

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
BOARD OF EDUCATION  
REGULAR MEETING**

Trustees

*Tony Sollecito, President  
John Thibeaup, Clerk  
Debbie Crandell  
John Paff  
Bill Phillips  
Rachel Biggio, Student Rep*

**DATE:** Thursday, October 1, 2015

**TIME:** 6:00 p.m. Closed Session  
7:00 p.m. Open Session

**LOCATION:** Pacific Grove Middle School Music Room  
835 Forest Avenue  
Pacific Grove, CA 93950

# Site Visit

The Board of Education welcomes you to its meetings, which are regularly scheduled for the first and third Thursdays of the month. Regular Board Meetings shall be adjourned by 10:00 pm, unless extended to a specific time determined by a majority of the Board. This meeting may be extended no more than once and may be adjourned to a later date. Individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent at least two days before the meeting date.

Any writings or documents that are public records and are provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 435 Hillcrest Avenue, Pacific Grove during normal business hours.

## AGENDA AND ORDER OF BUSINESS

### **I. OPENING BUSINESS**

- A. Call to Order
- B. Roll Call
- C. Adoption of Agenda

### **II. CLOSED SESSION**

- A. Identify Closed Session Topics

*The Board of Education will meet in Closed Session to consider matters appropriate for Closed Session in accordance with Education and Government Code.*

- 1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2015/16 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Rick Miller, for the purpose of giving direction and updates.

2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2015/16. [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Billie Mankey, for the purpose of giving direction and updates.
3. Begin Superintendent's Evaluation
4. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]

B. Public comment on Closed Session items

C. Adjourn to Closed Session

### **III. RECONVENE IN OPEN SESSION**

A. Report action taken in Closed Session

1. Negotiations - Collective Bargaining Session planning and preparation with the PGTA for 2015/16 [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Rick Miller, for the purpose of giving direction and updates.
2. Negotiations - Collective Bargaining Session planning and preparation with the CSEA for 2015/16. [Government Code § 3549.1 (d)] Executive session between the public school employer and its designated representatives, Ralph Gómez Porras and Billie Mankey, for the purpose of giving direction and updates.
3. Begin Superintendent's Evaluation
4. Employee Discipline/Dismissal/Release/Complaint (1 case) [Government Code § 54957]

B. Pledge of Allegiance

### **IV. SITE PRESENTATIONS**

Once a year, Board meetings are held at all school sites. This provides administration and staff with an opportunity to showcase their school's accomplishments.

Middle School's presentation is: Rising Like the Tide!

### **V. PRESENTATION**

#### **Highway 68 Construction**

The District Administration recommends that the Board receive information regarding the Pacific Grove Highway 68 Corridor Study.

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## VI. COMMUNICATIONS

- A. Written Communication
- B. Board Member Comments
- C. Superintendent Report
- D. PGUSD Staff Comments

## VII. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

*Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard. The Board may limit comments to no more than three (3) minutes for each agenda or non-agenda item; a total time for public input on each item is 20 minutes, pursuant to Board Policy 9323. Public comment will also be allowed on each specific action item prior to Board action thereon. This meeting of the Board of Education is a business meeting of the Board, conducted in public. Please note that the Brown Act limits the Board's ability to respond to public comment. The Board may choose to direct items to the Administration for action or place an item on a future agenda.*

## VIII. CONSENT AGENDA

*Items listed under the Consent Agenda are considered to be routine and/or may have been discussed at a previous Board meeting. **There is no discussion of these items prior to the Board vote unless a member of the Board requests specific items be discussed and/or removed from the Consent Agenda.** Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.*

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|--|------|
| A. <u>Minutes of September 17, 2015 Regular Board Meeting</u>  | 8    |
| Recommendation: (Ralph Gómez Porras) The Administration recommends that the Board review and approve the revised minutes as presented. |      |
| B. <u>Certificated Assignment Order #4</u>   | 13   |
| Recommendation: (Billie Mankey) The Administration recommends adoption of Certificated Assignment Order #4.                            |      |
| C. <u>Classified Assignment Order #4</u>   | 15   |
| Recommendation: (Billie Mankey) The Administration recommends adoption of Classified Assignment Order #4.                              |      |
| D. <u>Acceptance of Donations</u>  | 17   |
| Recommendation: (Rick Miller) The District Administration recommends that the Board approve acceptance of the donations.               |      |
| E. <u>Out of County or Overnight Activities</u>  | 18   |
| Recommendation: (Rick Miller) The Administration recommends that the Board approve or receive the request as presented.                |      |

- F. Declaration of Surplus Property for 2015 Butterfly Parade Bazaar 23  
Recommendation: (Rick Miller) The Administration recommends that the Board declare the identified property as surplus and authorize sale and/or disposal in accordance with Board Policy 3270 in conjunction with the Butterfly Bazaar.

- G. Brandman University College Premier Partners Scholarship Program Agreement and School of Education Dean's Scholarship Program Agreement 24  
Recommendation: (Billie Mankey) The Administration recommends that the Board review and approve partnering with Brandman University (a subsidiary of the Chapman University System) offering their courses to district employees at a discounted rate for the 2014-2016 school years.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

#### IV. PUBLIC HEARING AND ACTION/DISCUSSION- ITEM A

- A. PGTA Sunshine List 35  
Public Hearing – Initial Proposal for Negotiations Submitted by the Pacific Grove Teachers Association with the Pacific Grove Unified School District Board of Education for the 2015-2016 School Year.

Open Public Hearing \_\_\_\_\_ Close Public Hearing \_\_\_\_\_

#### X. ACTION/DISCUSSION

- A. Approval of Pacific Grove Teachers Association Sunshine List, 2015-16 38  
Recommendation: (Ralph Gómez Porras) The District Administration recommends that the Board review and approve the sunshine topics for the 2015/2016 PGTA negotiations.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Sollecito \_\_\_\_ Thibeau \_\_\_\_ Crandell \_\_\_\_ Paff \_\_\_\_ Phillips \_\_\_\_

- B. Resolution No. 970 Proclaiming Week of the School Administrator 41  
Recommendation: (Billie Mankey) The Administration recommends that the Board review and adopt Resolution No. 970, acknowledging Education Code 44015.1 and proclaiming October 11– 17, 2015 as “Week of the School Administrator.”

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Roll Call Vote: \_\_\_\_\_

Sollecito \_\_\_\_ Thibeau \_\_\_\_ Crandell \_\_\_\_ Paff \_\_\_\_ Phillips \_\_\_\_

- C. First and/or Final Read: Board Policy and Regulation 5144 and 5144.2 Discipline 43  
Recommendation: (Barbara Martinez, Student Safety Director) The Administration recommends that the Board review and approve or give direction on the revised Board Policy and Regulation 5144 and 5144.2 Discipline.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- D. Pacific Grove Unified School District Strategic Plan- First and/or Final Reading 88  
Recommendation: (Ralph Gómez Porras) The Administration recommends that the Board review and approve the District's Strategic Plan, as amended when the Local Control Accountability Plan (LCAP) was approved June 2015.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- E. Review of Measure A Education Technology Expenditures 92  
Recommendation: (Rick Miller, Assistant Superintendent; Bruce Cates, Director of Technology) The District Administration recommends that the Board review and approve Measure A Education Technology Bond expenditures.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

- F. Board Calendar/Future Meetings 95  
Recommendation: (Ralph Gómez Porras) The Administration recommends that the Board review and possibly modify meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

Move: \_\_\_\_\_ Second: \_\_\_\_\_ Vote: \_\_\_\_\_

## **XI. INFORMATION/DISCUSSION**

- A. Local Control Accountability Plan Update 98  
Recommendation: (Ani Silva) The Administration recommends that the Board discuss the Local Control Accountability Plan for 2015-2016 update and provide direction as necessary.

Board Direction: \_\_\_\_\_

- B. Review of Bus Ridership 106  
Recommendation: (Rick Miller) The District Administration recommends that the Board review the bus ridership information.

Board Direction: \_\_\_\_\_

- C. Current State of Classroom Technology Use 108  
Recommendation: (Matthew Binder, Instructional Technology, Data, and Assessments Teacher On Special Assignment; Bruce Cates, Director of Technology) The Administration recommends that the Board review the current state of classroom technology use.

Board Direction: \_\_\_\_\_

D. Future Agenda Items

109

Recommendation: (Ralph Gómez Porras) The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

Review/Evaluation of Community Human Services Counselor Contract- PG High School (Oct. 29)

Modified PG High School Bell Schedule Review 2016-17 (Oct. 29)

Review of Extracurricular Activities (Dec. 10)

Discussion of Transportation for Field Trips (Dec. 10)

Board Direction: \_\_\_\_\_

**XII. ADJOURNMENT**

Next regular meeting: October 29, 2015 – Adult School Multipurpose Room

**SUBJECT:** Presentation regarding the Pacific Grove Highway 68 Corridor Study

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

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**RECOMMENDATION:**

The District Administration recommends that the Board receive information regarding the Pacific Grove Highway 68 Corridor Study.

**BACKGROUND:**

The Pacific Grove Highway 68 Corridor Study is a partnership of the City of Pacific Grove, the Transportation Agency for Monterey County, and the California Department of Transportation (Caltrans).

**INFORMATION:**

The Pacific Grove Highway 68 Corridor Study will look at ways to make it safer and easier to walk and bike in the corridor. The study will focus on Forest Avenue and Sunset Drive, stretching from the Pacific Grove city limit to Asilomar Avenue. Beginning in late September 2015, the public will have many opportunities to provide input and feedback on the study.

Information will be provided by Ariana Green, Associate Transportation Planner for the Transportation Agency of Monterey County.

More information can be found at [www.pghwy68.org](http://www.pghwy68.org)

**FISCAL IMPACT:**

This item has no fiscal impact.

PACIFIC GROVE UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION  
Minutes of Regular Meeting of September 17, 2015 – Robert Down Elementary School

**I. OPENED BUSINESS**

- A. Called to Order 7:01 p.m.
- B. Roll Call
- |                         |                                 |
|-------------------------|---------------------------------|
| President:              | Trustee Sollecito               |
| Absent Clerk:           | Trustee Thibeau                 |
| Trustees Present:       | Trustee Crandell                |
|                         | Trustee Paff                    |
|                         | Trustee Phillips                |
| Administration Present: | Superintendent Porras           |
|                         | Assistant Superintendent Miller |
| Board Recorder:         | Mandi Freitag                   |
| Student Board Member:   | Rachel Biggio                   |

C. Adopted Agenda

**MOTION Crandell/Paff to adopt agenda as presented.**

**Public comment: none**

**Motion CARRIED 4 – 0**

- D. Pledge of Allegiance Led By: Linda Williams

**II. SITE PRESENTATION**

Once a year, Board meetings are held at all school sites. This provides administration and staff with an opportunity to showcase their school's accomplishments.

Robert Down's presentation:

*Memories to Last a Life Time*  
*"What happens here is very important.*  
*What is even more important is what you take with you"*

Robert Down Elementary School presented their own version of Big Blue Live (Big Blue Red) with stories and experiences shared by the following families:

The Evans Family  
 The Westburg Family  
 The Archaumbault Family  
 The Borman Family  
 The Cuellar Family  
 The Rodolf Family  
 The Coen Family  
 The Corona-Lo-Monaco Family

Past students of Robert H. Down also shared their personal experiences with the school, including:

Juliet Perlstein  
Luke Hiserman  
Emmet Small



Rachel Biggio  
Jack Reynolds  
 Preschooler Callaghan Bitter

Music Teacher Jared Masar performed *The Time of My Life* with the students.

Sollecito thanked the chorus, appreciated hearing from the students and parents that have attended Robert Down, and expressed appreciation for the involvement of the parents, which is attributed to the wonderful staff at RHD.

Phillips, a former Forest Grove Falcon, appreciated the presentation and thanked Robert Down for being the fabric of Pacific Grove.

Crandell thanked the chorus for their performance, thanked the presenters for their courage in sharing their stories, and noted that the family and legacy of Robert Down would not exist without the leadership of Principal Williams.

Paff noted that his children did attend Robert Down, thanked the staff and school for bringing passion to education and compassion in everything they do.

### III. COMMUNICATIONS

#### A. Written Communication

Paff received an invitation from Santa Clara.

Porras received written confirmation from the Monterey County Office of Education that the budget passed, and thanked Assistant Superintendent Miller for the great stewardship.

#### B. Board Member Comments

Biggio updated the Board on the busy events at Pacific Grove High School.

Phillips said it was lovely to be at Robert Down, and thanked the leadership.

Paff appreciated the presentation, noting that leadership drives this institute. Paff also attended Coffee with the Principal at PG High School, thanking Principal Bell and Assistant Principal Keller noting it was astounding and well done.

Crandell thanked Robert Down for the amazing presentation and expressed her appreciation for the leadership.

Sollecito said it was wonderful to come to the school every year, appreciating the enthusiasm of the parents and staff, and congratulated and thanked them, committing to attend next year's presentation after his Board term ends.

#### C. Superintendent Report

Porras thanked Principal Williams and the staff. The educational profession speaks to what our country is about, the work being done at our school sites is why we have public schools. A tremendous presentation by Robert Down, 'You make our District very proud'.

D. PGUSD Staff Comments (Non Agenda Items)

Forest Grove Principal Buck Roggeman praised Robert Down on their presentation, and on behalf of Forest Grove, noted he was proud to partner with Robert Down and that it has been a joy and pleasure to work with the staff.

PG High School Principal Matt Bell said we have a very special district, and every school within it has its own family, every school welcomes families. Bell praised the staff and administration at Robert Down.

PG Middle School Principal Sean Roach congratulated Williams on the presentation. Roach announced that the school just received a grant for the garden program from the Junior League.

PG Middle School Assistant Principal Jason Tovani shared with the Board the recent visit by Judge Mark Hood, who talked to the middle school and high school AVID students, including the constitution and branches of the government.

PG High School Assistant Principal Sean Keller provided the Board an update on their work with MPC, MPUSD, CUSD and North Monterey County on articulations, so that AP/Junior class can earn college credits.

Porras, on behalf of District Safety Director Barbara Martinez, updated the Board on the recent Safe Schools Youth Mental Health training that staff members and administrators received. Also invited the Board to the All Hands Welcome Back BBQ at the Adult School.

IV. INDIVIDUALS DESIRING TO ADDRESS THE BOARD

Teachers Katie Uppman and Stephanie Pechan thanked the Board for their support for the recent field trip to Livermoore Lab, and discussed other upcoming field trips and asked to continue to allow the ability to have parents drive the students to these field trips.

James Albright, parent, expressed that his child has had a great time of field trips, learning principals and practical application.

V. CONSENT AGENDA

- A. Minutes of September 3, 2015 Regular Board Meeting
- B. Certificated Assignment Order #3
- C. Classified Assignment Order #3
- D. Acceptance of Donations
- E. Revolving Cash Report #2
- F. Cash Receipts Report #2
- G. Quarterly Report on Williams Uniform Complaints
- H. San Jose State University Student Teacher Program

**MOTION Paff/Crandell to approve consent agenda as presented.**

**Public comment: none**

**Motion CARRIED 4 – 0**

## VI. ACTION/DISCUSSION

### A. First and/or Final Read: Board Policy and Regulation 1240 Volunteer Assistance

Director of Human Resources Billie Mankey presented information to the Board. The Board discussed this item and directed staff to place a deadline on the completion of fingerprinting current volunteers.

**MOTION Paff/Crandell to approve Board Policy & Regulation 1240 Volunteer Assistance with direction that current volunteers must be compliant by the end of the first semester of this 2015/16 school year.**

**Public comment:**

Parent- asked where the information from the Department of Justice would be held and if it would be shared with the police department. The Board clarified it was strictly for PGUSD information only.

**Motion CARRIED 4 – 0**

### B. 2015/2016 Board Goals

**MOTION Crandell/Phillips to approve the 2015/2016 Board Goals.**

**Public comment: none**

**Motion CARRIED 4 – 0**

### C. Review of Measure A- Ed Tech Bond

Assistant Superintendent Rick Miller presented information to the Board, including clarifying that this item will continue to be an Action/Discussion item for Board approval at future meetings. The Board discussed this item.

**MOTION Paff/Phillips to approve the Measure A Education Technology Bond expenditures.**

**Public comment: none**

**Motion CARRIED 4 – 0**

### D. Discussion of Transportation for Field Trips

The Board discussed this item, including possible distance limitations for volunteers drivers, safety concerns, professional bus drivers vs. parent volunteer drivers.

The Board directed Administration to bring this item back on December 10 to include a list of field trips to include out of county vs. within Monterey County, curricular and non-curricular, the miles required, and separating the field trips based on school sites.

**Public comment:**

Parent, Wallace, who has a student in kindergarten, noted security and safety to be the #1 concern, car vehicle conditions, and recommended that it would be better to fund the long distance trips, noting that parents are not professional trained drivers.

Principal Bell provided a list of the sports, clubs and classes that have taken long field trips from PG High School.

**No Action Taken. Item to return December 10, 2015.**

E. Board Calendar/Future Meetings

**No Action Taken.**

**VII. INFORMATION/DISCUSSION**

A. California Assessment of Student Performance and Progress (CAASPP)

Director of Curriculum and Special Projects, Ani Silva presented information to the Board.

B. Future Agenda Items

Review/Evaluation of Community Human Services Counselor Contract- PG High School (Oct. 1)

Update on Use of Technology at Sites (Oct. 1)

Modified PG High School Bell Schedule Review 2016-17 (Oct. 29)

Review of Extracurricular Activities (Dec. 10)

Board requested to add Discussion of Transportation for Field Trips to the December 10 Board meeting.

**VIII. ADJOURNED**

9:40 p.m.

Approved and submitted:

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Dr. Ralph Gómez Porras  
Secretary to the Board

**SUBJECT:** Certificated Assignment Order #4

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resources

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**RECOMMENDATION:**

The administration recommends adoption of Certificated Assignment Order #4.

