

Sequoia Union High SD

Board Policy

BP 0000

Philosophy, Goals, Objectives and Comprehensive Plans

Concepts And Roles

The Board of Trustees believes that public education is essential to a democracy. In order to have a populace that is literate, educated and productive, there must be an ongoing partnership between parents/guardians, students, educators, and the community.

To prepare students to succeed in our increasingly complex society, the schools must be guided by:

1. A philosophy that puts the needs of students first

(cf. 0100 - Philosophy)

2. Goals that set the educational agenda

(cf. 0200 - Goals for the School District)

3. Comprehensive plans that ensure consistent, thoughtful and well-coordinated efforts to fully develop all students' capabilities

As part of its responsibility to establish a vision for the District, the Board shall ensure that the District's philosophy, goals and comprehensive plans are clearly articulated and regularly reviewed.

(cf. 9000 - Role of the Board (Powers and Responsibilities))

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

51019 Definition: Philosophy

51020 Definition: Goals

51021 Definition: Objective

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Board Policy

BP 0100

Philosophy, Goals, Objectives and Comprehensive Plans

Philosophy

The Board of Trustees believes that all students can succeed regardless of race, background or ability. School staff shall embody this philosophy in all district programs and activities.

The District further believes that: (1) the central interest of schools is the learner, (2) learning is an active process, (3) our schools are responsible for each learner, (4) experiencing success is crucial to the learning process, (5) the qualities of teaching and learning are inextricably interwoven, (6) program improvement is a continuing process, (7) providing quality program education is a responsibility of our community, and (8) our community provides an essential resource to the educational program.

In order to create the environment necessary for effective schools, the Board endorses and prescribes strong instructional leadership, a safe and orderly climate, schoolwide emphasis on basic skills, high teacher expectations for student achievement, and continuous assessment of student progress.

The Superintendent or designee shall keep the Board fully informed regarding the District's efforts to achieve effective schools and any hindrances to meeting District goals.

MISSION STATEMENT

The Sequoia Union High School District is a learning community whose primary purpose is education. We work cooperatively to provide a caring environment producing life long learners with the knowledge, skills, and values to be productive, fulfilled citizens in a global society. We strive for excellence.

VALUES

We Value:

The principle that all students can learn

High expectations for achievement and academic excellence for all students

Development of a work ethic including honesty, integrity, and accountability
Students who take responsibility for themselves and their own work

A spirit and environment where risk-taking is encouraged and where mistakes are seen as part of learning

Teamwork, cooperation, sharing, and meaningful, honest, and open communication at all levels

Shared responsibility of parents/guardians, businesses, and community for supporting schools and contributing to student success

A safe, orderly, caring and attractive school environment

A climate that celebrates and respects diversity of people, ideas and cultures

Decision-making at levels closest to the students

Students' input and participation in their learning process

Decision-making based on research and relevant data

The use of technology in teaching and learning

A variety of teaching and learning strategies

Each student's right to academic excellence through a quality education

All students having access to a challenging curriculum

Providing the time, tools and training to accomplish our jobs

A competent and caring staff

Critical thinking and problem solving in curriculum and daily life

Enthusiasm toward life-long learning

Teachers as the key facilitators of student learning

Education that is relevant and connected to students' daily lives and future careers

Preparing students for the world of work

Learning and service in the community

Various methods for the student to demonstrate his/her learning

Accountability by the Board, administration and staff for student learning

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Board Policy

BP 0200

Philosophy, Goals, Objectives and Comprehensive Plans

Goals For The School District

The Board of Trustees has adopted the following student outcomes for graduation of the Sequoia Union High School District:

Intellectual Development

1. To apply life-long learning skills including:
 - a. communication skills (reading, writing, speaking and listening)
 - b. information retrieval
 - c. assessment of the importance, quality and accuracy of information
 - d. computation
2. To apply critical thinking and analytical skills including:
 - a. problem solving
 - b. decision making
 - c. understanding systems and their interactions
 - d. analyzing and synthesizing data
3. To develop creative skills and an understanding of the arts

