IEP, by a registered physical therapist, or ent shows a discrepancy between gross motor hysical therapy includes, but is not limited to, motor ce, self-help, functional mobility, accessibility and rovided within the classroom, other educational outpes or individually. These services may include

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Section E: Annual Service Plan				
SELPA: San Ramon Valley Unified School District	Fiscal Year: 2021–22	_		
adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.				
■ 510–Individual Counseling				
Provide a detailed description of the services to be	provided under this code.	_		
One-to-one counseling, provided by a qualified indiffection on such student aspects as educational, care members on learning problems or guidance progra expected to supplement the regular guidance and of	eer, personal; or be with parents or staff ims for students. Individual counseling is			
515–Counseling and Guidance	Service is Not Currently Provided			
Provide a detailed description of the services to be	provided under this code.	7		
Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.				
520–Parent Counseling Provide a detailed description of the services to be	Service is Not Currently Provided			
		7		
Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.				
525–Social Worker	Service is Not Currently Provided			

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Section E: Annual Service Plan SELPA: | San Ramon Valley Unified School District Fiscal Year: 2021-22 Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities. Service is not currently provided based on IEP needs. If needed, services will be provided, ■ 530-Psychological Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. These services, provided by a credentialed or licensed psychologist pursuant to an IEP. include interpreting assessment results for parents and staff in implementing the IEP. obtaining and interpreting information about child behavior and conditions related to learning. and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program. ■ 535—Behavior Intervention Service is Not Currently Provided Provide a detailed description of the services to be provided under this code. A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. ■ 540-Day Treatment Provide a detailed description of the services to be provided under this code. Structured education, training, and support services to address the student's mental health needs. ■ 545—Residential Treatment Provide a detailed description of the services to be provided under this code. A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.

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Section E: Annual Service Plan	Item 12.11
SELPA: San Ramon Valley Unified School District	Fiscal Year: 2021–22
610-Specialized Service for Low Incidence Disabilities	Service is Not Currently Provided
Provide a detailed description of the services to b	pe provided under this code.
Low incidence services are defined as those pro- orthopedic impairment (01), visual impairment (V deaf-blind (DB). Typically, services are provided or an itinerant teacher/specialist. Consultation is needed. These services must be clearly written i duration of the services to the student.	/l), who are deaf, hard of hearing (HH), or in education settings by an itinerant teacher provided to the teacher, staff, and parents as
710-Specialized Deaf and Hard of Hearing	Service is Not Currently Provided
Provide a detailed description of the services to b	pe provided under this code.
These services include speech therapy, speech the student's mode of communication. Rehabilita curricula, methods, and the learning environmen parents, teachers, and other school personnel.	ative and educational services; adapting
715-Interpreter	Service is Not Currently Provided
Provide a detailed description of the services to b	pe provided under this code.
Sign language interpretation of spoken language normally sign language, by a qualified sign language information through the sign system of the stude regarding class content through the sign system	uage interpreter. This includes conveying ent or consumer and tutoring students
720-Audiological	Service is Not Currently Provided
Include an explanation as to why the service optic continuum of services available to students with o	
Service is not currently provided based on IEP n	eeds. If needed, services will be provided.
■ 725–Specialized Vision	Service is Not Currently Provided

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Section E: Annual Service Plan
SELPA: San Ramon Valley Unified School District Fiscal Year: 2021–22
Provide a detailed description of the services to be provided under this code.
This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.
730–Orientation and Mobility Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.
735–Braille Transcription Service is Not Currently Provided
Provide a detailed description of the services to be provided under this code.
Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.
740-Specialized Orthopedic Service is Not Currently Provided
Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.
Service is not currently provided based on IEP needs. If needed, services will be provided.
☐ 745—Reading Service is Not Currently Provided