**BACKGROUND:**

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

**INFORMATION:**

Persons listed in the Certificated Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CERTIFICATED PERSONNEL ASSIGNMENT ORDER NO. 4  
October 1, 2015**

**ADDITIONAL TEMPORARY ASSIGNMENT:**

**2015-16 Pacific Grove Middle School Lunch Club Instructors**, temporary, 1 hr./week, paid per time sheet at the PGTA hourly instructional rate:

Employee	Name of Club	Schedule	Total Sessions	Funding
Becky Ohsiek	Garden Club	10/5 – 5/18	23	01-0038-0-1110-1000-1900-00-005-7280-0720
Susan Torres	Book Club	9/28-5/16	28	01-0038-0-1110-1000-1900-00-005-7280-0720
Justin Matlow	Game Club	9/25-5/20	27	01-0038-0-1110-1000-1900-00-005-7280-0720
Susan Stegge	Pokemon Club	9/24-5/14	29	01-0038-0-1110-1000-1900-00-005-7280-0720
Ivy Kong	Anime Club	9/22 – 5/20	31	01-0038-0-1110-1000-1900-00-005-7280-0720
Mary Ann Fort	Chess Club	9/28– 5/16	28	01-0038-0-1110-1000-1900-00-005-7280-0720
Moira Mahr	Children to Children	9/15-5/17	31	GATE
Michael Barr	Robotics Club	9/28-5/16	29	01-0038-0-1110-1000-1900-00-005-7280-0720
Elaine DeMarco	Math Club	9/14-5/16	29	GATE
Mary Ann Fort	No Kid Eats Alone	9/23-5/18	27	01-0038-0-1110-1000-1900-00-005-7280-0720
Barbara Priest	Music	9/23-5/18	27	01-0038-0-1110-1000-1900-00-005-7280-0720
Barbara Priest	Music (GATE)	9/25-5/20	29	GATE

**2015-16 GATE Coordinator**, temporary, \$1,000.00 stipend, paid per time sheet ½ in December and ½ in May:

Elaine DeMarco, PGMS GATE Coordinator

Larry Haggquist, PGHS GATE Coordinator

**RESIGNATION:**

Kim Biggio, PGAE, Parent Education Preschool Teacher, resigns effective September 21, 2015

**SUBJECT:** Classified Assignment Order #4

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resources

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**RECOMMENDATION:**

The administration recommends adoption of Classified Assignment Order #4.

**BACKGROUND:**

Under Board Policies #4200 and #4211, the Human Resource Office is directed by the Superintendent and the Board of Education to employ the most highly qualified person available for each position. Recruitment and selection procedures include dissemination of vacancy announcements to newspapers, trade journals, the internet through the Pacific Grove Unified School District website, Monterey County Office of Education website and other recruitment websites in California. The recommendation to hire a selected candidate is made after weighing the information obtained by the complete application package, the interview process, and confidential reference checks. No inquiry is made with regard to the age, sex, race, color, religion, national origin, disability or sexual orientation.

**INFORMATION:**

Persons listed in the Classified Assignment Order are being recommended to the Board of Education for employment in the District. No individual is recommended to the Board of Education for employment prior to receipt of the criminal background summary.

**FISCAL IMPACT:**

Funding has been approved and allocated for these items.

**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
CLASSIFIED PERSONNEL ORDER NO. 4  
October 1, 2015**

**NEW HIRE:**

Melissa Gibson, PGMS, Noon Duty, 1 hr./day/180 day calendar, Range 25, Step A, effective September 21, 2015 (replaces Joanne Nolan-Stewart)

Kristen Stephens, FGE, Instructional Assistant (Title 1), 11.25 hrs./week/180 day calendar, Range 31, Step D, effective September 16, 2015 (replaces Rene Lozano)

**AVID TUTORS, PGHS & PGMS,** Temporary, 1.5 hrs./day/5 days per week, Range 30, Step A, paid per time sheet, effective September 21, 2015 through May 27, 2016 only

Daniela Barajas Mena  
Andrew Chyo  
Alyssa Samaniego  
Ned Tamayo

**LIMITED-TERM INCREASE IN HOURS:**

Linda Lyon, FS, Preschool, increase from 5.25 hrs./day to 5.75 hrs./day, Range 31, Step F, limited term, effective September 16, 2015 through May 27, 2016 only

Sue Ellzey, FGE, Intervention EL Tutor (Before School), 3 hrs./week, Range 31, Step F, limited term, effective September 23, 2015 through May 27, 2016 only (Title I Funded)

Audrey Kitayama, FGE, Instructional Assistant (P.E.), 1 hr./day, Range 30, Step E, limited term, effective September 24, 2015 through May 27, 2016 only

**SUBSTITUTES:**

Julie Mills



**SUBJECT:** Acceptance of Donations

**PERSON(S) RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

**RECOMMENDATION:**

The Administration recommends that the Board approve acceptance of donations referenced below.

**INFORMATION:**

During the past month the following donations were received:

**Forest Grove Elementary School**

PG Pride	\$ 2,582	(Sept. grant)
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**Robert H. Down Elementary School**

PG Pride	\$ 4,650	(Sept. grant)
Museum Foundation of PG	\$ 680	(Limpetts program)

**Pacific Grove Middle School**

PG Pride	\$ 2,002	(Sept. grant)
Big Sur Marathon	1,250	(undesignated)

**Pacific Grove High School**

PG Pride	\$ 1,500	(Sept. grant)
Wells Fargo Matching Gifts program	\$ 115.38	(V. Michael classroom)
AFCEA Educational Foundation	\$ 1,000	(S. Richmond classroom)
Chapman Foundation	\$25,000	(AVID)
Wells Fargo Community Support Campaign	\$ 403.83	(undesignated)

**Pacific Grove Community High School**

Mr. & Mrs. Paul Vereschagin	\$ 300	(student activities & supplies)
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**Pacific Grove Adult School /Lighthouse Preschool & Preschool Plus Co-op**

None

**Pacific Grove Unified School District**

Ref: Donations

**SUBJECT:** Out of County or Overnight Activities

**PERSON(S) RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

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**RECOMMENDATION:**

The Administration recommends that the Board approve or receive the request as presented.

**BACKGROUND:**

Board Policy 6153 requires prior approval of all school sponsored trips. Out of County/State or overnight trips require Board approval. Other trips may be approved by the Superintendent or designee.

**INFORMATION:**

The attached list identifies an overnight/Out of County/State trip(s) being proposed by a school site at this time.

**FISCAL IMPACT:**

The request has an identified cost and associated source of funds. The activities expose the District to increased liability with a resulting potential for financial impact.

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**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**
**OUT-OF-COUNTY OR OVERNIGHT ACTIVITIES**

<u>DATE</u> <u>DESTINATION</u>	<u>STUDENTS/CLASS</u> <u>ACTIVITY</u>	<u>TRANSPORTATION</u>	<u>COST</u>	<u>FUNDING SOURCE</u>
October 20, 2015 Gizdich Ranch Watsonville, CA	AS Lighthouse Preschool	Auto	0.00	N/A
October 21, 2015 Gizdich Ranch Watsonville, CA	Pine Ave. Co-Op Preschool	Auto	0.00	N/A
November 12, 2015 CSUMB & UC Santa Cruz Santa Cruz, CA	HS & MS AVID classes College Campus visit	Charter	\$1,114.01	AVID Grant funds

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**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
REQUEST FOR OFF CAMPUS ACTIVITY**

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.

**BOARD APPROVAL IS REQUIRED FOR ALL OUT-OF-STATE OR OVERNIGHT ACTIVITIES.**  
**THE REQUEST MUST BE APPROVED BY THE BOARD PRIOR TO THE EVENT, THEREFORE THE**  
**REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING**  
**PRIOR TO THE EVENT**

Date of Activity October 20, 2015 Day of Activity Tuesday  
Place of Activity Gizdich Ranch, Peckham Road, Watsonville, CA Santa Cruz County  
School PG Adult Education Grade Level Adult  
School Departure Time 09:30 @ site AM ☒ PM ☐  
Pickup Time **From** Place of Activity 11:30 AM ☒ PM ☐  
Name of Employee Accompanying Students Julie Kelly and CeCe Caro  
Number of Adults 30 Number of Students 35  
Class or Club Adult School Lighthouse Preschool  
Description of Activity Learn how pumpkins grow - seeds to fruit, walk to pumpkin patch, pick one to take home. Return to barn thru the apple orchard, learn how apple juice/cider are made.  
Education Objective Exposure to how crops are grown - pumpkins and apples  
List All Stops Gizdich is the only stop  
Means of Transportation: ☐ 84 Passenger ☐ 72 Passenger ☐ 48 Passenger ☐ 18 Passenger  
☐ Charter ☒ Auto\* ☐ Walk ☐ Other\*\*

\*#s 1, 2, 3, 5, 6, & 7 Must Be Completed Before Submitting To The Business Office /Transportation Department \*

1. NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos jm  
(Teachers Initials)  
2. If using vans, you MUST list who the drivers are. \_\_\_\_\_  
3. Cost of Activity \$ \_\_\_\_\_  
4. Cost of Transportation \$ \_\_\_\_\_  
Total Cost (Activity + Transportation) \$ 0.00  
5. Fund to be Charged for all activity expenses: ☐ Acct. Code \_\_\_\_\_  
☐ Students \_\_\_\_\_  
☐ Other \_\_\_\_\_  
6. Requested By Julie Kelly Date \_\_\_\_\_  
Employee's Signature (Employee accompanying students on activity)  
7. Recommend Approval bm Date 9.15.15  
Principal's Signature

**Transportation Department/District Office Use Only**

Bus(s) ( ) Available ( ) Not Available

Date Received \_\_\_\_\_

Cost Estimate \$ \_\_\_\_\_

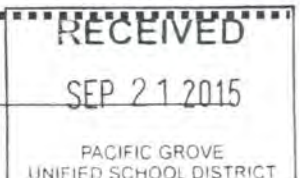
Approved By \_\_\_\_\_  
Transportation Supervisor

Date \_\_\_\_\_

Approved By \_\_\_\_\_  
Assistant Superintendent

Date 9/21/15

Date of Board Approval October 1, 2015



Updated 7/24/14



**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
REQUEST FOR OFF CAMPUS ACTIVITY**

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.

**BOARD APPROVAL IS REQUIRED FOR ALL OUT-OF-STATE OR OVERNIGHT ACTIVITIES.**  
**THE REQUEST MUST BE APPROVED BY THE BOARD PRIOR TO THE EVENT, THEREFORE THE**  
**REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING**  
**PRIOR TO THE EVENT**

Date of Activity October 21, 2015 Day of Activity Wednesday  
Place of Activity Gizdich Ranch, Peckham Road, Watsonville, CA Santa Cruz County  
School PG Adult Education Grade Level Adult  
School Departure Time 09:30 @ site AM ☒ PM ☐  
Pickup Time **From** Place of Activity 11:30 AM ☒ PM ☐  
Name of Employee Accompanying Students Jennifer Ross and Michelle Mahaney  
Number of Adults 40 Number of Students 50  
Class or Club PINE AVE CO-OP Preschool

Description of Activity Learn how pumpkins grow - seeds to fruit, walk to pumpkin patch, pick one to take home. Return to barn thru the apple orchard, learn how apple juice/cider are made.

Education Objective Exposure to how crops are grown - pumpkins and apples

List All Stops Gizdich is the only stop

Means of Transportation: ☐ 84 Passenger Charter ☒ 72 Passenger Auto\* ☐ Walk ☐ 48 Passenger ☐ 18 Passenger ☐ Other\*\*

**\*#s 1, 2, 3, 5, 6, & 7 Must Be Completed Before Submitting To The Business Office /Transportation Department \***

1. NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos JK  
(Teachers Initials)

2. If using vans, you MUST list who the drivers are. \_\_\_\_\_

3. Cost of Activity \$ \_\_\_\_\_

4. Cost of Transportation \$ \_\_\_\_\_

**Total Cost (Activity + Transportation) \$ 0.00**

5. Fund to be Charged for all activity expenses: ☐ Acct. Code \_\_\_\_\_  
☐ Students \_\_\_\_\_  
☐ Other \_\_\_\_\_

6. Requested By Jennifer Ross Date 9-17-15  
Employee's Signature (Employee accompanying students on activity)

7. Recommend Approval Bom Date 9-21-15  
Principal's Signature

**Transportation Department/District Office Use Only**

Bus(s) ( ) Available ( ) Not Available

Date Received \_\_\_\_\_

Cost Estimate \$ \_\_\_\_\_

Approved By \_\_\_\_\_  
Transportation Supervisor

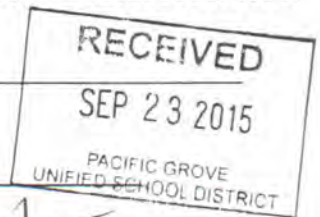
Date \_\_\_\_\_

Approved By \_\_\_\_\_  
Assistant Superintendent

Date 9/23/15

Date of Board Approval October 1, 2015

Updated 7/24/14





**PACIFIC GROVE UNIFIED SCHOOL DISTRICT  
REQUEST FOR OFF CAMPUS ACTIVITY**

INSTRUCTIONS: Submit this form to the Transportation Department if transportation requires use of buses or vans. Other forms go directly to Business Office. After District and/or Board approval, the form will be returned to the school site. For in-state or non-overnight activities submit form two weeks in advance of activities.

**BOARD APPROVAL IS REQUIRED FOR ALL OUT-OF-STATE OR OVERNIGHT ACTIVITIES.**  
**THE REQUEST MUST BE APPROVED BY THE BOARD PRIOR TO THE EVENT. THEREFORE THE**  
**REQUEST MUST BE SUBMITTED AT LEAST TWO (2) WEEKS PRIOR TO BOARD MEETING**  
**PRIOR TO THE EVENT**

Date of Activity November 12, 2015 Day of Activity Thursday  
Place of Activity CSUMB & ~~UCSC~~ UC Santa Cruz  
School PGMS & PGHS Grade Level 8-12  
School Departure Time 9 AM ☒ PM ☐  
Pickup Time From Place of Activity 4 AM ☐ PM ☒  
Name of Employee Accompanying Students Nicole Bulich, Dennis Rosen & Meira Mahr  
Number of Adults 3 Number of Students 45-50  
Class or Club AVID  
Description of Activity Explore College Campuses  
Education Objective Students become engaged in College life/Academics  
List All Stops In & Out burger for dinner ; CSUMB ; UCSC  
Means of Transportation: ( ) 84 Passenger ( ) 72 Passenger ( ) 48 Passenger ( ) 18 Passenger  
(☒ Charter ( ) Auto\* ( ) Walk ( ) Other\*\* 56 Passenger Discovery

\*#s 1, 2, 3, 5, 6, & 7 Must Be Completed Before Submitting To The Business Office /Transportation Department \*

1. NOTE: Board Regulation 3541.1 Requirements Will Be Complied With When Using Private Autos (Teachers Initials)

2. If using vans, you MUST list who the drivers are. \_\_\_\_\_

3. Cost of Activity \$ 0

4. Cost of Transportation \$ 1,114.01

Total Cost (Activity + Transportation) \$ 1,114.01

5. Fund to be Charged for all activity expenses: (X) Acct. Code 5200-7310 AVID  
( ) Students grant funds  
( ) Other \_\_\_\_\_

6. Requested By [Signature] Date 9-22-15  
Employee's Signature (Employee accompanying students on activity)

7. Recommend Approval [Signature] Date 9-22-15  
Principal's Signature

**Transportation Department/District Office Use Only**

Bus(s) (☒ Available ( ) Not Available

Date Received 9/23/15

Cost Estimate \$ 1114.01

Approved By Stacks  
Transportation Supervisor

Date 9/23/15

Approved By [Signature]  
Assistant Superintendent

Date 9/23/15

Date of Board Approval October 1, 2015

Updated 7/24/14

**SUBJECT:** Declaration of Surplus Property for 2015 Butterfly Parade Bazaar

**PERSON(S) RESPONSIBLE:** Rick Miller, Asst. Supt. for Business Services

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**RECOMMENDATION:**

The administration recommends that the Board declare the identified property as surplus and authorize sale and disposal in accordance with Board Policy 3270 in conjunction with the Butterfly Bazaar.

**BACKGROUND:**

Under the provisions of the Education Code, school districts are permitted to dispose of surplus material in several different ways. For many years the Pacific Grove Unified School District has put surplus or obsolete material up for public sale at the Butterfly Bazaar.

**INFORMATION:**

In accordance with Board Policy 3270, the Board is to be informed of the items to be considered surplus and must authorize disposition. The Administration requests authorization to hold a public sale in conjunction with the Butterfly Bazaar for the purpose of disposing of the surplus property identified as follows:

- Surplus furniture
- Surplus non-functioning, electronic equipment
- Obsolete textbooks
- Miscellaneous obsolete and/or non-functioning items no longer usable within the District
- Some of the specific items include:
  - File Cabinets
  - Obsolete computers
  - Obsolete office equipment
  - Tables
  - Desks
  - Chairs
  - Outdated textbooks

The following details apply to this sale:

1. The sale will be held on Saturday, October 3, 2015 at Robert Down School from 10:00 a.m. to 2:00 p.m.
2. No individual item is worth more than \$2,500. (Therefore advertising is not required)
3. All material for sale has been reviewed by District and site personnel and has been deemed to be in excess of our current needs.
4. Obsolete textbooks will be made available to the public at no cost for use for educational purposes, in accordance with Board Policy 3270.
5. Those items which are unsold will be deemed worthless and discarded at a public disposal site.

**FISCAL IMPACT:**

Any funds raised during the sale will be added to the District General Fund as additional revenue.

Ref: Butterfly Bazaar Surplus

**SUBJECT:** Brandman University College Premier Partners Scholarship Program Agreement and School of Education Dean's Scholarship Program Agreement

**PERSON(S) RESPONSIBLE:** Billie Mankey, Director II, Human Resources

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**RECOMMENDATION:**

The Administration recommends that the Board review and approve partnering with Brandman University (a subsidiary of the Chapman University System) offering their courses to district employees at a discounted rate for the 2014-2016 school years.

**INFORMATION/BACKGROUND:**

District employees who enroll in a program at Brandman University will be given a "per unit scholarship" towards the current tuition rate. The scholarship rate per credit as listed as well as in accordance with Appendix A.

**FISCAL IMPACT:**

None





### Premier Partners Scholarship Program - Agreement

This SCHOLARSHIP AGREEMENT (hereinafter "Agreement") is entered into by and between BRANDMAN UNIVERSITY, part of the Chapman University System (hereinafter "University" or "Brandman University") located at 16355 Laguna Canyon Drive, Irvine, CA 92618 and the Pacific Grove Unified School District (hereinafter "Organization") located at 435 Hillcrest Avenue, Pacific Grove, CA 93950.