Social Responsibility

1. To become a well-informed participant in a democratic and in a global society
2. To demonstrate ethical and responsible behavior
3. To value and respect diversity in race, culture, gender, language and sexual orientation
4. To become environmentally responsible
5. To demonstrate personal integrity, self respect and respect for others

Life and Work Preparedness

1. To demonstrate skills to:
 - a. work with others
 - b. use technology
 - c. recognize and work to high standards
 - d. organize and prioritize
 - e. manage resources
 - f. be physically and mentally fit
 - g. adapt to change
 - h. be independent and self-directed
 - i. use at least one language in addition to English

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
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Sequoia Union High SD

Board Policy

BP 0410

Philosophy, Goals, Objectives and Comprehensive Plans

Nondiscrimination In District Programs And Activities

The Board of Trustees is committed to equal opportunity for all individuals in education. District programs and activities shall be free from discrimination based on gender, race, color, sexual orientation, religion, national origin, ethnic group, marital or parental status, physical or mental disability or any other unlawful consideration. The Board shall promote programs which ensure that discriminatory practices are eliminated in all district activities.

District programs and facilities, viewed in their entirety, shall be readily accessible to individuals with disabilities. The Superintendent or designee shall ensure that interested persons, including those with impaired vision and hearing, can obtain information about the programs, facilities and activities available to them.

As required by law, the Superintendent or designee shall notify students and parents/guardians of the District's policy on nondiscrimination and related complaint procedures.

(cf. 1312.3- Uniform Complaint Procedures)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.6 - Parental Notifications)
(cf. 6178 - Vocational Education)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

TITLE VI, CIVIL RIGHTS ACT of 1964

TITLE IX, EDUCATION AMENDMENTS OF 1972

VOCATIONAL REHABILITATION ACT OF 1973, SECTIONS 503 AND 504

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Board Policy

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

School Plans/Site Councils

The Board of Trustees encourages district employees, students, parents/guardians and other members of the school community to develop one school plan designed to meet the specific needs at individual school sites. The Board may approve or disapprove the school plan as necessary in order to fulfill the District's mission and accomplish the Board's adopted goals.

The Superintendent or designee shall ensure that schools provide for participation in state-funded school-based programs by establishing and maintaining a school site council as required by law.

(cf. 0420.5 - Site-Based Management/Shared Decision Making)

(cf. 1220 - Advisory Committees)

(cf. 3515 Campus Security)

(cf. 5144 - Discipline)

(cf. 9320 - Meetings and Notices)

Legal Reference:

EDUCATION CODE

52 Designation of secondary schools

53 Designation of high schools

52000-52049 Improvement of elementary and secondary education

52176 Advisory committees (bilingual program)

52800-52890 School-Based Program Coordination Act

54425 Advisory committees (compensatory education)

54650-54659 Education Improvement Incentive Program

54720-54734 School-Based Pupil Motivation and Maintenance Program

CODE OF REGULATIONS, TITLE 5

4007 Elementary school

Management Resource:

CDE PUBLICATIONS

School Site Councils: Their Composition, Role and Responsibilities, School Improvement Office, CDE, November 1991

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Administrative Regulation

AR 0420

Philosophy, Goals, Objectives and Comprehensive Plans

School Plans/Site Councils

When required for state funding, school site councils shall be composed of the following:

1. The principal.
2. Teachers selected by the school's teachers.
3. Other school personnel chosen by the school's other personnel.
4. Parents/guardians of students attending the school, chosen by other such parents/guardians, or community members chosen as representatives by such parents/guardians.
5. In secondary schools, students attending the school, chosen by other such students.

Half of all school site councils shall consist of school staff (#1, #2 and #3 above), the majority of them classroom teachers. The remaining half of secondary school site councils shall be students and parents/guardians (or parent/guardian representatives) in equal number.