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SELPA: San Ramon Valley Unified School District	Fiscal Year: 2021–22
Include an explanation as to why the service option continuum of services available to students with dis	
Service is not currently provided based on IEP ne	eds. If needed, services will be provided.
750–Note Taking	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with dis	•
Service is not currently provided based on IEP nee	eds. If needed, services will be provided.
755–Transcription	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with dis	
Service is not currently provided based on IEP nee	eds. If needed, services will be provided.
760–Recreation Service, Including Therapeutic Recreation	Service is Not Currently Provided
Include an explanation as to why the service option continuum of services available to students with dis	
Service is not currently provided based on IEP nee	eds. If needed, services will be provided.
820–College Awareness	Service is Not Currently Provided
Provide a detailed description of the services to be	provided under this code.
College awareness is the result of acts that promoting higher education opportunities, information, and of limited to, career planning, course prerequisites, a	ptions that are available including, but not
830–Vocational Assessment, Counseling, Guidance, and Career Assessment	Service is Not Currently Provided

Section E: Annual Service Plan

ELPA:	San Ramon Valley Unified School District	Fiscal Year:	2021–22
Provid	le a detailed description of the services to be	provided under this code.	
paid devel	nized educational programs that are directly report unpaid employment, and may include provisopment and/or placement, and situational assessing his/her aptitudes, a tic career decisions.	sion for work experience, jo essment. This includes care	b coaching, eer counseling
8	40–Career Awareness	Service is Not Curre	ntly Provided
Provid	e a detailed description of the services to be p	provided under this code.	
guida Perkii	ition services include a provision for self-advonce. This also emphasizes the need for coordns Act to ensure that students with disabilities ional education funds.	ination between these prov	isions and the
	50–Work Experience Education e a detailed description of the services to be p	Service is Not Curre	ntly Provided
Work the pr	experience education means organized education means organized education or paid or unpaid empression of individuals for paid or unpaid empression of the contract of the cont	ational programs that are di oloyment, or for additional p	
8	55–Job Coaching	Service is Not Curre	ntly Provided
Provid	e a detailed description of the services to be p	provided under this code.	
exper service can de	oaching is a service that provides assistance a iencing difficulty with one or more aspects of t e is provided by a job coach who is highly suc etermine how the employee that is experiencing ag plan to improve job performance.	he daily job tasks and funct cessful, skilled and trained	ions. The on the job who
8 8	60-Mentoring	Service is Not Curre	ntly Provided
Provid	e a detailed description of the services to be p	rovided under this code.	
Mento	pring is a sustained coaching relationship betw	een a student and teacher	through

Section E: Annual Service Plan

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SELPA: San Ramon Valley Unified School District	Fiscal Year: 2021–22
ongoing involvement. The mentor offers support, guide the learner encounters challenges with respect to a paskills. Mentoring can be either formal, as in planned, so occurs naturally through friendship, counseling, and co	articular area such as acquisition of job tructured instruction, or informal that
865–Agency Linkages (referral and placement)	Service is Not Currently Provided
Provide a detailed description of the services to be pro-	vided under this code.
Service coordination and case management that facilitied education programs under this part and individualized individualized service plans under multiple Federal and Rehabilitation Act of 1973 (vocational rehabilitation), ti (Medicaid), and title XVI of the Social Security Act (supplementation)	family service plans under part C with d State programs, such as title I of the tle XIX of the Social Security Act
870—Travel and Mobility Training Provide a detailed description of the services to be pro-	Service is Not Currently Provided vided under this code.
Specialized instruction for individuals in orientation and services to other educators and parents regarding inst of the IEP relative to the development of orientation ar skills.	ructional planning and implementation
890–Other Transition Services [Provide a detailed description of the services to be provided in the services of the services to be provided in the services.	Service is Not Currently Provided
These services may include program coordination, cas crafting linkages between schools and between school	se management and meetings, and
900–Other Related Service	
Pursuant to Title 5 of the California Code of Regular services" not identified in sections 5 CCR sections provided only by staff who possess a license to pewithin the Department of Consumer Affairs or anothold an credential issued by the California Commissauthorizing the service. If code 900 is used, include the "+" and "-" buttons to add or delete responses.	3051.1 through 3051.23 must be rform the service issued by an entity her state licensing office; or by staff who ssion on Teacher Credentialing e the information below. Users may select

Section E: Annual Service Plan

SELPA: San Ramon Valley Unified School District

Fiscal Year: 2021–22



Description of the "Other Related Service"

Limited use code determined by IEP team where student has significant multiple disabilities are may require additional intensive supports.