#### Recitals

WHEREAS, the University offers educational programs which are accredited by the Western Association of Schools and Colleges (WASC). The University has established a Premier Partners Scholarship Program (the "Program") which is designed to support locally based organizations with their employee development efforts. The Program will provide scholarship support for those students who are employed by these selected organizations for participation in the listed Brandman University campuses and sessions below,

WHEREAS, the Organization wishes to participate in the University's Premier Partners Scholarship Program as part of its employee educational development efforts.

#### Agreements

In consideration of the foregoing recitals, the Parties mutually agree as follows:

1. The University will offer and fund **Premier Partners Scholarships** to the Organization for student enrollments in graduate and undergraduate degree programs at Brandman University (excluding School of Nursing & Health Profession degree programs except for RN to BSN, and Competency Based Education programs) equivalent to the sums below. Courses listed on Addendum A, incorporated herein by reference, are priced per course per separate schedule as further defined on that Addendum:

- Graduate degree scholarship = \$180 per 3.0 credit course
- Undergraduate degree scholarship = \$150 per 3.0 credit course
- RN to BSN scholarship = \$50 per credit
- Doctorate of Education scholarship = \$91.50 per credit
- School of Extended Education = 10% scholarship on these open enrollment programs:
  - a. Leadership Development
  - b. Business Certifications & Certificate Programs
  - c. Technology Training

at the University's on ground and fully online campuses solely for the remainder of the 2014-15 academic year which includes the 2015 Spring II, Summer I, and Summer II Sessions. In addition, the scholarship continues through the 2015-2016 Academic Year (Fall I 2015 through Summer II 2016).

The scholarship award amount will remain fixed for the duration of the entire program so long as the student does not miss more than two consecutive sessions, continues to make satisfactory academic progress, and remains in good academic and financial standing in accordance with the University's existing catalog. The University's tuition rates are subject to change.

2. Employees may apply for Federal student loans the same as other students attending classes at the University. No other costs such as books, Live Text, travel or incidentals are included in the Scholarship. Tuition is due and payable by course by student prior to the start of each course. Upon request, Organization agrees to verify the employment status of the Organization's students. All Organization employees, currently enrolled with the University, must acknowledge the scholarship opportunity within the session immediately following this agreement's commencement date.
3. The following will constitute Organization's participation in the Premier Partners Scholarship Program:
  - a) Organization will have full access to and provide name and logo for Brandman University's Website to illustrate the existing relationship;
  - b) Organization will allow for Brandman University scholarship announcements in Organization's intranet, email, newsletters or other preferred internal communication mediums.
  - c) Organization may provide postings for job opportunities and internships on Brandman University's CareerLink;
  - d) Organization's name and logo is allowed for presentations given by Brandman University's Chancellor, both internally and publicly;
  - e) Organization's name and logo is allowed in Brandman University's online student, faculty and staff newsletters;
  - f) Organization's name and logo may be utilized semiannually for Brandman University's *US News and World Report* print advertisement in *Business Journal*, at no cost to Organization.

Any proposed marketing projects to be conducted by Brandman University related to the Premier Partners Scholarship Program involving the Organization will be approved or denied by the Organization within ten (10) business days. Organization's proposed use of Brandman University's name, logo, academic and scholarship programs will be approved or denied by the University within ten (10) business days.

4. Notices. Any notice required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed via first class mail, or by a reputable overnight delivery service, or by personal delivery, and directed to the address of such Party set forth below:

UNIVERSITY CONTACT INFORMATION	ORGANIZATION CONTACT INFORMATION
Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: Phillip Doolittle Tel: 949-341-9832 Email: <a href="mailto:Pdoolitt@brandman.edu">Pdoolitt@brandman.edu</a>	Pacific Grove Unified School District 435 Hillcrest Avenue Pacific Grove, CA 93950 Attn: _____ Tel: 831-_____ Email: _____

5. The undersigned individuals hereby represent that they are authorized to execute this Agreement on behalf of their respective organizations.
6. This Agreement becomes effective on the date both parties have signed the Agreement. Either party may terminate this Agreement at any time without penalty.
7. This Agreement contains the entire agreement between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be in writing signed by each of the parties.

THIS AGREEMENT IS NOT EFFECTIVE UNTIL THE DATE OF THE LAST SIGNATURE BELOW.

**Agreed by Brandman University:**

Signature: \_\_\_\_\_

Name: Phillip Doolittle

Title: Executive Vice Chancellor / CFO

Date: \_\_\_\_\_

**Agreed by Pacific Grove Unified School District:**

Signature: \_\_\_\_\_

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

Title: \_\_\_\_\_

Date: \_\_\_\_\_

## Addendum A

The tuition for the following courses has been priced per course deeper than the per course scholarship noted in this contract. Courses listed below may be taken as part of a degree program, part of the certificate or authorization noted, or individually. Prerequisites and/or other eligibility requirements may exist.

Course	Title	Course Cost	Program
EDUU 575	Intro to Autism Spectrum Disorders: Etiologies and Characteristics	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 675	Programming for Students with Autism Spectrum Disorder	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success, I	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success, II	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 570	Voice, Diversity, Equity and Social Justice	\$525	CTEL
EDUU 526	Theories in Language Structure and Acquisition	\$525	CTEL
EDUU 527	English Language and Literacy Development	\$525	CTEL
EDUU 528	Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE	\$525	CTEL
SPNU 120	Spanish for Early Childhood Educators	\$525	Elective
EDUU 636	An Introduction to Applied Behavior Analysis	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 637	Applied Behavior Analysis: Procedures and Experimental Design	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 656	Applied Behavior Analysis: Basic	\$900	Applied Behavior Analysis Certificate; Emphasis area

	Technologies of Behavior Change		within MASE
EDUU 657	Applied Behavior Analysis: Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 658	Applied Behavior Analysis: Advanced Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 659	Applied Behavior Analysis: Ethics	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 624	Foundations of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 625	Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 628	Advanced Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 629	Teaching the 21 <sup>st</sup> Century Learner Capstone	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDAU 710	Clear Mentoring of Candidates II	\$625	Clear Administrative Services Credential
EDAU 720	Clear Assessment of Candidates II	\$625	Clear Administrative Services Credential
FSNU 335	Science of Obesity	\$1,500	Gen Ed; Nutrition and Wellness Certificate
MATU 99	College Algebra	\$500	Gen Ed; prerequisite for Statistics
SPNU 100	Survival Spanish: Culture and Language	\$525	Gen Ed; Satisfies prerequisite for RN to BSN





CHAPMAN UNIVERSITY SYSTEM

### School of Education Dean's Scholarship Program - Agreement

This SCHOLARSHIP AGREEMENT (hereinafter "Agreement") is entered into by and between BRANDMAN UNIVERSITY, part of the Chapman University System (hereinafter "University" or "Brandman University") located at 16355 Laguna Canyon Drive, Irvine, CA 92618 and the Pacific Grove Unified School District (hereinafter "Organization") located at 435 Hillcrest Ave., Pacific Grove, CA 93950-4398.

#### Recitals

WHEREAS, University offers educational programs which are accredited by the Western Association of Schools and Colleges (WASC). The University has established a Dean's Scholarship Program (the "Program") which is designed to support locally based organizations with their employee development efforts. The Program will provide scholarship support for those students who are designated by these selected organizations for participation in the listed Brandman campuses and sessions below,

WHEREAS, the Organization wishes to participate in the University's scholarship program as part of its employee educational development efforts.

#### Agreements

In consideration of the foregoing recitals, the Parties mutually agree as follows:

1. The University will offer and fund Dean's Scholarships to the Organization for student enrollments in graduate and undergraduate degree programs within the School of Education at Brandman University equivalent to sums noted below. In addition, the Bachelor of Arts in Liberal Studies, Multiple Subjects Teaching Emphasis and Integrated California Multiple Subjects Teaching Credential Emphasis degrees will be included. Courses listed on Addendum A, incorporated herein by reference, are priced per course per separate schedule as further defined on that Addendum:

- **Doctorate of Education scholarship = \$91.50 per credit**
- **Graduate degree scholarship = \$180 per 3.0 credit course**
- **Undergraduate degree scholarship = \$150 per 3.0 credit course**

at the University's on ground and fully online campuses solely for the remainder of the 2014-15 academic year which includes the 2015 Spring II, Summer I, and Summer II Sessions. In addition, the scholarship continues through the 2015-2016 Academic Year (Fall I 2015 through Summer II 2016).

2. No other costs such as books, Live Text, travel, or incidentals are included in the Scholarship. Tuition is due and payable by course by student prior to the start of each course. Upon request, Organization agrees to verify the employment status of the Organization's students. All Organization employees, currently enrolled with Brandman,

must acknowledge the scholarship opportunity within the session immediately following this agreement's commencement date.

3. The following will constitute Organization's participation in the Dean's Scholarship Program:
  - a) Organization will have full access to and provide name and logo for Brandman's Website to illustrate the existing relationship;
  - b) Organization will allow for Brandman scholarship announcements in Organization's intranet, email, newsletters or other preferred internal communication mediums.
  - c) Organization may provide postings for job opportunities and internships on Brandman's CareerLink;
  - d) Organization's name and logo is allowed for Chancellor's University presentations, both internally and publicly;
  - e) Organization's name and logo is allowed in University's online student, faculty and staff newsletters;
  - f) Organization's name and logo may be utilized semiannually for Brandman's US News and World Report print advertisement in the local Business Journal, at no cost to Organization.
4. Any proposed marketing projects to be conducted by Brandman University related to the Dean's Scholarship Program involving the Organization will be approved or denied by the Organization within ten (10) business days. Organization's proposed use of Brandman University's name, logo, academic and scholarship programs will be approved or denied by the University within ten (10) business days.
5. Notices. Any notice required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed via first class mail, or by a reputable overnight delivery service, or by personal delivery, and directed to the address of such Party set forth below:

BRANDMAN CONTACT  
 Brandman University  
 16355 Laguna Canyon Road  
 Irvine, CA 92618  
 Attn: Phillip Doolittle  
 Tel: 949-341-9832  
 Email: [Pdoolitt@brandman.edu](mailto:Pdoolitt@brandman.edu)

SCHOOL DISTRICT OFFICE CONTACT  
 Pacific Grove Unified School District  
 435 Hillcrest Ave.  
 Pacific Grove, CA 93950-4398  
 Attn: \_\_\_\_\_  
 Tel: 831- \_\_\_\_\_  
 Email: \_\_\_\_\_

6. The undersigned individuals hereby represent that they are authorized to execute this Agreement on behalf of their respective organizations.
7. This Agreement becomes effective on the date both parties have signed the Agreement. Either party may terminate this Agreement at any time without penalty.
8. This Agreement contains the entire agreement between the parties and supersedes all prior written or oral agreements with respect to the subject matter herein. Any modification to this Agreement must be in writing signed by each of the parties.

THIS AGREEMENT IS NOT EFFECTIVE UNTIL THE DATE OF THE LAST SIGNATURE BELOW.

Agreed by Brandman University:

Agreed by Pacific Grove Unified School District:

Signature: \_\_\_\_\_

Signature: \_\_\_\_\_

Name: Phillip Doolittle

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

Title: Executive Vice Chancellor/CFO

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## Addendum A

The tuition for the following courses has been priced per course deeper than the per course scholarship noted in this contract. Courses listed below may be taken as part of a degree program, part of the certificate or authorization noted, or individually. Prerequisites and/or other eligibility requirements may exist.

<b>Course</b>	<b>Title</b>	<b>Course Cost</b>	<b>Program</b>
EDUU 575	Intro to Autism Spectrum Disorders: Etiologies and Characteristics	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 675	Programming for Students with Autism Spectrum Disorder	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 676	Autism Spectrum Disorders: Assessment and Strategies for Success, I	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 677	Autism Spectrum Disorders: Assessment and Strategies for Success, II	\$525	Autism Certificate; Autism Authorization; Emphasis area within MASE
EDUU 570	Voice, Diversity, Equity and Social Justice	\$525	CTEL
EDUU 526	Theories in Language Structure and Acquisition	\$525	CTEL
EDUU 527	English Language and Literacy Development	\$525	CTEL
EDUU 528	Content-based Instruction and Assessment for Linguistic Minority Students: SDAIE	\$525	CTEL
SPNU 120	Spanish for Early Childhood Educators	\$525	Elective
EDUU 636	An Introduction to Applied Behavior Analysis	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 637	Applied Behavior Analysis: Procedures and Experimental Design	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 656	Applied Behavior Analysis: Basic Technologies of	\$900	Applied Behavior Analysis Certificate; Emphasis area within

	Behavior Change		MASE
EDUU 657	Applied Behavior Analysis: Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 658	Applied Behavior Analysis: Advanced Applications	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 659	Applied Behavior Analysis: Ethics	\$900	Applied Behavior Analysis Certificate; Emphasis area within MASE
EDUU 624	Foundations of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 625	Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 628	Advanced Design and Assessment of 21 <sup>st</sup> Century Teaching	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDUU 629	Teaching the 21 <sup>st</sup> Century Learner Capstone	\$525	Teaching the 21 <sup>st</sup> Century Learner Certificate: Emphasis area within MAE
EDAU 710	Clear Mentoring of Candidates II	\$625	Clear Administrative Services Credential
EDAU 720	Clear Assessment of Candidates II	\$625	Clear Administrative Services Credential

**SUBJECT:** Public Hearing of Pacific Grove Teachers Association Sunshine List, 2015-16

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board hold a public hearing for the sunshine topics for the 2015/16 PGTA negotiations. [A copy of the sunshine list was posted at each school site five business days prior to the Board meeting.]

**INFORMATION:**

Government Code Section 3457 provides the basis and procedures for the recognition of the Pacific Grove Teachers Association's initial proposal for negotiations with the Pacific Grove Unified School District for the 2015-2016 school year. The public hearing will provide an opportunity for the community to comment on the following:

1. Wages (pages 2-7)
2. Employee Benefits (pages 8-11)
3. Retirement (page 12)
4. Transfers/Assignments (pages 24-28)
5. Hours of Employment (pages 31-34)
6. Leaves (pages 14-22)
7. Evaluation (pages 35-44)
8. Grievance Procedures (pages 46-48)
9. Safety Conditions (pages 49-51)
10. Class Size (pages 52-53)
11. Stipends (Exhibit 18-page 108)
12. Inclusion of Students with Significant Disabilities in Regular Classes (Exhibit 19- page 112)
13. Teacher on Assignment Leave (Exhibit 20- page 114)

**FISCAL IMPACT:**

To be assessed during negotiations.



www.pgusd.org

Public Hearing

# PACIFIC GROVE UNIFIED SCHOOL DISTRICT

**435 Hillcrest Avenue    Pacific Grove, CA 93950**

**Ralph Gomez Porras**  
**Superintendent**  
(831) 646-6520  
Fax (831) 646-6500  
rporras@pgusd.org

**Rick Miller**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
rmiller@pgusd.org

## PUBLIC HEARING NOTICE

At the Board of Education meeting to be held at 7:00 p.m. on Thursday, October 1, 2015, at 835 Forest Avenue, Pacific Grove, California at the Pacific Grove Middle School, a public hearing is scheduled in compliance with the requirements of Government Code Section 3457 to provide an opportunity for the community to comment on the following:

**Initial Proposal for Negotiations Submitted by the Pacific Grove Teachers Association Affiliate of the California Teachers Association for the 2015- 2016 School Year**

The Pacific Grove Teachers Association, California Teachers Association, has submitted an initial proposal for the collective bargaining agreement between the Board of Education of Pacific Grove Unified School District and their association.

Government Code Section 3457 provides the basis and procedures for the recognition of the Pacific Grove Teachers Association, California Teachers Association's Initial Proposal for Negotiations with the Pacific Grove Unified School District for the 2015-2016 school year. New subjects of meeting and negotiating arising after approval of this initial proposal shall be made public within 24 hours.

The Pacific Grove Teachers Association is proposing to negotiate the following sections of the Certificated Bargaining Unit Agreement:

1. Wages (pages 2-7)
2. Employee Benefits (pages 8-11)
3. Retirement (page 12)
4. Transfers/Assignments (pages 24-28)
5. Hours of Employment (pages 31-34)
6. Leaves (pages 14-22)
7. Evaluation (pages 35-44)
8. Grievance Procedures (pages 46-48)
9. Safety Conditions (pages 49-51)
10. Class Size (pages 52-53)
11. Stipends (Exhibit 18-page 108)
12. Inclusion of Students with Significant Disabilities in Regular Classes (Exhibit 19- page 112)
13. Teacher on Assignment Leave (Exhibit 20- page 114)

Copies to:        Board Members

Posted:            4:00 p.m., Wednesday, September 23, 2015

Copies to be posted at the PGUSD District Office and school sites

**Pacific Grove Teacher Association  
Sunshine List  
2015 – 2016 School Year**

The Pacific Grove Teachers Association would like to present 13 items for discussion in contract negotiations for the 2015/16 school year.

1. Wages (pages 2-7)
2. Employee Benefits (pages 8-11)
3. Retirement (page 12)
4. Transfers/Assignments (pages 24-28)
5. Hours of Employment (pages 31-34)
6. Leaves (pages 14-22)
7. Evaluation (pages 35-44)
8. Grievance Procedures (pages 46-48)
9. Safety Conditions (pages 49-51)
10. Class Size (pages 52-53)
11. \* Stipends (Exhibit 18-page 108)
12. Inclusion of Students with Significant Disabilities in Regular Classes (Exhibit 19- page 112\*)
13. Teacher on Assignment Leave (Exhibit 20- page 114\*)

\* denotes updates made by J.Dacuyan/L.Gaona co-presidents PGTA 2015/16

**SUBJECT:** Approval of Pacific Grove Teachers Association Sunshine List, 2015-16

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve the sunshine topics for the 2015/16 PGTA negotiations. [A copy of the sunshine list was posted at each school site five business days prior to the Board meeting.]