A school employee may serve as a parent/guardian representative on the site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

School site councils may function on behalf of other committees in accordance with law. (Education Code 52870, 54425, 52176)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT
approved: September 3, 1997 Redwood City, California

Sequoia Union High SD

Administrative Regulation

AR 0420.1

Philosophy, Goals, Objectives and Comprehensive Plans

School-Based Program Coordination

The site council at schools participating in the school-based coordination program shall develop a school plan which includes an explicit statement of what the school seeks to accomplish by the coordinated use of categorical funds. The school plan shall also address:

1. Curricula, instructional strategies and materials responsive to individual needs and learning styles.
2. Instructional and auxiliary services which meet the needs, in all curricular areas, of all students, including the special needs of:
 - a. Non- or limited-English speaking students, including instruction in a language these students understand.
 - b. Educationally disadvantaged students.
 - c. Gifted and talented students.
 - d. Students with exceptional needs.
3. A staff development program for teachers, other staff and volunteers, including those participating in special programs. The plan shall specify ways in which the staff development program will implement the school plan and the means by which staff development activities will be evaluated.
(cf. 4131 - Staff Development)
4. Ongoing evaluation of the school's educational program.
(cf. 0500 - Accountability)
5. The proposed expenditures of funds available to the school through school-based coordinated programs. These expenditures shall include, but not be limited to, salaries and staff benefits for persons providing services for those programs. (Education Code 52853)

The school site plan may include other activities and objectives established by the site council.
(Education Code 52853)

The Board shall review and approve or disapprove the school plan and any revisions. If a plan is not approved, the Board shall give the site council its specific reasons. Subsequent changes in the plan shall be developed by the site council and approved or disapproved by the Board in the same way.
(Education Code 52855)

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BP 0420.1

Philosophy, Goals, Objectives and Comprehensive Plans

School-Based Program Coordination

The Board of Trustees perceives that resources acquired to assist students in one program often can benefit other students without in any way depriving the originally targeted group. The Board encourages school-based coordinated programs as a means for achieving flexibility and coordination in the use of the categorical funds received by each school.

The Superintendent or designee shall give all principals information about the School-Based Program Coordination Act. This information shall be passed on to staff, parents/guardians and secondary students. A school-site council shall be established at each school to consider whether or not it wishes the school to participate in the school-based coordination program. All interested persons shall have an opportunity to meet in public and establish the site council. (Education Code 52852.5)

Any site council wishing its school to participate in the school-based coordination program shall identify funding sources to be coordinated and shall develop a school plan which ensures that all students acquire the knowledge, understanding and skills of the District's core curriculum. The school plan shall be approved by the Board and kept at the school site. (Education Code 52850).

Each school plan shall address the needs of all the school's special student populations and shall provide for ongoing evaluation of the school's educational program. The plan shall describe proposed expenditures of the funds which are being coordinated. (Education Code 52853)

The site council shall annually review the school plan, revise it as needed, and establish a new budget. (Education Code 52853) The Board shall annually review and approve or disapprove all site councils' plans. (Education Code 52855)

Schools participating in this program may request time during the regular school year to conduct staff development programs. Such time shall not exceed eight days each year for each participating staff member. (Education Code 52854)

Funds coordinated by this program shall be used to supplement, not supplant, existing state and local appropriations. (Education Code 52852.5)

Legal Reference:

EDUCATION CODE

52800-52890 School-Based Program Coordination Act

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Sequoia Union High SD

Board Policy

BP 0420.5

Philosophy, Goals, Objectives and Comprehensive Plans

Site-Based Management/Shared Decision Making

The Board of Trustees desires to improve student learning by giving decision-making opportunities to the people who are closest to the students. The Board shall adopt policies which support decision making appropriate to the site level and shall oversee district accountability for such policies.

Under the direction and within the goals, policies and strategic plans adopted by the Board: school employees, parents/ guardians, secondary students and community members may collaborate on matters such as program priorities and delivery, student behavior and discipline, student services and counseling, personnel selection and assignment, and the allocation of funds.

The Superintendent or designee shall help school decision teams establish planning processes, make efficient use of resources and staff, and develop new programs based on the needs, interests and resources at their individual schools.