Qualifications of the Provider Delivering "Other Related Service"

Any other specialized service required for a student with a disability to receive educational benefit.

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan.
Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education(CDE).

Fiscal <u>Year 21-22</u>

School or Sita Name	County/District/	County/Districty Number School Code School District SELPA Number School Code School District SELPA Number School Code School District SELPA Number School Code School Self Number Number School Self Number School Self Number Number School Self Number Number Number School Self Number Num
Service 40 415 425 435 436 V V V V V V V V V V V V V V V V V V V	Service 40 415 425 435 436 Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y	Sam Ramon Valley Unified School District SELPA Service
Valley Unified School bistrict: 5 435 436 445 450 460	Valley Unified School District SELPA 5.5 435 436 445 450 460 510 515 520 53	515 520 530 535 545 610 710 715
	510 515 520 530 530 530 530 530 530 530 530 530 53	515 520 530 535 545 610 710 715
S48 610 710 715 725 730 820 830 840	730 820 830 840 Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y Y]
\$48 \$610 710 715 725 730 \$30	730 820 830 840 850 855 860 865 870	855 860 865 870

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 699 Old Orchard Drive, Danville, California 94526

DATE:

NOVEMBER 16, 2021

TOPIC:

PREVIEW OF TEXTBOOKS

DISCUSSION: It is requested that the following textbooks be adopted for use beginning immediately following adoption.

Esperanza Rising	Pam Munoz Ryan Scholastic Copyright 2000	All Elementaries ELA Grade 4	\$7.99
Front Desk	Kelly Yang Scholastic Copyright 2018	All Elementaries ELA Grade 4	\$7.99

Esperanza Rising shows the importance of families working together, supporting each other, and facing their challenges with dignity, love, and perseverance. This book has been previewed for age appropriateness and educational content.

Front Desk tells an important story, showing the diversity of immigrants from Asia, and highlighting the important contributions that immigrants make to our society. This book has been previewed for age appropriateness and educational content.

District Policy 6161.1 requires that textbooks be placed on display prior to adoption. This board item is to serve as notice that these textbooks will be on display in the Educational Services Department (Building D) from November 16, 2021 through December 14, 2021. These textbooks will be presented to the School Board on December 14, 2021 for adoption.

RECOMMENDATION: The administration recommends adoption of these textbooks after the required preview period.

BUDGET IMPLICATIONS: District Instructional Material funds and/or site donations will be used to purchase these books.

Debra Petish

Executive Director of Curriculum & Instruction

Christine Huajardo

Assistant Superintendent

Educational Services

Or. John Malloy Superintendent

12.12

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 699 Old Orchard Drive, Danville, California

DATE:

NOVEMBER 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF BID AWARD FOR SAN RAMON VALLEY HIGH SCHOOL POWER UNDERGROUNDING

AND POLE REMOVAL PROJECT

DISCUSSION: On November 9, 2021 the District received and publicly opened a bid for San Ramon Valley High School power undergrounding and pole removal project. The bid result is listed below.

	Bid #859		
Contractor	Base Bid	10% Contingency	Total Not to Exceed
Bockmon & Woody Electric Co., Inc.	\$123,900	\$12,390	\$136,290

RECOMMENDATION: Staff recommends the Board approve the following bid award.

• Bockmon & Woody Electric Co., Inc., for a total not-to-exceed amount of \$136,290.

BUDGET IMPLICATIONS: As shown above - Measure D Fund

Erin Hirst

Director, Facilities

Daniel Hillman

Assistant Superintendent

Business Operations and Facilities

Dr./John Malloy

Superintendent

SAN RAMON VALLEY UNIFIED SCHOOL DISTRICT 699 Old Orchard Drive, Danville, California 94526

DATE:

NOVEMBER 16, 2021

TOPIC:

CONSIDERATION OF APPROVAL OF REVISIONS TO THE MEASURE

D MASTER PROGRAM BUDGET

DISCUSSION: At the November 10, 2021 Facilities Oversight and Advisory Committee (FOAC) meeting, the Finance Subcommittee reviewed the Master Program Budget (MPB) and recommended acceptance by the full committee. The FOAC accepted the amended MPB and the budget changes that are reflected on the MPB Comparison Report and recommends Board approval.