**INFORMATION:**

Government Code Section 3457 provides the basis and procedures for the recognition of the Pacific Grove Teachers Association's initial proposal for negotiations with the Pacific Grove Unified School District for the 2015-2016 school year. The public hearing will provide an opportunity for the community to comment on the following:

1. Wages (pages 2-7)
2. Employee Benefits (pages 8-11)
3. Retirement (page 12)
4. Transfers/Assignments (pages 24-28)
5. Hours of Employment (pages 31-34)
6. Leaves (pages 14-22)
7. Evaluation (pages 35-44)
8. Grievance Procedures (pages 46-48)
9. Safety Conditions (pages 49-51)
10. Class Size (pages 52-53)
11. Stipends (Exhibit 18-page 108)
12. Inclusion of Students with Significant Disabilities in Regular Classes (Exhibit 19- page 112)
13. Teacher on Assignment Leave (Exhibit 20- page 114)

**FISCAL IMPACT:**

To be assessed during negotiations.



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Action/Discussion Item A  
**PACIFIC GROVE UNIFIED SCHOOL DISTRICT**  
**435 Hillcrest Avenue Pacific Grove, CA 93950**

**Ralph Gomez Porras**  
**Superintendent**  
(831) 646-6520  
Fax (831) 646-6500  
rporras@pgusd.org

**Rick Miller**  
**Assistant Superintendent**  
Business Services  
(831) 646-6509  
rmiller@pgusd.org

## **PUBLIC HEARING NOTICE**

At the Board of Education meeting to be held at 7:00 p.m. on Thursday, October 1, 2015, at 835 Forest Avenue, Pacific Grove, California at the Pacific Grove Middle School, a public hearing is scheduled in compliance with the requirements of Government Code Section 3457 to provide an opportunity for the community to comment on the following:

**Initial Proposal for Negotiations Submitted by the Pacific Grove Teachers Association Affiliate of the California Teachers Association for the 2015- 2016 School Year**

The Pacific Grove Teachers Association, California Teachers Association, has submitted an initial proposal for the collective bargaining agreement between the Board of Education of Pacific Grove Unified School District and their association.

Government Code Section 3457 provides the basis and procedures for the recognition of the Pacific Grove Teachers Association, California Teachers Association's Initial Proposal for Negotiations with the Pacific Grove Unified School District for the 2015-2016 school year. New subjects of meeting and negotiating arising after approval of this initial proposal shall be made public within 24 hours.

The Pacific Grove Teachers Association is proposing to negotiate the following sections of the Certificated Bargaining Unit Agreement:

1. Wages (pages 2-7)
2. Employee Benefits (pages 8-11)
3. Retirement (page 12)
4. Transfers/Assignments (pages 24-28)
5. Hours of Employment (pages 31-34)
6. Leaves (pages 14-22)
7. Evaluation (pages 35-44)
8. Grievance Procedures (pages 46-48)
9. Safety Conditions (pages 49-51)
10. Class Size (pages 52-53)
11. Stipends (Exhibit 18-page 108)
12. Inclusion of Students with Significant Disabilities in Regular Classes (Exhibit 19- page 112)
13. Teacher on Assignment Leave (Exhibit 20- page 114)

Copies to: Board Members

Posted: 4:00 p.m., Wednesday, September 23, 2015

Copies to be posted at the PGUSD District Office and school sites

**Pacific Grove Teacher Association  
Sunshine List  
2015 – 2016 School Year**

The Pacific Grove Teachers Association would like to present 13 items for discussion in contract negotiations for the 2015/16 school year.

1. Wages (pages 2-7)
2. Employee Benefits (pages 8-11)
3. Retirement (page 12)
4. Transfers/Assignments (pages 24-28)
5. Hours of Employment (pages 31-34)
6. Leaves (pages 14-22)
7. Evaluation (pages 35-44)
8. Grievance Procedures (pages 46-48)
9. Safety Conditions (pages 49-51)
10. Class Size (pages 52-53)
11. \* Stipends (Exhibit 18-page 108)
12. Inclusion of Students with Significant Disabilities in Regular Classes (Exhibit 19- page 112\*)
13. Teacher on Assignment Leave (Exhibit 20- page 114\*)

\* denotes updates made by J.Dacuyan/L.Gaona co-presidents PGTA 2015/16



**SUBJECT:** Resolution No. 970 Proclaiming Week of the School Administrator

**PERSON RESPONSIBLE:** Billie Mankey, Director II, Human Resource

---

**RECOMMENDATION:**

The Administration recommends that the Board review and adopt Resolution No. 970, acknowledging Education Code 44015.1 and proclaiming October 11– 17, 2015 as “Week of the School Administrator.”

**BACKGROUND:**

The term, “school administrator” is a broad term used to define many education leadership posts, which include superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders. School administrators who began their careers as teachers and those from other fields have demonstrated dedication in their efforts to effectively lead public education and improve student achievement.

**INFORMATION/DESCRIPTION:**

CA Education Code 44015.1 proclaims the week of October 11-17, 2015 as “Week of the School Administrator.”

Pacific Grove Unified School District  
Board of Education

**Resolution 970**

**“WEEK OF THE SCHOOL ADMINISTRATOR”**

**WHEREAS**, leadership matters for California’s public education system and the more than 6.2 million students it serves; and

**WHEREAS**, school administrators are lifelong learners who believe in the value of quality public education; and providing quality service for student success is paramount for the profession; and the future of California’s public education system depends upon the quality of its leadership; and

**WHEREAS**, school leaders depend on a network of support from school communities – teachers, parents, students, businesses, community members, Board trustees, District and county staff and resources – to promote ongoing student achievement and school success; and

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of Pacific Grove Unified School District that Resolution 970 be adopted to observe October 11-17, 2015 as the “WEEK OF THE SCHOOL ADMINISTRATOR” to commend all school leaders for the contributions they make to successful student achievement.

***Passed and Adopted on October 1, 2015***

\_\_\_\_\_  
Tony Sollecito, President

\_\_\_\_\_  
John Thibreau, Clerk

\_\_\_\_\_  
John Paff, Board member

\_\_\_\_\_  
Bill Phillips, Board Member



\_\_\_\_\_  
Debbie Crandell, Board Member

\_\_\_\_\_  
Ralph Gómez Porras, Superintendent

**SUBJECT:** First and/or Final Read: Board Policy and Regulation 5144 and 5144.2 Discipline

**PERSON(S) RESPONSIBLE:** Barbara Martinez, District Director of Safety

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**RECOMMENDATION:**

The Administration recommends that the Board review and approve or give direction on the revised Board Policy and Regulation 5144 and 5144.2 Discipline.

**INFORMATION:**

The following recommendations include redlines and “clean” copies of the District’s Board Policy and Administrative Regulations 5144 (Discipline), AR 5144.2, and E 5144.2 (Suspension and Expulsion [Students with Disabilities]) which have been reviewed and updated by legal counsel to ensure compliance with current law and regulation.

The District’s BP and AR 5144 have been extensively revised to reflect changes in the law that shifted the emphasis of school disciplinary philosophy from punitive to reformatory measures as a result of the enactment of AB 1729 in 2012. In amending Education Code Sections 48900 and 48900.5, the Legislature declared:

“The public policy of the state is to ensure that school discipline policies and practices support the creation of safe, positive, supportive and equitable school environments where pupils can learn.”

The Legislature also found suspension and expulsion to be “highly punitive, exclusionary practices” that were “associated with lower academic achievement, lower graduation rates, and worse overall school climate.” As amended, Education Code Section 48900 authorizes the uses of age-appropriate disciplinary alternatives to suspension and expulsion; Section 48900.5 provides a non-inclusive list of alternative disciplinary strategies that may be used as alternatives to suspension and expulsion.

Regarding BP 5144, please note the following:

1. The introductory paragraph was revised to reflect the changes in emphasis resulting from passage of AB 1729 (see above).
2. Education Code Section 35291.5 allows, but does not require, each school to adopt rules and procedures for student discipline that are consistent with applicable law, Board policy and regulation. In addition, as noted above, Education Code section 48900.5 sets out alternative disciplinary strategies that the District may, but is not required to use. We added a new second paragraph to introduce some of these alternative disciplinary strategies set out in Section 48900.5 (a list of these strategies is included in the revised AR 5144) and a third paragraph that requires school staff to develop such site-level rules.

3. We moved the material related to corporal punishment from the AR to the BP. Although the prohibition against corporal punishment is law, it seemed more appropriate for the Board to clearly state that corporal punishment is unacceptable in its policy.

Regarding AR 5144, please note the following:

1. The AR now includes an expanded and revised list of alternative disciplinary strategies as set out in Education Code Section 48900.5. As mentioned above, this is a non-inclusive list and may be modified or expanded to reflect the District's practice; the items in this list are available options.

2. The AR also requires "other means of correction" to be documented and maintained in the student's records. This requirement is discretionary per Education Code Section 48900.5; however, we suggest requiring it as a means of demonstrating that a student was suspended only after "other means of correction failed to bring proper conduct." (Educ. Code 48900.5(a).)

3. Education Code section 44807.5 permits the Board to adopt reasonable regulations allowing a teacher to restrict recess for disciplinary reasons; however, limiting a student's physical activity is partially contrary to the District's goals for student wellness. We will review the District's Wellness policy, and any related policies for recommended changes. Conditions for recess #1-3 may also be modified or expanded, as need arises.

4. Provisions related to corporal punishment are now located in BP 5144.

AR 5144.2 has been extensively revised and updated to include provisions related to suspension and expulsion of students identified as eligible for services under Section 504, as well as the IDEA. Please note that the section entitled Due Process Appeals of Manifestation Determination (highlighted in the redline) is based on IDEA regulations. Section 504 does not have its own procedural safeguards, rather it requires districts to develop their own.

**FISCAL IMPACT:**

None.

## Pacific Grove Unified School District

Students

Policy #5144

**DISCIPLINE**

Mandated

## Policy

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students ~~youth~~ for responsible citizenship by fostering self-discipline and personal responsibility. The Board ~~perceives~~ believes that high expectations for student behavior, use of effective school and classroom management strategies, the provision of appropriate intervention and support, good planning, a good understanding of each child, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior, discipline. ~~Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student's behavior.~~

The Superintendent or designee may approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to: conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching pro-social behavior or anger management; and participation in a restorative justice program.

In addition, the Superintendent's or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and regulations shall ~~delineate~~ outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and District regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5) Site-level discipline rules shall be included in the comprehensive school safety plan. (Education Code 32282, 35291.5.)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Page 1 of 42.

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Reviewed and Adopted: March 6, 2003

CSBA: June, 1999

Revised: \_\_\_\_\_

## Pacific Grove Unified School District

Students

Policy #5144

**DISCIPLINE**

Mandated

Policy

~~Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.~~

Staff shall enforce disciplinary rules fairly and consistently and in accordance with the District's nondiscrimination policies. ~~, without regard to ethnicity, beliefs or gender.~~

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the District's local control and accountability plan (LCAP), as required by law.

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in each school in the immediately preceding school year and their effect on student learning.

Page 2 of 42.  
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Reviewed and Adopted: March 6, 2003  
CSBA: June, 1999

Revised: \_\_\_\_\_

## Pacific Grove Unified School District

Students

Policy #5144

**DISCIPLINE****Mandated****Policy****Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy may be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

Legal Reference:

CIVIL CODE

1714.1 Parental liability for child's misconduct

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-~~35291.7~~ School-adopted discipline rules~~35291.7 School adopted discipline rules: additional employees~~~~35294 35294.9 School safety plans~~

37223 Weekend classes

44807.5 Restriction from recess

~~48630 48644.5 Opportunity schools~~48900-48926~~5~~ Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-4933~~5~~~~4~~ Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Page 3 of ~~4~~2.

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CSBA: June, 1999

Revised: \_\_\_\_\_

## Pacific Grove Unified School District

Students

Policy #5144

**DISCIPLINE****Mandated****Policy**

Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011  
Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009  
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES  
Classroom Management: A California Resource Guide for Teachers and Administrators of  
Elementary and Secondary Schools, 2000  
STATE BOARD OF EDUCATION POLICIES  
01-02 School Safety, Discipline, and Attendance, March 2001  
WEB SITES  
CSBA: <http://www.csba.org>  
CDE: <http://www/cde.ca.gov>

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995  
revised 1999  
CDE PROGRAM ADVISORIES  
4010.89 Physical Exercise as Corporal Punishment, CIL: 89/9-3  
4223.88 Corporal Punishment, CIL: 88/9-5  
WEB SITES: CDE: <http://www.cde.ca.gov>  
USDE: <http://www.ed.gov>

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 CSBA: June, 1999

Revised: \_\_\_\_\_



# Pacific Grove Unified School District

Students

Policy #5144

## DISCIPLINE

The Governing Board desires to provide a safe, supportive, and positive school environment conducive to student learning and to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, the provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

The Superintendent or designee may approve, for each school, a complement of effective, age-appropriate strategies for correcting student behavior. Such strategies may include, but are not limited to: conferences with students and their parents/guardians; use of study, guidance, or other intervention-related teams; enrollment in a program teaching pro-social behavior or anger management; and participation in a restorative justice program.

In addition, the Superintendent's or designee's strategies shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as suspension and expulsion, shall be imposed only when required by law and when other means of correction have failed. (Education Code 48900.5)

Board policies and regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and District regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5) Site-level discipline rules shall be included in the comprehensive school safety plan. (Education Code 32282, 35291.5.)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health and opportunity to learn.

Staff shall enforce disciplinary rules fairly and consistently and in accordance with the District's nondiscrimination policies.

The Superintendent or designee shall provide professional development as necessary to assist staff in developing consistent classroom management skills, implementing effective disciplinary techniques, and establishing cooperative relationships with parents/guardians.

# Pacific Grove Unified School District

Students

Policy #5144

## DISCIPLINE

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the District's local control and accountability plan (LCAP), as required by law.

At the beginning of every school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in each school in the immediately preceding school year and their effect on student learning.

### Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)

Legal Reference:

CIVIL CODE

1714.1 Parental liability for child's misconduct

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parents or guardians

49000-49001 Prohibition of corporal punishment

49330-49335 Injurious objects

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

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

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

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Reviewed and Adopted: March 6, 2003

CSBA: June, 1999

Revised: October 1, 2015

## Pacific Grove Unified School District

Students

Policy #5144

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### DISCIPLINE

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

#### WEB SITES

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

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

## Pacific Grove Unified School District

Students

Regulation #5144

**DISCIPLINE**~~Mandated Rules~~**Site-Level Rules**

Rules for student discipline shall be developed at each school site. In developing these rules, ~~each school~~ the principal or designee shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students in middle and high school

~~The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school.~~ The rules shall be consistent with law, Governing Board policy and District regulations. Each school shall file a copy of the rules with the Superintendent or designee and the Board and shall include the discipline rules in the comprehensive school safety plan. (Education Code 32282, 35291.5)

~~These~~ Site-level discipline rules shall be revised as necessary to align with any changes in District discipline policies, regulations, or goals for school safety and climate as specified in the District's local control and accountability plan (LCAP), and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. ~~Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules.~~ Disciplinary ~~These~~ strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians;
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling;

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Issued: 11/6/97  
Reviewed and Issued: March 6, 2003  
CSBA: 11/00

Revised:

## Pacific Grove Unified School District

Students

Regulation #5144

## DISCIPLINE

~~Mandated Rules~~

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians;
4. When applicable, referral for a comprehensive psycho-social or psycho-educational assessment, including for the purposes of creating an individualized education program (IEP) or a Section 504 Plan;
5. Enrollment in a program for teaching pro-social behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions that occur during the school day on campus;
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably;
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner;
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;
11. Recess restriction (Elementary);
12. Detention after school hours;
13. Community service;

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Revised:

## Pacific Grove Unified School District

Students

Regulation #5144

**DISCIPLINE**~~Mandated Rules~~

14. In accordance with Board policy, administrative regulation, and/or applicable District guidelines and rules, restriction or disqualification from participation in extracurricular activities;

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15. Reassignment to an alternative educational environment;

16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation.

(Education Code 48900.5)

When, by law or District policy, other means of correction are required to be implemented before a student can be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

1. Referral of the student for advice and counseling
2. Discussion or conference with parents/guardians
3. Recess restriction (Elementary)
4. Detention during and after school hours
5. Community service
6. Reassignment to an alternative educational environment
7. Removal from the class in accordance with Board policy, administrative regulation and law
8. Suspension and expulsion

**Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons, or to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of a pupil. (Education Code 49001)

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**Recess Restriction**

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Issued: 11/6/97  
Reviewed and Issued: March 6, 2003  
CSBA: 11/00

Revised:

## Pacific Grove Unified School District

Students

Regulation #5144

**DISCIPLINE**~~Mandated Rules~~

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. (Education Code 44807.5)

When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

**Detention After School**

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

If the District offers Saturday school, sStudents may be offered the choice of serving their detention on Saturday, -rather than after school.