A district restructuring committee known as the Teaching/Learning Committee shall be composed of teachers, parents/guardians, administrators, bargaining unit representatives and one or more Board member representatives. This committee shall help school decision teams request changes or waivers from laws, Board policies, administrative regulations, and collective bargaining agreements.

(cf. 1220 - Advisory Committees)

Legal Reference:

EDUCATION CODE

35160 Authority of Board

35161 Delegation of Board authority

58900-58928 Demonstration of restructuring in public education

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Administrative Regulation

AR 0420.5

Philosophy, Goals, Objectives and Comprehensive Plans

Site-Based Management/Shared Decision Making

School Decision Teams

Each site based management team shall be composed of the principal, certificated employees (who shall make up at least 50% of the committee), classified employees, parents/guardians and community representatives. In secondary schools, the committee shall include students attending the school. Team members shall be selected by their fellow staff members, parents/guardians or students; community representatives shall be selected by the school's parents/guardians.

The team shall establish operational procedures, including a process that ensures effective two-way communication with the entire staff, students, parents/guardians, and other members of the community.

The team shall establish objectives designed to foster professional growth, instructional improvement, and higher student achievement. These objectives may be related to:

1. Teaching strategies and techniques, including student grouping and the use of instructional technology.
2. Program priorities.
3. Use of available space and equipment to support instruction.
4. Staff development programs.
5. Staff selection and assignment, including the use of professional and paraprofessional staff to deliver instruction.
6. Coordination of student services such as counselors and health staff.
7. Parental and community involvement to support student learning.
8. Scheduling of instruction and instructional time, including supplementary learning experiences such as field trips and community projects.
9. Allocation of discretionary moneys to support instruction.
10. Student behavior and discipline.

The decision team shall annually evaluate the results of its efforts.

(cf. 0510 - School Accountability Report Card)

District Requirements

Until changes are approved or waivers granted, schools will need to adhere to the following requirements:

1. Work to support District goals and objectives.
2. Adhere to Board policy and state rules and regulations.
3. Adhere to collective bargaining agreements.
4. Operate within resource allocations.
5. Avoid activities and schedules that negatively impact other schools.

Guidelines for Planning

Each school decision team shall:

1. Commit to the Board's school-based decision-making policy.
2. Engage in broad-based decision making involving the school administration, staff, parents/guardians, community members and students as appropriate.
3. Engage in a planning process to create a vision statement, define school needs, establish goals and priorities, design implementation plans and develop appropriate assessment strategies to measure improvements in student learning.
4. Apply for a change or waiver as necessary.
5. As opportunities are identified, seek additional outside funding to support restructuring planning.

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT
approved: September 3, 1997 Redwood City, California

Sequoia Union High SD

Board Policy

BP 0430

Philosophy, Goals, Objectives and Comprehensive Plans

Comprehensive Local Plan For Special Education

Comprehensive Local Plan For Special Education

The Board of Trustees desires to provide a high-quality education for all students, including those with disabilities. The Board recognizes that all individuals with disabilities have the right to receive a free and appropriate public education.

The District shall provide special education instruction and services for individuals with exceptional needs in accordance with the federal Individuals with Disabilities Education Act.

(cf. 6164.4 - Identification of Individuals for Special Education)

Modifications and/or special services and aids shall also be provided as needed for students who are eligible for services under Section 504 of the federal Rehabilitation Act of 1973.

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

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the District participates as a member of the San Mateo County Special Education Local Plan Area (SELPA).

The Superintendent or designee shall extend the District's full cooperation to the SELPA. The policies and procedures of the SELPA shall be applied as policies and regulations of this District, with the exception of those that apply to complaints, unless the local plan specifically authorizes the District to operate under its own policies and regulations.

(cf. 1312.3 - Uniform Complaint Procedures)

In accordance with selection procedures described in the SELPA plan, the Board shall appoint district representatives to the SELPA's community advisory committee. This committee shall make suggestions for the development, amendment and review of the local plan, recommend annual priorities, promote parent/guardian and community involvement, assist in parent/guardian education, and support activities on behalf of individuals with exceptional needs. (Education Code 56190-56194)

Information shall be provided concerning the number of individuals with exceptional needs who are being provided special education and related services. (Education Code 56195.8) This information may also be included as part of the SELPA plan.