The revised MPB is attached and has been updated to include actual expenditures through October 15, 2021

RECOMMENDATION: Staff recommends the Board approve the revisions to the amended Measure D Master Program Budget which include budget changes that are reflected on the Master Program Budget Comparison Report.

BUDGET IMPLICATIONS: None

Erin Hirst

Director, Facilities

Daniel Hillman

Assistant Superintendent

Business Operations and Facilities

Dr John Malloy Superintendent



5000000		Measure D 1		Loss	UNDING					Transfer Bond		
	Fleoel Pertod	Moseure D Bond	Interest Interest	Developer Fee	Other Leoni	State CTE Great	Hon-Measure D Funding		b-Tatat For level Year	Interest To GIP	Total Por Floud Your	
or Fiscal Year cel Year 201	2-2013	74,995,000	85,831						75,080,831	(85,831)	74,995,000	
cal Year 201 cal Year 201	4-2015	125,000,000	211,331 298,278 953,315	404.000	800,000	242.454			211,331 126,098,278 2,175,466	(211.331) (296.278)	125,800,000	
cel Year 201 cel Year 201 cel Year 201	6-2017		1,300,550 1,536,850	404,000		818,151	1,450,000		2,175,466 1,300,550 2,988,859	(953,315)	1,222,151	960
cel Year 201 cel Year 201	8-2019	60,005,000	1,984,724 1,227,942				1,450,000		61,969,724 1,227,942	11,984,724 11,984,724 11,227,942	1,450,000 60,005,000	
cal Year 202 ticipated			237,667			(408,463)			(168,796)	(237,867)	(408,463.00)	2
	Total Funding	\$ 260,000,000	\$7,816,467	\$ 404,000	\$ 800,000	\$ 411,000	8 1,450,000	8	270,882,186	8 (7,818,487)	\$ 263,065,688	1
		Approvi		THE RESERVE AND ADDRESS OF THE PERSON NAMED IN	8-30-21 - EX	PENDITURES	brough 19-15-2					
Proj ID	Project	Funding & Interest	State Funding	Other Funding	Estimate March 11, 2014	Approved 6-30-21	Garrens 10-15-21	Type of Entirents	Unaperit Encumbrance	Expossed To Date	Remaining Budget	Percen
0504	Near Completed Projects Bolla Vista	31,610.785		800,000	28,583,312	32,410,785	32,410,785			32,410,785		100
0625 0522 0606	Call High Sieschers Del Amago Rapiace Fire Alarm and Intercom DVHS Classroom Guilding	1,046,442 104,086			1,494,200 286,740 9,916,277	1,046,442 104,086	1,046,442 104,000			1,048,442		100
0506 0532	DVHS GTAE	6.586,227	417,688		1,845,820	8,000,015	6.990,915 48.135			6.996.016		1009
0524 0519	Los Cerros Restrooms MVHS Bleachers	1,748,764			757,080 1,826,800	46,135 1,748,764	1,748,764			46,135 1,748.764		100
0518	MVHS Seismic Neil Armstrong Seismic	1,215,287 1,721,845	elicinar, viralestario della con-		1,550,082 2,463,354	1,215,287 1,721,845	1,215,287 1,721,845			1,215,287		100
0523 0528	SRVHS Bleachers SRVHS Pool Solar	1,778,036 43,855			2,116,801 308,950	1,778,036 43,855 I	1,778,038 43,855			1,778,036 43,855		100
0534 0509	Tassajara Hits Relocatable Renovation Twin Creeks Administration Building	59.982 2,132.537		404,000	243,880 8,253,747	59,982 2,538,537	59,982 2,536,537		Andrews (III)	59,982 2.536,537		100
0517 0521	Walt Disney Seismic Upgrade Electrical Multiple Sites	843,680 151,822			1,580,642 609,205	843,680 151,822	843,680 151,822			843,880 151,822		100
0536	Cal High Pedestrian Bridge Cal High Science Modernization	267,055 3.831,080			293.600 4.757.197	267,055 3,830,580	267,055 3,831,080		(O)	267,055 3,831,080	Annual State of	100
0533	DVMS Special Ed Restroom	161.074		450.000	271,600	161,074	161,074		0	181,074		100