**Community Service**

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Reviewed and Issued: March 6, 2003  
CSBA: 11/00

Revised:

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## Pacific Grove Unified School District

Students

Regulation #5144

**DISCIPLINE**~~Mandated Rules~~

As part of or instead of disciplinary action, the Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

**Notice to Parents/Guardians and Students**

~~The notice shall state that these rules and regulations are available on request at the principal's office in all District schools.~~

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of District rules related to discipline. (Education Code 35291, 48980)

~~The Superintendent or designee shall also provide written notice of the rules related to discipline to In addition, at the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline. Transfer students and their parents/guardians at the time of their enrollment in the District shall receive such notice upon enrollment.~~ (Education Code 35291.5)

**Legal Reference:**

CIVIL CODE

~~1714.1 Parental liability for child's misconduct~~

EDUCATION CODE

~~35146 Closed sessions~~

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Issued: 11/6/97  
Reviewed and Issued: March 6, 2003  
CSBA: 11/00

Revised:

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## Pacific Grove Unified School District

Students

Regulation #5144

**DISCIPLINE**~~Mandated Rules~~~~35291 Rules~~~~35291.5 School-adopted discipline rules~~~~35291.7 School-adopted discipline rules: additional employees~~~~35294-35294.9 School safety plans~~~~37223 Weekend classes~~~~44807.5 Restriction from recess~~~~48630-48644.5 Opportunity schools~~~~48900-48925 Suspension and expulsion~~~~48980-48985 Notification of parents or guardians~~~~49000-49001 Prohibition of corporal punishment~~~~49330-49334 Injurious objects~~~~CODE OF REGULATIONS, TITLE 5~~~~307 Participation in school activities until departure of bus~~~~353 Detention after school~~~~Management Resources:~~~~CSBA PUBLICATIONS~~~~Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995  
revised 1999~~~~CDE PROGRAM ADVISORIES~~~~1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3~~~~1223.88 Corporal Punishment, CIL: 88/9-5~~~~WEB SITES~~~~CDE: <http://www.cde.ca.gov>~~~~USDE: <http://www.ed.gov>~~

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Issued: 11/6/97

Reviewed and Issued: March 6, 2003

CSBA: 11/00

Revised:

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### Site-Level Rules

Rules for student discipline shall be developed at each school site. In developing these rules, the principal or designee shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students in middle and high school

The rules shall be consistent with law, Governing Board policy and District regulations. Each school shall file a copy of the rules with the Superintendent or designee and the Board and shall include the discipline rules in the comprehensive school safety plan. (Education Code 32282, 35291.5)

Site-level discipline rules shall be revised as necessary to align with any changes in District discipline policies, regulations, or goals for school safety and climate as specified in the District's local control and accountability plan (LCAP), and shall undergo the site-level review and adoption process at least every four years. (Education Code 35291.5)

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians;
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling;
3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians;

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4. When applicable, referral for a comprehensive psycho-social or psycho-educational assessment, including for the purposes of creating an individualized education program (IEP) or a Section 504 Plan;
5. Enrollment in a program for teaching pro-social behavior or anger management;
6. Participation in a restorative justice program;
7. A positive behavior support approach with tiered interventions that occur during the school day on campus;
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably;
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner;
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;
11. Recess restriction (Elementary);
12. Detention after school hours;
13. Community service;
14. In accordance with Board policy, administrative regulation, and/or applicable District guidelines and rules, restriction or disqualification from participation in extracurricular activities;
15. Reassignment to an alternative educational environment;

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16. Suspension and expulsion in accordance with law, Board policy, and administrative regulation.

(Education Code 48900.5)

When, by law or District policy, other means of correction are required to be implemented before a student can be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

### Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. (Education Code 44807.5)

When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. Teachers shall inform the principal of any recess restrictions they impose.

### Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

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In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

If the District offers Saturday school, students may be offered the choice of serving their detention on Saturday rather than after school.

### Community Service

As part of or instead of disciplinary action, the Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Education Code 48900.6)

### Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of District rules related to discipline. (Education Code 35291, 48980)

The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students and their parents/guardians at the time of their enrollment in the District. (Education Code 35291.5)

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

Mandated Procedure

#### Students with Disabilities Under the IDEA

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A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) is subject to the same grounds and procedures for suspension and expulsion ~~that that~~ apply to students without disabilities, except as otherwise specified in this administrative regulation.

#### Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been determined to be eligible for special education and related services ~~pursuant to the IDEA~~ and who has violated the District's code of student conduct may nevertheless assert any of the protections available under the IDEA, only if the District had knowledge ~~that of~~ the student's ~~was disabled before the behavior that precipitated the disciplinary action occurred~~ disability. (20 USC 1415(k)(5); 34 CFR 300.534)

~~The District shall be deemed to have knowledge that the student has a disability if one of the following conditions exists~~ Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to District supervisory or administrative personnel, or to a teacher of the ~~student~~ child, in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services;
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300 through 300.311; or
3. The teacher of the student; or other District personnel have expressed specific concerns directly to the District's Director of Special Education or ~~to~~ other supervisory District personnel about a pattern of behavior demonstrated by the student.

However, if the District ~~would~~ shall not be deemed to ~~not~~ have knowledge ~~that the of a~~ student's is disabled, as specified in items #1-3 above disability; if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to. ~~In addition, the District would be deemed to not have knowledge if the District conducted an evaluation pursuant to 34 CFR 300.300 through 300.311, the District and it was determined that the student was not~~ a student with a disability.

When the District is deemed to not have knowledge of ~~the a student's~~ disability, ~~then~~ the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behaviors. (20 USC 1415(k)(5); 34 CFR 300.534)

#### Evaluation During Time Student is Subject to Disciplinary Measures

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### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

Mandated Procedure

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures under 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which ~~can~~may include suspension or expulsion without receiving any educational services. (20 USC 1415(k)(5); 34 CFR 300.534)

~~If the student is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the District and information provided by the parent/guardian, the District will provide special education and related services in accordance with the IDEA and 34 CFR 300.530 through 300.536. (20 USC 1415(k)(5); 34 CFR 300.534)~~

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

Mandated Procedure

#### Suspension

The Superintendent or designee may suspend a student identified with a disability pursuant to the IDEA who violates a code of conduct for up to 10 consecutive school days for a single incident of misconduct, in accordance with the procedures in Education Code 48911(g). The Superintendent or designee may suspend a student and for up to 20 cumulative school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; Education Code 48911; 34 CFR 300.530)

#### Bus Suspension or In-School Suspensions

A bus suspension may count toward the cumulative days of suspension if bus transportation is a required part of a student's IEP and if it is a change in placement. If the IEP of a student with a disability requires the District to provide the student with transportation, the District shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the 20-day limit as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive services specified in his/her IEP, and participate with non-disabled students to the extent he/she would have in the current placement. (71 Fed.Reg. 156, p. 46715; Education Code 48911.1)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

#### Change in Placement

The ~~District~~ Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days; or
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals ~~constitutes~~ total more than 10 school days in a school year;
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

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- c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement. ~~(34 CFR 300.536)~~

#### Services During Suspension

If ~~a student's~~ the removal is determined to be a *change of placement* as specified in items #1 or #2 above, ~~or the student is suspended for more than 10 school days in the same school year,~~ the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable ~~for~~ the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (pursuant to 20 USC 1412(a)(1)(A); 34 CFR 300.530). Services do not need to be provided if a student is removed for 10 school days or less, as long as the District does not provide services to non-disabled students removed for the same amount of time.

~~The principal or designee shall monitor the number of days, including portions of days, that students with individualized education programs (IEP) have been suspended during the school year.~~

#### Services During Removals

~~Any student with a disability who is expelled, suspended for more than 10 school days in a school year, or placed in an interim alternative placement as set forth herein, shall continue to receive services during the term of the removal. School personnel, in consultation with at least one of the student's teachers, shall determine the extent to which services are needed as provided in 34 CFR 300.101(a), so as to enable the student to continue to participate in the general education curriculum in another setting and to progress toward meeting the goals set out in his/her IEP. (20 USC 1412(a)(1)(A); 34 CFR 300.530)~~

~~If a student with disabilities is excluded from school bus transportation, the student shall be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code 48915.5)~~

#### Interim Alternative Educational Placement Due to Dangerous Behavior

The District may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard as to whether the behavior is a manifestation of the student's disability, when the student commits any one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930

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### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

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2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365. ~~(20 USC 1415(k)(1)(7); 34 CFR 300.530)~~

The student's alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

### **Procedural Safeguards/Manifestation Determination**

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a disciplinary change of placement of a student is contemplated due to a violation of the District's code of conduct:

1. Notice: On the date the decision ~~to take~~is made to impose disciplinary action ~~is made~~that would result in a change in placement, the ~~student's~~ parents/guardians ~~of the student~~ shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date of the decision ~~to take~~is made to impose disciplinary action ~~is made~~that would result in a change of placement, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the District, the student's parent/guardian, and relevant members of the IEP team (as determined by the District and the parent/guardian), shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

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- a. Caused by, or had a direct and substantial relationship to, the student's disability; or
- b. A direct result of the District's failure to implement the student's IEP; ~~in which case the District shall take immediate steps to remedy those deficiencies. (20 USC 1415(k)(1)(E); 34 CFR 300.530)~~

If the manifestation review team determines that either of the above conditions apply, the student's conduct ~~was caused by either #a or #b above, the conduct shall then~~ be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 30.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

~~If the manifestation determination review team has determined that the conduct was a manifestation of the student's disability, the IEP team must:~~

~~Conduct a functional behavioral assessment, unless a functional behavioral assessment had been conducted before the occurrence of the behavior that resulted in the change of placement, and implement a behavioral intervention plan for the student, or~~

~~If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior.~~

~~Except if the student was placed in an interim alternative educational setting, the student shall be returned to the placement from which he/she was removed, unless the parent/guardian and the District agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)~~

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

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~~As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)~~

~~If the manifestation determination review team determines that the student's behavior was not a manifestation of his/her disability, then:~~

~~the student may be disciplined in accordance with the same procedures for students without disabilities;~~

~~the student shall continue to receive educational services so as to enable him/her to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and—~~

~~as appropriate, the District shall conduct a functional behavioral assessment and provide the student with behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(C),(D); 34 CFR 300.530).~~

#### Due Process Appeals

If the parent/guardian disagrees with ~~the determination that the student's behavior was not a manifestation of his/her disability or with any~~ District decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing with the California Office of Administrative Hearings (OAH). ~~the parent/guardian has a right to appeal the decision by requesting a due process hearing.~~ The District may ~~also~~ request a ~~due process~~ hearing with OAH if the District believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) ~~and (e)~~ with OAH. (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the District shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514. ~~(34 CFR 300.532)~~

If the student's parent/guardian or the District has initiated d a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting

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Revised August 16, 2012

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### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

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pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and the District agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

#### **Readmission**

Readmission procedures for students with disabilities shall be the same as those ~~adopted~~used for ~~all~~ students ~~without disabilities~~. ~~The Superintendent or designee may consider the input of the student's IEP team when developing recommendations to the Board regarding a request for readmission.~~ Upon readmission ~~of a student with disabilities~~, an IEP team meeting shall be convened to ~~review, and as necessary, determine whether a new~~modify the student's IEP ~~needs to be developed~~.

#### **Decision Not to Enforce Suspension of Expulsion Order**

The ~~Governing Board's~~ ~~of Education's~~ criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

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#### Notification to Law Enforcement Authorities

~~Notification of law enforcement notification requirements involving authorities shall be the same for students with disabilities shall be the same as those specified for all other students in AR 5144.1 – Suspension and Expulsion/ Due Process. Federal law does not prohibit the District from reporting a crime committed by a student with a disability to appropriate authorities or prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to federal and state law to crimes committed by a student with a disability.~~

~~When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee reporting a crime committed by a student with a disability shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076) ensure that copies of the student's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom he or she reports the crime; however, such special education and disciplinary records shall only be transmitted to the extent permitted by the federal Family Educational Rights and Privacy Act of 1974 ("FERPA") (20 USC § 1232g et seq.); (20 USC 1415(k)(6); 34 CFR 300.535)~~

#### Report to County Superintendent of Schools

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, age, last known address, and the reason for the action. (Education Code 48203)

#### Discipline of Students Identified as Disabled Only Under Section 504

Students identified as individuals with a disability under Section 504 of the Rehabilitation Act of 1973 ("Section 504") are general education students who are subject to the same grounds and procedures for suspension and expulsion that apply to students without disabilities, except as otherwise specified in this administrative regulation.

The Superintendent or designee may suspend a student identified with a disability pursuant to Section 504 who violates a code of conduct, for up to 10 consecutive school days for a single incident of misconduct, in accordance with the procedures in Education Code section 48911(g). The Superintendent or designee may suspend a student for up to 20 cumulative school days in a school year, as long as the suspensions do not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; Education Code 48911; 34 CFR 300.530)

#### <sup>A</sup> Bus Suspension or In-School Suspensions

A bus suspension may count toward the cumulative days of suspension if bus transportation is a required part of student's Section 504 Plan and if it is a change in placement. If the Section 504 Plan of a student with a disability requires the District to provide the student with transportation, the

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

Mandated Procedure

District shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

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An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the 20-day limit as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive services specified in his/her Section 504 Plan, and participate with non-disabled students to the extent he/she would have in the current placement. (71 Fed. Reg. 156, p. 46715; Education Code 48911.1)

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The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid Section 504 Plan has been suspended during the school year.

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#### Change in Placement

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The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

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1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

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#### Manifestation Determination

The following procedural safeguards shall apply when a student with a disability having a Section 504 Plan is suspended for more than 10 consecutive school days in a school year, when a series of removals of a student constitutes a pattern, or when a disciplinary change of placement of a student is contemplated due to a violation of the District's code of conduct:

1. Notice: On the date the decision is made to impose disciplinary action that would result in a change of placement, the student's parent/guardian shall be notified of the decision and invited to the manifestation determination review meeting and provided a copy of the procedural safeguards for Section 504.

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## Pacific Grove Unified School District

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Mandated Procedure

2. Manifestation Determination Review: Immediately, if possible, but in no case later than 10 school days after the date of the decision is made to impose disciplinary action that would result in a change in placement, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the District, the student's parent/guardian, and relevant members of the Section 504 team (as determined by the District and parent/guardian) shall review all relevant information in the student's file, including the student's Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

a. Caused by or had a direct and substantial relationship to the student's disability

b. A direct result of the District's failure to implement the student's Section 504 Plan.

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement.

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities.

#### Exception to Requirement to Hold Manifestation Determination Review

A student with a disability under Section 504 who is currently using illegal drugs or alcohol and is to be disciplined for use or possession of illegal drugs or alcohol, does not have the procedural protections provided by Section 504, including the right to a manifestation determination review prior to a disciplinary change in placement.

#### Due Process Appeals of Manifestation Determination

1. If the parent /guardian disagrees with any District decision regarding the manifestation determination, he/she may appeal the decision by requesting a hearing.

2. Whenever a hearing is requested as specified above, the parent/guardian or the District shall have an opportunity for an expedited due process hearing consistent with the requirements specified

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Students

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Mandated Procedure

in 34 CFR 300.507, 300.508 (a)- (c), and 300.510-300.514. A decision shall be made within 45 days of the receipt of request for hearing.

3. If the student's parent/guardian or the District initiated an expedited due process hearing as detailed above, the student shall remain suspended and/or expelled for the time period pending the decision of the hearing officer, unless the parent /guardian and District agree otherwise. (20 US 1415(k)(4); 34 CFR 300.533)

4. To request an expedited hearing parent must submit a written request within 30 days of the manifestation determination decision for an expedited hearing by completing the District's Section 504 Complaint form and submitting the completed form to:

District Section 504 Coordinator  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

#### Readmission

Readmission procedures for expelled students with disabilities under Section 504 shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, a Section 504 meeting shall be convened to review and as necessary, to modify the student's Section 504 Plan.

#### Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities under Section 504 in the same manner as they are applied to all other students. (Education Code 48917)

#### Notifications to Law Enforcement Authorities

Law enforcement notifications requirements involving students with disabilities under Section 504 shall be the same as those specified for all students in AR 5144.1 – Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without prior written consent of student's parent/guardian. (Education Code 49076)

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)

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[Mandated Procedure](#)

35291 Rules (of governing board)  
[48203 Reports of severance of attendance of disabled students](#)  
[48900-48925](#) Suspension and expulsion  
[49076 Access to student records](#)  
 56000 Special education; legislative findings and declarations  
[56320](#) Educational needs; requirements  
[56321](#) Development or revision of individualized education program  
[56329](#) Independent educational assessment  
[56340-56347](#) Individual education program teams  
[56505](#) State hearing  
 PENAL CODE  
[245](#) Assault with deadly weapon  
[626.2](#) Entry upon campus after written notice of suspension or dismissal without permission  
[626.9](#) Gun-Free School Zone Act  
[626.10](#) Dirks, daggers, knives, razors or stun guns  
 UNITED STATES CODE, TITLE 18  
 930 Weapons  
 1365 Serious bodily injury  
 UNITED STATES CODE, TITLE 20  
[1412](#) State eligibility  
[1415](#) Procedural safeguards  
 UNITED STATES CODE, TITLE 21  
[812\(e\)](#) Controlled substances  
 UNITED STATES CODE, TITLE 29  
[706](#) Definitions  
[794](#) Rehabilitation Act of 1973, Section 504  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
[104.35 Evaluation and placement](#)  
[104.36 Procedural safeguards](#)  
[300.1-300.818](#) Assistance to states for the education of students with disabilities  
[300.530-300.537 Discipline procedures](#)  
 COURT DECISIONS  
[Schaffer v. Weast, \(2005\) 546 U.S. 549](#)  
 Parents of Student W. v. Puyallup School District, (1994 9th Cir.) 31 F.3d 1489  
 M.P. v. Governing Board of Grossmont Union High School District, (1994) 858 F.Supp. 1044  
 Honig v. Doe, (1988) 484 U.S. 305  
[Doe v. Maher, \(1986\) 793 F.2d 1470](#)  
 Management Resources:  
 FEDERAL REGISTER  
[Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845](#)  
[34 CFR 300.a Appendix A to Part 300 Questions and Answers](#)  
[34 CFR 300a1 Attachment 1: Analysis of Comments and Changes](#)  
 WEB SITES  
 California Department of Education, [Special Education](http://www.cde.ca.gov/sp/se): <http://www.cde.ca.gov/sp/se>  
 U.S. Department of Education, Office of Special Education [and Rehabilitative Services Programs](#):

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[Mandated Procedure](#)

<http://www.ed.gov/about/offices/list/osep/index.html>

[Office of Civil Rights \(“OCR”\) decisions regarding Section 504 discipline; \(307 IDELR 07 \(OCR 1989\); 307 IDELR 05 \(OCR 1988\) OSEP Memorandum 95-16, 22 IDELR 531\); Grossmont \(CA\) Union High School District 113 LRP 27939 \(OCR 04/17/13\)](#)

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Students

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### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

#### **Students with Disabilities Under the IDEA**

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) (20 USC 1400-1482) is subject to the same grounds and procedures for suspension and expulsion that apply to students without disabilities, except as otherwise specified in this administrative regulation.

#### **Procedures for Students Not Yet Eligible for Special Education Services**

A student who has not been determined to be eligible for special education and related services and who has violated the District's code of student conduct may nevertheless assert any of the protections available under the IDEA, if the District had knowledge of the student's disability. (20 USC 1415(k)(5); 34 CFR 300.534)

Knowledge means that, before the occurrence of the behavior that precipitated the disciplinary action, one of the following occurred: (20 USC 1415(k)(5); 34 CFR 300.534)

1. The parent/guardian, in writing, has expressed concern to District supervisory or administrative personnel, or to a teacher of the student, that the student is in need of special education or related services;
2. The parent/guardian has requested an evaluation of the student for special education pursuant to 20 USC 1414(a)(1)(B) or 34 CFR 300.300 through 300.311; or
3. The teacher of the student or other District personnel have expressed specific concerns directly to the District's Director of Special Education or other supervisory District personnel about a pattern of behavior demonstrated by the student.

However, the District shall not be deemed to have knowledge of a student's disability if the student's parent/guardian has not allowed the student to be evaluated for special education services or has refused services or, after evaluating the student pursuant to 34 CFR 300.300 through 300.311, the District determined that the student was not a student with a disability.

When the District is deemed to not have knowledge of a student's disability, the student shall be disciplined in accordance with procedures established for students without disabilities who engage in comparable behaviors. (20 USC 1415(k)(5); 34 CFR 300.534)

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures under 34 CFR 300.530, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which may include suspension or expulsion without receiving any educational services. (20 USC 1415(k)(5); 34 CFR 300.534)

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### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

#### **Suspension**

The Superintendent or designee may suspend a student identified with a disability pursuant to the IDEA who violates a code of conduct for up to 10 consecutive school days for a single incident of misconduct, in accordance with the procedures in Education Code 48911(g). The Superintendent or designee may suspend a student for up to 20 cumulative school days in a school year, as long as the suspension(s) does not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; Education Code 48911; 34 CFR 300.530)

#### **Bus Suspension or In-School Suspensions**

A bus suspension may count toward the cumulative days of suspension if bus transportation is a required part of a student's IEP and if it is a change in placement. If the IEP of a student with a disability requires the District to provide the student with transportation, the District shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the 20-day limit as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive services specified in his/her IEP, and participate with non-disabled students to the extent he/she would have in the current placement. (71 Fed.Reg. 156, p. 46715; Education Code 48911.1)

The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid individualized education program (IEP) has been suspended during the school year.

#### **Change in Placement**

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under any of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days; or
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year;
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and

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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

- c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

#### Services During Suspension

If a student's removal is determined to be a *change of placement* as specified in items #1 or #2 above, or the student is suspended for more than 10 school days in the same school year, the student's IEP team shall determine the appropriate educational services. Such services shall be designed to enable the student to continue to participate in the general education curriculum in another setting, to progress toward meeting the goals set out in his/her IEP, and to address the student's behavior violation so that it does not recur. (20 USC 1412(a)(1)(A); 34 CFR 300.530) Services do not need to be provided if a student is removed for 10 school days or less, as long as the District does not provide services to non-disabled students removed for the same amount of time.

#### Interim Alternative Educational Placement Due to Dangerous Behavior

The District may unilaterally place a student with a disability in an appropriate interim alternative educational setting for up to 45 school days, without regard as to whether the behavior is a manifestation of the student's disability, when the student commits one of the following acts while at school, going to or from school, or at a school-related function: (20 USC 1415(k)(1)(G); 34 CFR 300.530)

1. Carries or possesses a weapon, as defined in 18 USC 930
2. Knowingly possesses or uses illegal drugs
3. Sells or solicits the sale of a controlled substance as identified in 21 USC 812(c), Schedules I-V
4. Inflicts serious bodily injury upon another person as defined in 18 USC 1365.

The student's alternative educational setting shall be determined by his/her IEP team. (20 USC 1415(k)(1)(G); 34 CFR 300.531)

On the date the decision to take disciplinary action is made, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)

A student who has been removed from his/her current placement because of dangerous behavior shall receive services, although in another setting, to the extent necessary to allow him/her to participate in the general education curriculum and to progress toward meeting the goals set out in his/her IEP. As appropriate, the student shall also receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)



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### SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)

#### Manifestation Determination

The following procedural safeguards shall apply when a student with a disability is suspended for more than 10 consecutive school days, when a series of removals of a student constitutes a pattern, or when a disciplinary change of placement of a student is contemplated due to a violation of the District's code of conduct:

1. Notice: On the date the decision is made to impose disciplinary action that would result in a change in placement, the student's parent/guardian shall be notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR 300.504. (20 USC 1415(k)(1)(H); 34 CFR 300.530)
2. Manifestation Determination Review: Immediately if possible, but in no case later than 10 school days after the date of the decision is made to impose disciplinary action that would result in a change of placement, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the District, the student's parent/guardian, and relevant members of the IEP team (as determined by the District and the parent/guardian), shall review all relevant information in the student's file including the student's IEP, any teacher observations, and any relevant information provided by the parents/guardians to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by, or had a direct and substantial relationship to the student's disability; or
- b. A direct result of the District's failure to implement the student's IEP.

If the manifestation review team determines that either of the above conditions apply, the student's conduct shall then be determined to be a manifestation of the student's disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the IEP team shall conduct a functional behavioral assessment, unless one had been conducted before the occurrence of the behavior that resulted in the change of placement, and shall implement a behavioral intervention plan for the student. If a behavioral intervention plan has already been developed, the IEP team shall review the behavioral intervention plan and modify it as necessary to address the behavior. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

The student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement as part of the modification of the behavioral intervention plan. (20 USC 1415(k)(1)(F); 34 CFR 300.530)

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4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities. However, the student's IEP team shall determine services necessary to enable him/her to participate in the general education curriculum in another setting and to allow him/her to progress toward meeting the goals set out in his/her IEP. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

As appropriate, the student also shall receive a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur. (20 USC 1415(k)(1)(D); 34 CFR 300.530)

#### Due Process Appeals

If the parent/guardian disagrees with any District decision regarding placement under 34 CFR 300.530 (suspension and removal for dangerous circumstances) or 34 CFR 300.531 (interim alternative placement), or the manifestation determination under 34 CFR 300.530(e), he/she may appeal the decision by requesting a hearing with the California Office of Administrative Hearings (OAH). The District may request a hearing with OAH if the District believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. In order to request a due process hearing, the requesting party shall file a complaint pursuant to 34 CFR 300.507 and 300.508(a) and (b) with OAH. (20 USC 1415(k)(3); 34 CFR 300.532)

Whenever a hearing is requested as specified above, the parent/guardian or the District shall have an opportunity for an expedited due process hearing consistent with requirements specified in 34 CFR 300.507, 300.508 (a)-(c), and 300.510-300.514.

If the student's parent/guardian or the District has initiated a due process hearing under 34 CFR 300.532 as detailed above, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and the District agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

#### Readmission

Readmission procedures for students with disabilities shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, an IEP team meeting shall be convened to review, and as necessary, modify the student's IEP.

#### Decision Not to Enforce Expulsion Order

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students. (Education Code 48917)

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### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

#### **Notification to Law Enforcement Authorities**

Law enforcement notification requirements involving students with disabilities shall be the same as those specified for all students in AR 5144.1 – Suspension and Expulsion/ Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without the prior written consent of the student's parent/guardian. (Education Code 49076)

#### **Report to County Superintendent of Schools**

The Superintendent or designee shall report to the County Superintendent of Schools when any special education student has been expelled or suspended for more than 10 school days. The report shall include the student's name, age, last known address, and the reason for the action. (Education Code 48203)

#### **Discipline of Students Identified as Disabled Only Under Section 504**

Students identified as individuals with a disability under Section 504 of the Rehabilitation Act of 1973 ("Section 504") are general education students who are subject to the same grounds and procedures for suspension and expulsion that apply to students without disabilities, except as otherwise specified in this administrative regulation.

The Superintendent or designee may suspend a student identified with a disability pursuant to Section 504 who violates a code of conduct, for up to 10 consecutive school days for a single incident of misconduct, in accordance with the procedures in Education Code section 48911(g). The Superintendent or designee may suspend a student for up to 20 cumulative school days in a school year, as long as the suspensions do not constitute a change in placement pursuant to 34 CFR 300.536. (Education Code 48903; Education Code 48911; 34 CFR 300.530)

#### **Bus Suspension or In-School Suspensions**

A bus suspension may count toward the cumulative days of suspension if bus transportation is a required part of student's Section 504 Plan and if it is a change in placement. If the Section 504 Plan of a student with a disability requires the District to provide the student with transportation, the District shall provide the student with an alternative form of transportation at no cost to him/her or to his/her parent/guardian when he/she is to be excluded from school bus transportation. (Education Code 48915.5)

An "in-school suspension" or "supervised suspension classroom" as authorized by Education Code 48911.1 would not count towards the 20-day limit as long as the student is afforded the opportunity to continue to appropriately participate in the general curriculum, receive services specified in his/her Section 504 Plan, and participate with non-disabled students to the extent he/she would have in the current placement. (71 Fed. Reg. 156, p. 46715; Education Code 48911.1)

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The principal or designee shall monitor the number of days, including portions of days, in which a student with a valid Section 504 Plan has been suspended during the school year.

#### Change in Placement

The Superintendent or designee shall determine, on a case-by-case basis, whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change of placement. A change of placement shall be deemed to have occurred under either of the following circumstances: (34 CFR 300.536)

1. The removal is for more than 10 consecutive school days.
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:
  - a. The series of removals total more than 10 school days in a school year.
  - b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals.
  - c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

#### Manifestation Determination

The following procedural safeguards shall apply when a student with a disability having a Section 504 Plan is suspended for more than 10 consecutive school days in a school year, when a series of removals of a student constitutes a pattern, or when a disciplinary change of placement of a student is contemplated due to a violation of the District's code of conduct:

1. Notice: On the date the decision is made to impose disciplinary action that would result in a change of placement, the student's parent/guardian shall be notified of the decision and invited to the manifestation determination review meeting and provided a copy of the procedural safeguards for Section 504.
2. Manifestation Determination Review: Immediately, if possible, but in no case later than 10 school days after the date of the decision is made to impose disciplinary action that would result in a change in placement, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to the disciplinary action. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

At the manifestation determination review, the District, the student's parent/guardian, and relevant members of the Section 504 team (as determined by the District and parent/guardian) shall review all

## Pacific Grove Unified School District

Students

Regulation #5144.2

### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

relevant information in the student's file, including the student's Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians, to determine whether the conduct in question was either of the following: (20 USC 1415(k)(1)(E); 34 CFR 300.530)

- a. Caused by or had a direct and substantial relationship to the student's disability
- b. A direct result of the District's failure to implement the student's Section 504 Plan.

If the manifestation review team determines that either of the above conditions applies, the student's conduct shall then be determined to be a manifestation of his/her disability. (20 USC 1415(k)(1)(E); 34 CFR 300.530)

3. Determination that Behavior is a Manifestation of the Student's Disability: When the student's conduct has been determined to be a manifestation of his/her disability, the student shall be returned to the placement from which he/she was removed, unless the parent/guardian and Superintendent or designee agree to a change of placement.

4. Determination that Behavior is Not a Manifestation of the Student's Disability: When it has been determined that the student's conduct was not a manifestation of his/her disability, the student may be disciplined in accordance with the procedures for students without disabilities.

#### Exception to Requirement to Hold Manifestation Determination Review

A student with a disability under Section 504 who is currently using illegal drugs or alcohol and is to be disciplined for use or possession of illegal drugs or alcohol, does not have the procedural protections provided by Section 504, including the right to a manifestation determination review prior to a disciplinary change in placement.

#### Due Process Appeals of Manifestation Determination

1. If the parent /guardian disagrees with any District decision regarding the manifestation determination, he/she may appeal the decision by requesting a hearing.
2. Whenever a hearing is requested as specified above, the parent/guardian or the District shall have an opportunity for an expedited due process hearing consistent with the requirements specified in 34 CFR 300.507, 300.508 (a)- (c), and 300.510-300.514. A decision shall be made within 45 days of the receipt of request for hearing.
3. If the student's parent/guardian or the District initiated an expedited due process hearing as detailed above, the student shall remain suspended and/or expelled for the time period pending the decision of the hearing officer, unless the parent /guardian and District agree otherwise. (20 USC 1415(k)(4); 34 CFR 300.533)

## Pacific Grove Unified School District

Students

Regulation #5144.2

### **SUSPENSION AND EXPULSION/DUE PROCESS (INDIVIDUALS WITH DISABILITIES)**

4. To request an expedited hearing parent must submit a written request within 30 days of the manifestation determination decision for an expedited hearing by completing the District's Section 504 Complaint form and submitting the completed form to:

District Section 504 Coordinator  
435 Hillcrest Avenue  
Pacific Grove, CA 93950

### **Readmission**

Readmission procedures for expelled students with disabilities under Section 504 shall be the same as those adopted for students without disabilities. Upon readmission of a student with disabilities, a Section 504 meeting shall be convened to review and as necessary, to modify the student's Section 504 Plan.

### **Decision Not to Enforce Expulsion Order**

The Governing Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities under Section 504 in the same manner as they are applied to all other students. (Education Code 48917)

### **Notifications to Law Enforcement Authorities**

Law enforcement notifications requirements involving students with disabilities under Section 504 shall be the same as those specified for all students in AR 5144.1 – Suspension and Expulsion/Due Process.

When giving any required notification concerning a student with disabilities to any law enforcement official, the principal or designee shall require the law enforcement official to certify in writing that he/she will not disclose the student's information or records to any other person without prior written consent of student's parent/guardian. (Education Code 49076)

### **Legal Reference:**

#### **EDUCATION CODE**

35146 Closed sessions (re suspensions)  
35291 Rules (of governing board)  
48203 Reports of severance of attendance of disabled students  
48900-48925 Suspension and expulsion  
49076 Access to student records  
56000 Special education; legislative findings and declarations  
56320 Educational needs; requirements  
56321 Development or revision of individualized education program  
56329 Independent educational assessment

**Pacific Grove Unified School District**

Students

Regulation #5144.2

**SUSPENSION AND EXPULSION/DUE PROCESS  
(INDIVIDUALS WITH DISABILITIES)**

56340-56347 Individual education program teams

56505 State hearing

PENAL CODE

245 Assault with deadly weapon

626.2 Entry upon campus after written notice of suspension or dismissal without permission

626.9 Gun-Free School Zone Act

626.10 Dirks, daggers, knives, razors or stun guns

UNITED STATES CODE, TITLE 18

930 Weapons

1365 Serious bodily injury

UNITED STATES CODE, TITLE 20

1412 State eligibility

1415 Procedural safeguards

UNITED STATES CODE, TITLE 21

812 Controlled substances

UNITED STATES CODE, TITLE 29

706 Definitions

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

104.35 Evaluation and placement

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities

300.530-300.537 Discipline procedures

COURT DECISIONS

*Schaffer v. Weast*, (2005) 546 U.S. 549*Parents of Student W. v. Puyallup School District*, (1994 9th Cir.) 31 F.3d 1489*M.P. v. Governing Board of Grossmont Union High School District*, (1994) 858 F.Supp. 1044*Honig v. Doe*, (1988) 484 U.S. 305

Management Resources:

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education Programs:

<http://www.ed.gov/about/offices/list/osers/osep>

Office of Civil Rights (“OCR”) decisions regarding Section 504 discipline; (307 IDELR 07 (OCR 1989); 307 IDELR 05 (OCR 1988) OSEP Memorandum 95-16, 22 IDELR 531); Grossmont (CA) Union High School District 113 LRP 27939 (OCR 04/17/13)

**SUBJECT:** Pacific Grove Unified School District Strategic Plan- First and/or Final Reading

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review and approve the District's Strategic Plan, as amended when the Local Control Accountability Plan (LCAP) was approved June 2015.

**BACKGROUND and INFORMATION:**

At the beginning of each school year the Strategic Plan, and modifications as recommended by District staff, should be reviewed for approval by the Board. Minor revisions to these plans are recommended as certain goals are achieved or become outdated. This past year, modifications to the Strategic Plan were also included as part of the approved Local Control Accountability Plan (June 2015), which were very minor, and include:

- Strategy #1 – Standards-Based Educational Program includes aligns intervention programs with the LCAP
- Strategy #2 – Staff Recruitment aligns recruitment need to LCAP goals
- Changed “Common Core Standards” to “California Standards” as aligned with the California Department of Education
- LCAP as part of Strategy #5 - Budgetary Process
- School Messenger and Remind (texting) replaces Connect Ed as district community communications system
- “Regular updates to the School District Profile Overview” has been included as part of Strategy #3 - Communications

The Strategic Plan, Superintendent Goals and School Site Plans will continue to be aligned to the approved Board Goals, with adjustments made according to any approved changes.

**FISCAL IMPACT:**

Program and budget decisions will be based on these plans and will appear as regular items on future Board agendas.



# Pacific Grove Unified School District

## 2015/16 Strategic Plan

Action/Discussion Item D

### **BOARD GOAL: Student Learning and Achievement - Overall Educational**

**Program:** Every student is performing at or above grade level, engaged in his or her learning, and contributing positively to the community

#### **Strategy One: Develop and implement a comprehensive and standards-based educational program with respect to curriculum, instruction, course offerings, class size, support programs and facilities (P1, P2, P7)**

- All students will receive access to core programs in all content areas and student learning will be guided by California academic standards-based curriculum in all content areas, current California teaching standards, and local professional expertise. (P2, P7)
- Technology will be a strong focus used to engage students and instruction will be used to engage students in 21<sup>st</sup> century learning. (P2)
- The Director of Curriculum will facilitate articulation across all grade levels curriculum via Instructional Leadership Teams (ILTs) and other leadership avenues – core, arts and electives. (P2, P4, P5, P8)
- Teachers will use consistent accountability measures that are aligned with the California State Standards and other California Standards of the Teaching Profession. (P4)
- Teachers will utilize the core targets in the California Standards for Teaching Profession. (P1, P2, P4, P5, P8)
- Students and parents will have a clear educational plan established, including student outcomes, with supplemental support provided to students according to their instructional needs based on assessment data. (P4)
- Programs will be instituted to maximize appropriate college preparation, application and acceptance. (P7)
- Intervention programs will be used District-wide to provide early and ongoing assessments to identify students who are not proficient at grade level and require targeted instruction to meet their individual needs, as aligned with the LCAP. (P4)
- The District will establish and maintain a K-12 visual and performing program open to all students, as possible.

# Pacific Grove Unified School District

## 2015/16 Strategic Plan

Action/Discussion Item D

**BOARD GOAL: Credibility, Confidence and Communication Accountability and Integrity:** Student, family and community partnerships, relationships and dialog contribute to the success of every student.