0607	San Ramon Valley High School SRVHS Classroom Building	67,502,478 84,340,336		1,450,000	25,893,202 25,243,202	68,952,478 85,790,336	88,982,478 85,790,338		45,296 45,296	66,712,475 65,560,333	194,707	100
0507 0638	SRVHS Classroom Building-Interim Housing SRVHS Classroom Building Phase 2	3,182,142			450,000 20,000,000	3 162 142	3 162 142		(O)	3 162 142	-	100
0520	SRVHS Replace Fire Alarm Stone Valley Middle School	43,573,290			954.350 37,407,470	43,573,299	43,573.200		0,804,846	35,631,281	1 177,173	829
0501 0501	SVMS -Cafeteria Renovation	40,459,159			37,167,470	1,200,000	40,459 159 1,200,000		0.864.848	33 617 141	1 177 173	839
0501	SVMS -Interim Housing Golden View Modernization	1,914,140			240,000	1,914,140	1,914,140		15,924	1,914,140	0	100
0513 0511	Montevideo Modernization Rancho Romero Modernization	9.035,913			8,705,162 7,051,148	9,035,913	9 035 913		160,545 21,592	8,819,166 4,214,796	58,202	989
0510	Vista Grande Modernization	5,097,872			5.023,077	5,097,672	5.097,672		15,800	4,334,116	449,612 747,756	659
0514 0515	Vista Grande Modernization Green Valley Modernization Sycamore Valley Modernization	6,183,270 7,085,836			9,858,114	8,183,270 7,085,836	6,183,270 7,085,636		9,968	6,183,270 6,567,675	508,193	93%
0531	struction Cal High Modernize Commons and Kitchen	2,395,800			2,145,800	2,395,800	2.395,800	D/R	156,829	616,618	1,622,354	28%
0530 0516	Alamo Modernize Two Classrooms Charlotte Wood Modernization	1,217,900			417,900 11,187,598	1,217,900 10,372,600	1,217,900 10,372,600	D D	516,003 3,084,660	203,836 6,369,992	498,082 937,949	179 619
0541	Twin Creeks Claseroom Modernization	8,854,100	-		•	8,854,100	8,854,100	В	3,902,989	3,533,010	1,418,102	409
o537	Recation by Type ADA Upgrades District-Wide	1,175,800			1,175,770	1,175,800	1,175,800	A	-	237,017	938,783	209
CRTECH	CR and infrastructure Technology Energy Management Systems	7,500,000 1,405,100			7,500,000 1,705,050	7,500,000 1,405,100	7,500,000 1,405,100	A	25.124	7,479,477 1,367,761	(4,801) 37,339	100
	Security Cameras	1,010,400			1,010,400	1,010,400	1,010,400	Â	23,357	703,974	283,089	709
ects No Lor 0535	nger Being Reported Tassajara HMs Land Purchase				684,250							0.00
0540	Proposition 39 Energy Projects (not Measure D)				400.000						:	0%
	Project If Funds Become Available MVHS Classroom Building	-			-	-				-		0%
	Projects Subtotal	\$ 240,372,122										
0500	STREET,	15,265,300	411,000	- c,004,006 [13.065,250	15,265,300	15,265,300			10.400,482		
	Messure D Program Expense Construction Cost Escalation Reserve				32,203,000	•	-		1,084,157	13,492,079	689,064	86%
	District Wide Interim Housing Reserve Program Reserve (normally 3% to 5%)	(0)				•	(0)			-	(0)	
	(Using 3% of Remaining Project Costs, Including Escalation)											
Rouges	Program Expenses & Reserves Subtotal			THE RESIDENCE OF THE PERSON NAMED IN	\$ 45,268,250	MINISTER STREET, SALES			8 1,084,157	5 13,492,078	889,064	
NAME OF TAXABLE PARTY.	Total Project & Program	\$ 268,837,422	5 411,688	\$2,654,000	\$ 269,019,505	\$ 258,702,610	\$ 258,703,110		\$ 15,907,088]	\$ 233,242,261	9,553,762	
			[Program	n Baiarina (Linass	igned Budgets	4,382,578			terio MACA		
					r	Total Program ?	\$ 263,965,688	L	veriangency pro	jects - If funds a	4 SANSTON	