### **Strategy Two: Staff Recruitment, Retention and Professional Development (P1)**

- Highly qualified staff, with respect to credentials, training and experience, will teach all courses and programs. (P1)
- The District will create and maintain a recruitment plan to address hiring needs, as aligned with the LCAP. (P1)
- The District will implement a professional development that is data-driven, that matches both the Strategic Plan and the LCAP and implemented through the Single Plan for Student Achievement at each site. (P2)
- Teacher assignments will match appropriate teacher credentials and authorizations. (P1)
- Staff evaluation will be aligned to the strategic plan in the areas of credentialing requirements, professional development, standards-based instruction and assessment. (P1)

### **Strategy Three: Communications**

- Parents and community members will be invited to participate in school site and District committees and programs. (P3)
- Ongoing communication will occur between the schools sites, the District Office, the School Board and the parent community, including regular updates to the School District Profile Overview (P3)
- The District web-site, department and school web-sites, School Messenger, Remind, newsletters and other media will be employed to deliver timely, relevant and accurate information to the PGUSD community. The information will be updated to ensure it is accurate across all media. (P#3)
- District/site/student accomplishments and awards will be publicized community-wide. (P3)
- Parents and students will be informed, via electronic and print media, regarding pupil attendance, chronic absenteeism, drop-out rates, graduations rates, and other data relating to pupil engagement. (P5)

# Pacific Grove Unified School District

## 2015/16 Strategic Plan

Action/Discussion Item D

### **BOARD GOAL: Credibility, Confidence, Communication Fiscal Solvency, Program, Services and Budget Alignment**

#### **Strategy Four: Establish a safe, clean and secure school environment (P6)**

- Each campus will (P6):
  - provide a welcoming environment where students and staff may come to school each day feeling safe, respected, proud and can comfortably focus on learning.
  - be free of all forms of violence.
  - provide classrooms that are equipped for successful student learning.
  - promote respectful conversations and encourage students to interact and mix freely.
  - maintain and update a School Safety Plan and Emergency Management Plan
- Teacher/student interactions will reflect mutual respect and facilitate dialog. (P6)
- Facility operation and maintenance schedules will reflect the priorities of the District. (P1)
- Surveys such as Healthy Kids Survey for Students and Parents shall be used to measure sense of school safety and school connectedness. (P6)

#### **Strategy Five: The District budgetary process will reflect the Strategic Plan/LCAP goals**

- Funding priorities and significant budget revisions will be connected to the Strategic Plan, Local Control Accountability Plan, Board Goals.
- All program budgets will be routinely reviewed for relevance to core program and strategic plan goals.
- District budget details will be made available to the public, with funding sources and their impact on the General Fund clearly identified in regular, public reports.
- The budget process will allow for innovative and creative ideas/projects as aligned with the Strategic Plan and LCAP.

#### **Definition of Terms:**

Local Control Accountability Plan (LCAP) State Priorities as per Education Code 52060 & 52066 fall into three categories:

Conditions of Learning, Pupil Outcomes & Engagement.

LCAP Priorities: (P1) Basic Services, (P2) Implementation of State Standards (Academic Content/Performance standards), (P3) Parental Involvement, (P4) Student Achievement, (P5) Student Engagement, (P6) School Climate, (P7) Access to Courses, (P8) Student Outcomes.

**SUBJECT:** Review of Measure A Education Technology Expenditures

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services and Bruce Cates, Director of Technology

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**RECOMMENDATION:**

The District Administration recommends that the Board review and approve Measure A Education Technology Bond expenditures.

**BACKGROUND:**

On November 4, 2014, the voters with the Pacific Grove Unified School District approved an \$18 million General Obligation Bond to be used for Education Technology. Each property may be charged a maximum of \$17.96 per \$100,000 of assessed valuation over 18 years. Measure A was approved by voters with 59.79% of the vote.

The bond measure will improve technology by:

- Increasing student access to computers.
- Upgrading educational software in every classroom.
- Implementing a multiyear, District-wide educational technology plan.
- Improving classroom and campus security systems.
- Installing student performance assessment software for statewide testing/learning requirements.

The bond funds will be released in six separate series, approximately \$3 million every three years, over 18 years. The first issuance, Series A, was released in the 2014-15 fiscal year for \$2,327,150. As the assessed valuations of the properties within the District increase, the maximum allowable funding for each series will also increase.

**INFORMATION:**

For many years, the District Technology Committee reviewed all educational technology purchases. The committee consists of Principals, Assistant Principals, Teachers, the Director of Technology, and Site Technology Coordinators.

Some of the initial purchases from the Education Technology bond included Chromebooks and Chromebook cabinets, curriculum software, an Education Technology survey, Wifi Transmitters for improving internet access, replacement computers and the cost of the bond issuance.

Please see the attached spreadsheet which is a current list of Measure A expenditures that are awaiting Board approval. These costs are estimated and may vary slightly due to variations in tax and shipping costs. A second spreadsheet is also attached which is a list of items that have already been purchased from Measure A.

**FISCAL IMPACT:**

\$35,893 of equipment and software to be purchased from Fund 21

	Item	Request	Site(s)	Qty	Est. Cost Incl. Tax; S/H	Item Total
1	Reading Counts!	Spring List	RD	250	5	1,250
2	Computer Mice (GR2-3)	Added	RD	175	10	1,750
3	Acclerated Reader	Spring List	FG	1	1,800	1,800
4	Laptop Docking Stations	Spring List	RD	12	165	1,980
5	Airplay Speakers (per FG last list)	Replacement	RD	25	110	2,750
6	Network Switches 8-port 1Gb	Spring List	Dist	7	32	224
7	Network Cable	Added	Dist	4	9	36
8	Memory for PowerSchool Server	Added	Dist	1	329	329
9	Hard Drive data transfer cables	Added	Dist	2	15	30
10	WebFilter and Archiver Subscriptions (2yrs)	Added	Dist	1	12,597	12,597
11	Master Hard Drives (duplicating desktop and laptop computers)	Added	Dist	1	119	119
12	Network Card for Workgroup Printer	Added	AE	1	118	32
13	TI Graphing Calculator App for iPad	Spring List	HS	4	32	128
14	Campus Radios	Spring List	HS	1	3,052	3,052
15	Kano computer-built kits	Spring List	HS	15	164	2,460
16	Lightroom Software Mac Lab	Spring List	AE	17	88	1,496
17	Network Switch 24-port 1Gb	Spring List	AE	4	100	400
18	Multi-Port USB to image iPads	Added	Dist	4	49	196
19	Replacement Server RDS	Added	Dist	1	5,000	5,000
20	Charger for PE heart monitors	Added	MS	6	44	264
					<b>TOTAL--&gt;</b>	<b>35,893</b>



## Pacific Grove Unified School District

**Measure A - Ed Tech Bond**

<b>Series A</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Total</b>
<b>Purchased:</b>				
1 SRI & SMI Curriculum (Scholastic)	21,887			21,887
2 Projectors (Compview)	2,984			2,984
3 Tech supplies (Grainger)	559			559
4 Headsets for SBAC (Insight)	19,944			19,944
5 Projector (Compview)	1,054			1,054
6 Microsoft Licenses (SHI)	41,872			41,872
7 Network Ports (CXtec)	558			558
8 Fingerprint Scanner (Biometrics)	5,585			5,585
9 Replacement CPU (Dell)	1,516	4,384		5,901
10 Chromebooks (HP-SHI)	463,056	173,032		636,088
11 Chromebook Cabinets (Datum)	50,839	31,594		82,434
12 Wifi Transmitters (Carousel)	42,347			42,347
13 Chromebook security carts (Portola)	8,752			8,752
14 Computer replacements (Dell)	34,922	102,702		137,624
15 Student Union Equipment (Trinity)	5,283			5,283
16 License for Certify (Certica)	3,055			3,055
17 School Messenger (Reliance)	8,770			8,770
18 Ed Tech Survey (DS&C)	20,000			20,000
19 School Dude Software (School Dude)	9,424			9,424
20 Ed Tech Financial Advisor (DS&C)	146,514			146,514
21 Security Camera Project (Trinity)	15,120	1,680		16,800
22 Software (YoYo)		1,200		1,200
23 Servers (Firefly)		22,453		22,453
24 Read 180 (Scholastic)		28,941		28,941
25 Memory Upgrade (Lifetime)		494		494
26 Software (Teachers Curriculum, Pixologic)		33,271		33,271
27 Graphing Calculators (Bach)		28,481		28,481
28 Robotics (Lego)		7,401		7,401
29 MS Math (Think Through Learning)		23,490		23,490
30 Curriculum Licenses & Training (Curric Assoc)		30,554		30,554
31 Math 180 (Houghton-Mifflin)		121,796		121,796
32 Apple iMacs (Apple)		120,627		120,627
33 EL software (Brain Pop)		545		545
34				-
35				-
<b>Total Expended</b>	<b>904,041</b>	<b>732,646</b>	<b>-</b>	<b>1,636,686</b>
<b>Reserve:</b>				
36 Reserve for 2015-16		100,000		100,000
37 Reserve for 2016-17			100,000	100,000
<b>Total Reserves</b>	<b>-</b>	<b>100,000</b>	<b>100,000</b>	<b>200,000</b>
<b>Summary:</b>				<b>Unspent</b>
<b>Measure A Funding</b>	<b>2,328,234</b>			<b>491,548</b>

On November 4, 2014, the voters within the Pacific Grove Unified School District approved an \$18 million GO Bond, charging \$17.96 per \$100,000 of Assessed Valuation over 18 years. Measure A passed with 59.79% of the vote.

The bond measure will improve technology by:

- Increasing student access to computers, upgrading educational software in every classroom, implementing a multiyear District-wide educational technology plan, improving classroom and campus security systems, and installing student performance assessment software for statewide testing/learning requirements.

**SUBJECT:** Board Calendar/Future Meetings

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review and possibly modify the schedule of meeting dates on the attached calendar and determine, given information from the Administration, whether additional Board dates or modifications need to be established.

**BACKGROUND:**

The Board has approved Bylaw 9320, which states that regular Board meetings be held on the first and third Thursday of each month, from August through June. At the annual organizational meeting held in December, Trustees approves the meeting calendar as presented. The calendar is reviewed at each Board meeting.

**INFORMATION:**

Changes to the Board meeting dates must be approved by a majority vote of the Trustees.

## Board Meeting Calendar, 2015/2016 School Year

Aug. 20	<b>Regular Board Meeting</b> ✓ Student Enrollment Update ✓ Back to School dates ✓ Property tax report ✓ 2015-2016 Consolidated Application	District Office
Sept. 3	<b>Regular Board Meeting</b> ✓ Unaudited Actual Report ✓ Budget Revision #1	Forest Grove (School Site Visit)
Sept. 17	<b>Regular Board Meeting</b> ✓ Board Goals – review/revise	Robert Down
Oct. 1	<b>Regular Board Meeting</b> ✓ Strategic Plan/LCAP Review Begins ✓ Bus Ridership ✓ Week of School Administrator	Middle School (School Site Visit)
Oct. 29	<b>Regular Board Meeting</b> ✓ Superintendent's Goals ✓ Review of Special Education Contracts	Adult School (School Site Visit)
Nov. 12	<b>Regular Board Meeting</b> ✓ Intent form due (to serve as Board President or Vice President) ✓ Set date for Annual Organizational meeting	High School (School Site Visit)
Dec. 10	<b>Organizational Meeting</b> ✓ Election of 2015/16 Board President and Clerk ✓ First Interim Report ✓ Budget Revision #2 ✓ Review of Special Education Contracts	District Office



## Tentative Board Meeting Calendar, 2015/16 School Year

Jan. 21	<b>Regular Board Meeting</b> ✓ Report on Governor's Budget Proposal ✓ Preliminary enrollment projection for 2016/17 ✓ Williams/Valenzuela Uniform Complaint Report ✓ Property Tax Update	Community High School (School Site Visit)
Feb. 4	<b>Regular Board Meeting</b> ✓ Budget projections and assumptions ✓ Possible personnel action presented as information ✓ Preliminary Review of Site Master Schedules	District Office
Mar. 3	<b>Regular Board Meeting</b> ✓ Second Interim Report ✓ Budget Revision #3 ✓ Possible personnel action (RIF) ✓ Open House schedules reviewed	District Office
Mar. 17	<b>Regular Board Meeting</b> ✓ Budget projections and assumptions ✓ Approve 2016/17 Board meeting calendar, Aug. – Dec. ✓ TRAN Resolution ✓ Williams/Valenzuela Uniform Complaint Report	District Office
Apr. 14	<b>Regular Board Meeting</b> ✓ Board Priorities for 2016/17 Instructional Program Design ✓ Review of Strategic plan and LCAP ✓ Begin Superintendent Evaluation ✓ California Day of the Teacher ✓ Week of the CSEA Employee	District Office
April 28	<b>Regular Board Meeting</b> ✓ Review of Site Master Schedules ✓ Review of Strategic plan and LCAP (as needed) ✓ Review of Facilities Depreciation Schedule	District Office
May 19	<b>Regular Board Meeting</b> ✓ Retiree Reception ✓ Review Bell Schedule for 2016/17 ✓ Identify Board member representatives for graduation ✓ Review Facility Use Fee Schedule ✓ LCAP Public Hearing ✓ Review Governor's revised budget ✓ Present 2016/17 Budget ✓ Public hearing on budget ✓ Year-end Budget Transfers Resolution ✓ Final Review of Site Master Schedules ✓ Williams/Valenzuela Uniform Complaint Report ✓ Budget Revisions #4 ✓ April Property Tax Review	District Office
June 2	<b>Regular Board Meeting</b> ✓ Adopt budget for 2016/17 ✓ Recommend approval of LCAP ✓ Complete Superintendent Evaluation	District Office
June 30	<b>Regular Board Meeting</b> ✓ Approval of contracts and purchase orders for 2016/17	District Office

**SUBJECT:** Local Control Accountability Plan Update

**PERSON(S) RESPONSIBLE:** Ani Silva, Director of Curriculum and Special Projects

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**RECOMMENDATION:**

The Administration recommends that the Board discuss the Local Control Accountability Plan for 2015-2016 update and provide direction as necessary.

**BACKGROUND:**

The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). Under the LCFF all Local Educational Agencies are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* Section 52060(d).

**INFORMATION:**

At the board meeting on June 4, 2015 Pacific Grove Unified Governing Board adopted the LCAP for 2015-2016 using a template adopted by the State Board, effective for three years with annual updates. The Monterey County Office of Education approved the district's LCAP on August 20, 2015. Education code Section 52070 specifies the following three criteria for LCAP approval: 1) Adherence to State board Adopted Template, 2) Sufficient Expenditures in Budget to Implement LCAP, 3) Adherence to SBE Expenditure Regulations. Some minor adjustments to the LCAP were required by the county office. These adjustments related to specifications regarding budget codes as well as clarifying language around the programs and services offered for unduplicated pupils.

The LCAP listed the district's annual goals for all pupils and for each subgroup in regard to eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. The LCAP also included an Annual Update component where the district had to show what actions, services, and expenditures actually took place during the 2014-2015 school year for each of the district's five goals. The annual update also included actual annual measureable outcomes as well as a reflection on how this data will impact the LCAP for 2015-2016.

At this time, we are in the process of beginning to gather data in an effort to measure our progress in meeting the goals for 2015-2016. Part of this process will involve administrators, teachers, students, parents, and the community as we engage in meaningful discussions pertaining to the District's five goals and the eight state priorities. The district also has identified an LCAP team who will work collaboratively to analyze and monitor the implementation of the actions and services set forth for 2015-2016. The following is an overview of the District's goals and the eight state priorities identified in the plan along with an update of our progress to date:

**1) All students are performing at or above grade level and demonstrate 21<sup>st</sup> century learning skills with access to core programs, curriculum materials and technology aligned to California Content State Standards in all content areas.**

- **Basic Services:** credentialed teachers, instructional materials, facilities in good repair (*priority 1*)
  - Instructional Materials Resolution
- **Implementation of State Standards** (*priority 2*)
  - Site Instructional Leadership teams facilitating the Cycle of Professional Learning
  - Professional development: Writing standards (opinion/argument, information/explain, narrative) implementation district-wide
  - SBAC formative assessment benchmarks grades 3-11 and curriculum based benchmarks grades k-2 (Oct. 19-23, Jan. 11-15, March 21-24)
  - English Learner Language Review Teams at each site
  - Instructional rounds
- **Pupil achievement** (*priority 4*)
  - Analysis of Smarter Balanced student scores grades 3-8 & 11
  - Analysis of trimester and semester grades (ongoing)
  - 2014-2015 Title 3 California English Language Development Test (CELDT) data in progress (October/November 2015)
  - 2014-2015 California Standards Test Scores for Science (STAR) data attached
  - 2014-2015 California High School Exit Exam (CAHSEE) data attached
  - Percent of students graduating with A to G requirements (Spring 2016)
  - Re-designation rate of English learners (Spring 2016)
  - Smarter Balance testing windows:
    - ❖ ELA & Math grades 3-8 : February 25<sup>th</sup> -May 29<sup>th</sup> 2016
    - ❖ ELA & Math grade 11: April 9<sup>th</sup> - May 29<sup>th</sup> 2016 (replaces Early Assessment Program (EAP))
    - ❖ California Standards Test in Science: grades 5, 8, and 10
- **Course access** (*priority 7*)
  - Analysis of students who are enrolled in AP/Honors classes who are English Learners and Reclassified English learners (ongoing)
  - Re-designation rate of English Learners (Spring 2016)
  - Percent of English learners advancing a performance level on CELDT (data attached: AMAO #2)

**2) All students have access to a broad course of study ensuring college and career readiness upon high school graduation.**

- **Implementation of State Standards** (*priority 2*), **Pupil Achievement** (*priority 4*), **Course access** (*priority 7*)
  - Advanced Placement passing rates (2014-2015: ) 2015-2016 (May 2016)
  - Percent of students enrolled in Honors classes (EL, Reclassified, Special needs) ongoing
  - Early Assessment program results (2014-2015 SBAC scores attached)
  - Percent of 2014-2015 graduates attending 2 and 4 year universities (in progress)

- 3) **All parents and students are involved in providing input on decisions related to the district's instructional programs, increasing student engagement and participation to ensure high levels of achievement in all subject areas.**
  - **Parental Involvement** (*priority 3*), **Pupil engagement** (*priority 5*), **Other pupil outcomes** (*priority 8*)
    - Parent Survey through West Ed
    - The California Healthy Kids Survey (November-December 2015)
    - Parent focus groups (Sites: ongoing)
    - English Language Advisory Committee meetings (Forest Grove & Robert Down) 4 meetings per year
    - Stakeholder meetings for each site: staff (teachers & classified)
- 4) **All students attend safe, secure, and clean schools providing an environment of respect where students can comfortably focus on learning.**
  - **Basic** (*priority 1*), **School climate** (*priority 6*)
    - Analysis of 2014-2015 California Healthy Kids Survey (in progress)
    - Administration of the California Healthy Kids Survey (November 2015)
    - Suspension rates (spring 2016)
    - Attendance rates (spring 2016)
    - Chronic Absenteeism rates (spring 2016)
    - Student focus groups (TBD)
- 5) **All staff is highly qualified with respect to credentials, training and experience to teach all courses, programs, and English learners.**
  - **Basic** (*priority 1*)
    - Ongoing monitoring of teacher's credentials and assignments
    - Mandated reporter training

**FISCAL IMPACT:**

None

Category A: Conditions of Learning**Basic Services**

- Pupils have access to standards-aligned instructional materials. (Priority 1) **LCAP Goal #1**
- Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching. (100%) (Priority 1) **LCAP Goal #5**
- School facilities are maintained in good repair. (Online survey 95% Satisfaction) (Priority 1)

**Implementation of State Standards**

- Implementation of academic content and performance standards adopted by the state board for all pupils, including English Learners. (Priority 2) **LCAP Goal #1**

**Course Access**

- Pupil enrollment in a broad course of study that includes all of the subject areas (All students are scheduled into the core curriculum unless an IEP directs otherwise) (Priority 7) **LCAP Goal #2**

Category B: Pupil Outcomes**Pupil Achievement**

- SBAC & EAP results on next page (Priority 4) **LCAP Goals #1, #2**
- Share of English Learners that become English Proficient in 2014-15. 70% making annual progress, 27.7% Proficient on CELDT 'Less Than 5 Years' Cohort. '5 Years or More' Cohort 50%. (Priority 4) **LCAP Goal #1, #2**
- English Learner Reclassification rate 21% 2014-15 (Priority 4) **LCAP Goal #1, #2**
- Share of pupils that are college and career ready. 94% of 2014-15 graduates go to a 2 or 4 year college. (Priority 4) **LCAP Goal #1, #2**
- Share of pupils that pass Advanced Placement exams with 3 or higher 86% in 2015; 44% of High School students are enrolled in AP or Honors classes; 43% of Reclassified English Learners are enrolled in AP or Honors classes in 2014-15. (Priority 4)
- 74% of High School students meet CSU/UC A to G requirements in 2014-15

Category C: Engagement**Parent Involvement**

- Efforts to seek parent input in decision making, promotion or parent participation in programs for unduplicated pupils and special need subgroups. 13 Stakeholder meetings along with an online survey were conducted to gather ELAC, DLAC, parent, teacher, staff, administration, and community input for the LCAP. (Priority 3) **LCAP Goal #3**

**Pupil Engagement**

- School attendance rate 96% in 2014-15 (state 94%) (Priority 5)
- Chronic absenteeism rate 5% (Priority 5)
- Middle School dropout rate .4% (Priority 5)
- High School dropout rate .1% (state 13%) (Priority 5)
- High School graduation rate 99.1% (state 79%) (Priority 5) **LCAP GOAL #3, #4**

**School Climate 2014-15**

- Pupil suspension rate 3.8% (state 51%) (Priority 6)
- Pupil expulsion rate .05 (state .1%) (Priority 6)
- Other local measures including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. California Healthy Kids Survey results 71.6% (state 65%). School connectedness 59%, perceived schools as safe 76% (Priority 6) **LCAP Goal #4**

**Other Student Outcomes 2014-15**

- CAHSEE passing rate 99%
- 72% of SPED achieving goals
- AVID 8<sup>th</sup> grade GPA: 3.34, grades 9-10: 3.07, grades 11-12: 3.10
- Dibels: FG: Kinder 47%, 1<sup>st</sup> grade 46%, 2<sup>nd</sup> grade 60%. RD: Kinder 38%, 1<sup>st</sup> grade 74%, 2<sup>nd</sup> grade 75% at benchmark

**PGUSD Subgroup Demographic Data**

As of Census Day 10/01/2014:

- Total Students: 2,012
- English Learners 131 (6.5%)
- Low Income Pupils 425 (21%)
- Foster Youth 1 (0.0001%)
- Special Education Students 195 (9.7%)

*Pacific Grove Unified School District LCAP Data: Updated September 2015*

Category B: Pupil Outcomes continued

**2014-15 SBAC Results**

- CST for Science grades 5, 8, & 10
- Advanced/Proficient: Grade 5: 80%, Grade 8: 86%, Grade 10: 82%
- SBAC ELA Met or Exceeded Standard
- Grade 3: 61%, Grade 4: 65%, Grade 5: 74%, Grade 6: 59%, Grade 7: 64%, Grade 8: 66%, Grade 11: 81%
- SBAC Math Met or Exceeded Standard
- Grade 3: 57%, Grade 4: 58%, Grade 5: 53%, Grade 6: 52%, Grade 7: 51%, Grade 8: 53%, Grade 11: 54%

(Priority 4) **LCAP Goals #1, #2**

**Share of pupils determined prepared for college by the Early Assessment Program (EAP) in 2014-15**

- ELA 45% exceeded standard, college ready; 37% standard met, conditionally college ready; 12% not yet demonstrating college readiness; 6% not demonstrating college readiness.
- Math 21% exceeded standard, college ready; 34% standard met, conditionally college ready; 21% not yet demonstrating college readiness; 24% not demonstrating college readiness

(Priority 4) **LCAP Goals #1, #2**



## Preliminary 2014-15 Title III Accountability Reports

### Local Educational Agency (LEA) Level Data

**Release Date:** July 14, 2015  
**LEA:** Pacific Grove Unified  
**County:** Monterey  
**CDS Code:** 27-66134-0000000

[School-level Data](#)

[DataQuest Help](#)

This is preliminary English Learners (ELs) report data on the annual measureable achievement objectives (AMAOs) 1 and 2 for 2014-15. The 2014-15 Title III Accountability Report will be released in Fall 2015.

#### AMAO 1 - Percentage of ELs Making Annual Progress in Learning English

Number of 2014-15 Annual CELDT Takers	89
Number with Required Prior CELDT Scores	89
Percentage with Required Prior CELDT Scores	100%
Number in Cohort Meeting Annual Growth Target	62
Percentage Meeting AMAO 1 in LEA	69.7%
2014-15 Target	60.5%
<b>Met Target for AMAO 1</b>	<b>Yes</b>

#### AMAO 2 - Percentage of ELs Attaining the English Proficient Level on the CELDT

<b>Less than 5 Years Cohort</b>	
Number of 2014-15 English Learners in Cohort	112
Number in Cohort Attaining the English Proficient Level	31
Percentage in Cohort Attaining the English Proficient Level	27.7%
2014-15 Target	24.2%
<b>Cohort Met Target</b>	<b>Yes</b>
<b>5 Years or More Cohort</b>	
Number of 2014-15 English Learners in Cohort	20
Number in Cohort Attaining the English Proficient Level	10
Percentage in Cohort Attaining the English Proficient Level	50.0%
2014-15 Target	50.9%
Cohort Met Target	Yes*
<b>Met Targets for AMAO 2</b>	<b>Yes</b>

**Note:**

An 'N/A' reported in any of the 'Met Target' fields means that the LEA received only Title III Immigrant funds for 2014-15 and had fewer than 50 EL CELDT takers.

If less than 65 percent of the 2014 Annual CELDT takers have prior year scores, no values will be printed for AMAO 1 and the LEA or consortium will not meet the AMAO 1 target.

### Information/Discussion Item A

Yes\* – Met the AMAO target through the application of confidence intervals (the LEA/consortium had fewer than 30 valid scores in the AMAO cohort).

For more information on Title III accountability, refer to the CDE [Title III Accountability](#) Web page.

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Questions: AMAO Team | [AMAO@cde.ca.gov](mailto:AMAO@cde.ca.gov) | 916-323-3071

Web Policy





California Department of Education  
Assessment and Accountability Division

[Return to Test Results Search](#)
[Print Report](#)

# 2015 CAASPP Test Results

## Pacific Grove Unified District

### All Students - California Standards Test Scores

County Name: Monterey County

District Name: Pacific Grove Unified District

School Name: ----

CDS Code: 27-66134-0000000

Total Enrollment: 1,232

Total Number Tested: 1,218

Total Number Tested in Selected Subgroup: 1,218

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment				163			157		152	

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				156			150		145	
% of Enrollment				95.7 %			95.5 %		95.4 %	
Students with Scores				155			150		144	
Mean Scale Score				390.8			431.2		388.3	
% Advanced				33 %			59 %		43 %	
% Proficient				47 %			27 %		39 %	
% Basic				14 %			10 %		10 %	
% Below Basic				4 %			2 %		3 %	
% Far Below Basic				1 %			3 %		3 %	

[Print Report](#)

**SUBJECT:** Review of Bus Ridership

**PERSON RESPONSIBLE:** Rick Miller, Assistant Superintendent for Business Services

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**RECOMMENDATION:**

The District Administration recommends that the Board review the bus ridership information.

**BACKGROUND:**

The District has provided bus transportation to and from school for several years. When ridership began declining in 2006-07 and 2007-08, the District reduced bus fees in order to attract more riders. While most families pay a fee per student, those families that qualify for the Free-and-Reduced-Meal program also qualify for free bus transportation. The District is currently running bus routes that provide transportation for both Regular and Special Education students.

**INFORMATION:**

As of September, 2015, the District is provides Regular Education transportation for 306 riders. The number of riders has increased since 2007-08 when there were only 144 riders, but has remained flat since 2011-12. Of the 306 riders in the current year, 118 riders (39%) receive free transportation due to qualifying for the Free-and-Reduced-Meals program.

The cost of the Transportation program is budgeted to be \$230,000 in 2015-16. The revenue that pays for the program comes from three sources:

- 1) The state provides Home-to-School Transportation revenue of \$105,000 (46%),
- 2) Transportation Fees collected from riders provides about \$15,000 (6%)
- 3) The General Fund Contribution provides \$110,000 (48%).

For comparison purposes, below are the transportation fees charged at Pacific Grove Unified School District, Carmel Unified School District, and Monterey Peninsula Unified School District.

	1 <sup>st</sup> Rider	2 <sup>nd</sup> Rider	3 <sup>rd</sup> Rider (or more)
1) PGUSD	\$100	\$ 50 (\$150)	Free (\$150)
2) CUSD	\$200	\$200 (\$400)	\$100 (\$500)
3) MPUSD	\$200	\$160 (\$360)	\$120 (\$480)

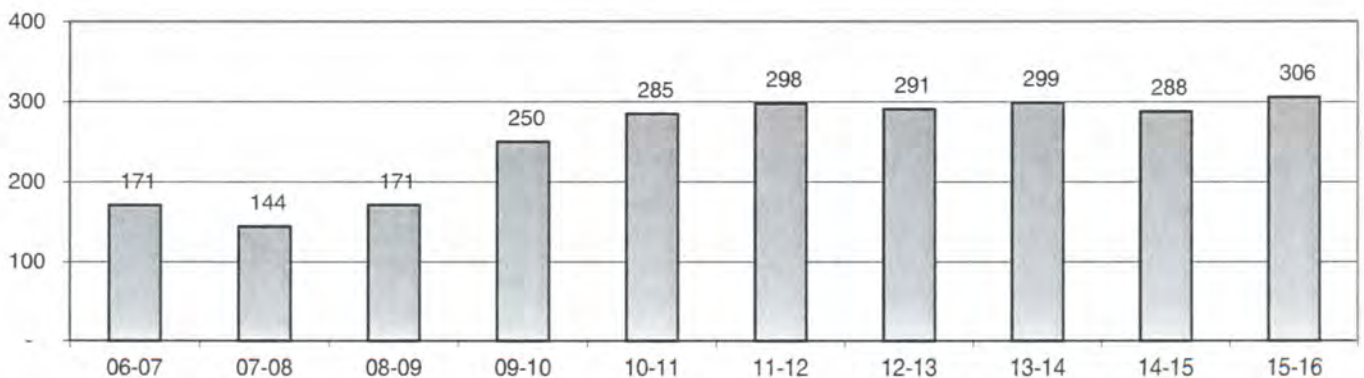
**FISCAL IMPACT:**

This report is informational only.

## Bus Ridership

	06-07 actual	07-08 actual	08-09 actual	09-10 actual	10-11 actual	11-12 actual	12-13 actual	13-14 actual	14-15 actual	15-16 actual
<b>Forest Grove</b>										
Del Monte Park			23	53	72	79	40	37	27	43
Pebble Beach			16	12	13	16	27	67	60	53
Beach Track			6	15	18	19	14	13	20	18
<b>Total Forest Grove</b>			<b>45</b>	<b>80</b>	<b>103</b>	<b>114</b>	<b>81</b>	<b>117</b>	<b>107</b>	<b>114</b>
<b>Robert Down</b>										
Del Monte Park			7	1	8	5	10	4	1	3
Pebble Beach				5	7	5	13	9	9	4
Beach Track			36	62	58	47	58	40	48	50
<b>Total Robert Down</b>			<b>43</b>	<b>68</b>	<b>73</b>	<b>57</b>	<b>81</b>	<b>53</b>	<b>58</b>	<b>57</b>
<b>Middle School</b>										
Del Monte Park			15	16	22	22	16	17	17	22
Pebble Beach			15	19	20	25	21	28	32	34
Beach Track			20	33	29	24	34	35	27	25
<b>Total Middle School</b>			<b>50</b>	<b>68</b>	<b>71</b>	<b>71</b>	<b>71</b>	<b>80</b>	<b>76</b>	<b>81</b>
<b>High School</b>										
Del Monte Park			1	1	5	8	7	2	3	6
Pebble Beach			9	14	7	14	17	12	12	12
Beach Track			23	19	26	34	34	35	32	36
<b>Total High School</b>			<b>33</b>	<b>34</b>	<b>38</b>	<b>56</b>	<b>58</b>	<b>49</b>	<b>47</b>	<b>54</b>
<b>Total Ridership</b>										
Del Monte Park			46	71	107	114	73	60	48	74
Pebble Beach			40	50	47	60	78	116	113	103
Beach Track			85	129	131	124	140	123	127	129
<b>Total District</b>	<b>171</b>	<b>144</b>	<b>171</b>	<b>250</b>	<b>285</b>	<b>298</b>	<b>291</b>	<b>299</b>	<b>288</b>	<b>306</b>
<b>Change</b>		<b>(27)</b>	<b>27</b>	<b>79</b>	<b>35</b>	<b>13</b>	<b>(7)</b>	<b>8</b>	<b>(11)</b>	<b>18</b>
Percent Change		-15.8%	18.8%	46.2%	14.0%	4.6%	-2.3%	2.7%	-3.7%	6.3%
Free Riders			71	105	122	135	105	139	122	118
percent of total			42%	42%	43%	45%	36%	46%	42%	39%

**Bus Ridership**



**SUBJECT:** Current State of Classroom Technology Use

**PERSON(S) RESPONSIBLE:** Matthew Binder, Instructional Technology, Data, and Assessment Teacher on Special Assignment; Bruce Cates, Director of Technology

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**RECOMMENDATION:**

The Administration recommends that the Board review the current state of classroom technology use.

**BACKGROUND:**

The passage of Measure A (Technology Bond) has made it possible for PGUSD to purchase much needed instructional technology. The initial round of expenditures from Measure A was used to replace and repair outdated network infrastructure, purchase new classroom hardware in support of new online state testing requirements, and acquire additional educational and production software in support of new curriculum adoptions.

**INFORMATION:**

Technology is a critical component to both teaching and learning in today's classroom environment. In fact, the more rigorous state standards require students at all grade levels to have frequent access to technology in the classroom in order to acquire the broad range of skills and abilities that are inherent to the new standards. PGUSD has begun taking the necessary steps to ensure that teachers have the most appropriate, up-to-date classroom technology needed to deliver the high quality, 21st Century instruction our students deserve. Efforts have been made to ensure that staff is receiving the ongoing and relevant support and training needed for using today's classroom-based technology as effectively as possible. For example, in the lower grade levels, iPads have been purchased to support individualized student learning in ELA, math, science, and social studies. In 3rd grade and beyond, students now have access to classroom sets of Chromebooks to help build their foundational technology skills, access and interact with digital content and curriculum, collaborate electronically with their peers on projects, and create rich multimedia end-products. Additionally, Google Apps For Education and other productivity tools have been embraced by a majority of teachers who are quickly learning to leverage this technology to create blended learning experiences for their students as well as improve the efficiency of their own classroom administrative workflow. The acquisition of this new technology represents an important first step for creating state-of-the-art teaching and learning opportunities in our district. Building the technical capacity of teachers by providing continuous training and coaching is widely viewed as a essential component of any successful educational technology implementation plan. An updated strategic educational technology plan is currently in development and will include professional growth and technical learning opportunities for teachers as a cornerstone of the overall plan.

**FISCAL IMPACT:**

Minimal impact outside of designated Measure A expenditures.

**SUBJECT:** Future Agenda Items

**PERSON(S) RESPONSIBLE:** Ralph Gómez Porras, Superintendent

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**RECOMMENDATION:**

The Administration recommends that the Board review the list of future agenda items and direct Administration to add items to the list and/or schedule items for a particular agenda.

**BACKGROUND:**

Board Bylaw 9322 states in part that “Any member of the public or any Board member may request that a matter within the jurisdiction of the Board be placed on the agenda of a regular meeting. The request [from a member of the public] must be .... submitted to the Superintendent or designee with supporting documents and information ...”

**INFORMATION:**

Board members have the opportunity at the end of Open Session in a Regular Board meeting to request that items be added to the list for a future meeting. Depending upon the timeliness of the item, it may also be assigned a particular meeting date.

The following is a list of future agenda items as of the October 1, 2015 Regular Board Meeting:

- Review/Evaluation of Community Human Services Counselor Contract- PG High School (Oct. 29)
- Modified PG High School Bell Schedule Review 2016-17 (Oct. 29)
- Review of Extracurricular Activities (Dec. 10)
- Discussion of Transportation for Field Trips (Dec. 10)