Under Construction
Construction Complete or Near Completion
In Design
Project included if funds are available

Budget Changes: FOAC Recommended to Board 11.19.21 - Board Approved 11.16.21

Types of Estimates
A - Alocation of Funding Only
R - Rough Order of Magnitude (Very Conceptual)
D - Design Estimate (more refined but still an estimate)
B - Current Estimate Based on Project Bid Results

San Ramon Valley USD - Measure D Program Budget MPB Comparison Report Prepared: October 15, 2021 Expenditures through 10-16-2021

FUNDING			NAME OF
Type of Funding	Previous Funding	Current Funding	Change
Measure CBond	260,000,000	260,000,000	
Interest Income	7,816,497	7,816,497	
Developer Fee	404,000	404,000	
Other Local	800,000	800,000	MAACON LOAD SANCE COMMISSION OF THE PARTY OF
CTE Grant	411,668	411,688	
Town of Danville	1,450,000	1,450,000	
Transfer Measure D Interest Revenue to CIP	(7,816,497)	(7,816,497)	
Total Funding	263.065.688	263,065,688	4

Project Project Project Provinces				GREEK KINDS	Budget				
0904 Belia Visita 32,410,786 32,410,786 32,410,786 0905 Call High Bleschars 1,046,442			Project	Reported	55 64 54 E	Change	Previously Reported 6-30-21	Current Expenses Thru 10-15-21	Change
September Sept	niert	d Proj	incts/Near Completed						
1,046,442				32,410,785	32,410,785		32,410,785	32,410,786	
Dec							1,048,442	1,045,442	
December							104,088	104.088	-
Description					6,996,915	-	6,996,915	6,996,915	
1,746,744 1,746,744 1,746,744 1,746,744 1,746,744 1,746,744 1,216,267 1,21	HVC	D	VHS GTAE				-		
1,216,287 1,216,287 1,216,287 1,216,287 1,216,287 1,216,287 1,216,287 1,216,287 1,218,46 1,21,346 1	.08 (L	os Cerros Restrooms	46,135	46,135		46,135	46,135	-
1.721.845					1,748,764		1,748,764	1,748,764	
1,778,086 1,778,086 1,778,086 0.528 SRVHS Pool Solar 43,885 43,865 43,865 63,805 6				1,215,287	1,215,287		1,215,287	1,215,287	
SRVHS Pool Solar					1,721,845		1,721,847	1,721,847	
D6534 Tassajara Hills Relocatable Renovation 69,982 56,982 56,982 560,982 560,982 560,982 561,982 5617 Walt Disney Solemic 843,880 843,880 682,880 6821 Upgrade Electrical Multiple Sites 151,822 151,822 5636 267,085							1,778,036	1,778,038	4
DS09							43,855	43,855	
0817 Wall Disney Selemic 843,680 643,680 643,680 602 Upgrade Electrical Multiple Sites 161,822 161,924 161							59,982	59,982	
Description							2,536,537	2,536,537	
Cal High Padestrian Bridge						•	843,680	843,580	
Solid						•	151,822 267,055	151,822 267,056	
DVMS Special Ed Restroom						500	3,830,580	3,831,080	5
San Ramon Valley High School 68,952,476 68,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,952,476 66,790,336 65,790,326 65,790,326 65,790,326 65,790,326 65,790,326 65,913						500	161,074	181.074	Di
D607 SRVHS Classroom Building							68,589,515	68,712,475	122,9
SRVHS Classroom Building-Interim Housing 3,162,142 3,162,143 3,162,142						•	65,427,373	66,550,333	122,9
0530 SRVHS Classroom Building Phase 2 -		1					3,162,142	3,182,142	122,00
Stone Valley Middle School 43,673,290 43,673,290 43,673,290 60501 8VMS - Cafeteria Renovation 1,200,000 1,200,000 1,200,000 1,200,000 1,914,440 1,914,140 1,914,		SI						-	
SVMS Cafetoria Renovation 40,459,150 40,459,150 6001 SVMS - Cafetoria Renovation 1,200,000 1,200,000 1,914,140 1,914,1	RVI	SI	RVHS Replace Fire Alarm	-	-				
SVMS - Cafetoria Renovation				43,573,290	43,573,299		35,290,867	35.531,281	240,4
0801 SVMS - Interfirm Housing 1,914,140 1,014,	SV		8VM8	40,459,159	40,459,159		33,376,728	33,817,141	240.4
OS12 Golden View Modernization 9,928,262 9,928,262 0,928,270 0,928	SV		SVMS -Cafeteria Renovation	1,200,000	1,200,000		1		
Montevideo Modernization 9,035,913 9,035,913 0,035,930 0						-	1,914,140	1,914,140	-
Name	-	-		9,928,262	9,928,262	•	9,912,337	9,912,337	
0510						•	8,816,686	8,819,166	2,48
OS14 Green Valley Modernization 0,183,270 0,183,270 0,183,270 0016 Sycamore Valley Modernization 7,065,836 7							4,214,798	4,214.798	
O816 Sycamore Valley Modernization 7,085,836 7						-	4,329,689	4,334,118	4,42
Projects In Construction Cal High Modernize Commons and Kitchen 2,995,800 2,395,800 2,395,800 0,531 Cal High Modernize Two Classrooms 1,217,900 1,217,900 1,217,900 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 10,372,800 1,475,800						•	6,183,270	6,183,270	
OS31	yca	S	ycamore Valley Modernization	7,095,838	7,085,836	-	6,459,302	6,507,675	108,37
OS31	-		-Augustian						
0530 Alamo Modernize Two Classrooms 1,217,900 1,217,900 1,217,900 10,372,800 10,37				2 205 200	2 205 200	-	570 470	616.618	20.44
10,372,600 10,							578,178 150,295	203,836	38,44 53,64
OS41 Twin Creeks Cleasroom Modernization 8,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,854,100 6,857 ADA Upgrades District-Wide 1,175,800 1,175,800 1,175,800 7,500,000 7,500,							4,048,059	6,369,992	2,321,93
### Strict Wide Projects CRT CR CR CR CR CR CR CR							2,777,453	3,533,010	755,58
DS37	-	1		0,004,100	4,004,100		2,111,100	0,000,010	700,00
CRTECH CR and Infrastructure Technology 7,500,000 7,500,000 7,500,000 6529 Energy Management Systems 1,405,100 1,405,100 1,405,100 1,010,400	roje	ide Pr	ojecta						-
Description	NDA	JA.	DA Upgrades District-Wide	1,175,800	1,175,800		237,017	237,017	
Descript Cameras 1,010,400	R a	-I CI	R and Infrastructure Technology	7,500,000	7,500,000		7,468,523	7,479,477	10,95
Projects Subtotal 243,437,310 243,437,810						-	1,367,761	1,387,761	
Measure D Program Expense 15,265,300 1	Secu	Se	ecurity Cameras	1,010,400	1,010,400	-	643,063	703,974	60,91
Measure D Program Expense 15,265,300 1			Projects Subtotal	243 437 310	243,437,810	500	216,029,693	219,780,182	3,720,48
Construction Cost Escalation Reserve District Wide Inferim Housing Reserve Program Reserve Program Expenses Subtotal 15,265,300 15,265,300 Total Project & Program 258,702,819 258,702,819 258,703,110	leas	Me				-	13,204,187	13,492,079	287,89
District Wide Interim Housing Reserve - Program Reserve - 15,285,300 -				-			10,231,107	10,102,010	201,00
Program Reserve	Netri	Di	strict Wide Interim Housing Reserve		-				
Total Project & Program 258,782,819 (258,763,110.	rogr	Pr	rogram Reserve						
Total Project & Program 258,782,819 (258,763,110.									
				15,285,308	15,265,300		13,204,187	13,492,079	287,86
Program Balance (Unassigned Budgets). 4,363,078 4,362,578			Total Project & Program	258,792,819	258,703,110	500	229,233,880	233,242,281	4,008,38
			Program Balance (Unassigned Budgets)	4,363,078	4,362,578	(500)			
Total Program 263,065,688 263,065,688	-								