(cf. 1220 - Advisory Committees)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 4112.23 - Special Education Staff)

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

(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)

(cf. 6159 - Individualized Education Program (IEP))

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)

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

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56000.5 Students with low-incidence disabilities

56001 Provision of special education programs

56020-56035 Definitions

56040-56042 General provisions

56170-56172 School districts

56190-56194 Community advisory committees

56195.8 Local requirements, special education plan

56200 Contents of the local plan

56210-56218 Local plan areas with small or sparse populations

56220 Written agreements

56221 Adoption of policies for programs and services

56222 Cooperative development and updating of plan

56240-56245 Staff development

56300-56382 Identification and referral, assessment, instructional planning, implementation, and review, especially

56360-56361 Continuum of program options

56440-56449 Programs for individuals between the ages of three and five years

56500-56508 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

CODE OF REGULATIONS, TITLE 5

3000-3082 Regulations governing special education (in general), especially

3021-3029 Identification, referral, and assessment

3040-3043 Instructional planning and individualized education program

3051-3051.9 Program implementation

3080-3082 Procedural safeguards

4600-4671 Uniform complaint procedures

GOVERNMENT CODE

95000-95029 California Early Intervention Services Act

UNITED STATES CODE, TITLE 20

1400 et seq. Individuals with Disabilities Education Act

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

CODE OF FEDERAL REGULATIONS, TITLE 34

99.10-99.22 Inspection, review and procedures for amending education records

CODE OF FEDERAL REGULATIONS, TITLE 34 (continued)

300.500-300.517 Due process procedures for parents and students

303.1-303.654; 303.670 Early intervention program for infants and toddlers with disabilities

Management Resources:

CDE LEGAL ADVISORIES

0101.91 Interagency Coordination Enforcement

CDE PROGRAM ADVISORIES

06271.09 School-Based Program Coordination Act, PAC: 89/90-15

0831.95 Low Incidence Funding Update, FY 1995-96

1107.89 Implementation of New Procedures for Noncompliance, CCPMD: 89/90-4

1106.95 Occupational Therapy and Physical Therapy, SPB: 95/96-02

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

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Board Policy

BP 0440

Philosophy, Goals, Objectives and Comprehensive Plans

District Technology Plan

The Board of Trustees recognizes that technology can greatly enhance the instructional program as well as the efficiency of district and school site administration. The Board also realizes that careful planning is essential to ensure the successful, equitable and cost-effective implementation of technology-based materials, equipment, systems and networks.

The Superintendent or designee shall develop a plan to address the short- and long-term technology needs of the District and provide for compatibility of resources among school sites, district offices, and other district operations. As a basis for this plan, he/she shall examine and compare the costs and benefits of various resources and shall identify the blend of technologies and level of service necessary to support the instructional program.

The Superintendent or designee may appoint a technology committee to assist with the above investigations and determinations.

(cf. 6162.7 - Use of Technology in Instruction)

(cf. 6163.4 - Student Use of Technology)

Legal Reference:

EDUCATION CODE

10550-10555 Telecommunications standards

11320-11320.6 Distance learning projects

51006 Computer education and resources

51007 Programs to strengthen technological skills

51865 California distance learning policy

51870-51884 Educational Technology Act of 1992

60011 Instructional materials definition

60017.1 Technology-based materials

UNITED STATES CODE, TITLE 20

6801-7005 Technology for Education Act of 1994

Management Resources:

CDE PUBLICATIONS

The California Master Plan for Educational Technology, 1992

K-12 Network Technology Planning Guide: Building the Future, 1994

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Administrative Regulation

AR 0440

Philosophy, Goals, Objectives and Comprehensive Plans

District Technology Plan

When developing the District's technology plan, the Superintendent or designee shall consider:

1. The District's existing equipment and its capability for working with new technologies.
2. Existing facilities and the extent of retrofitting required for various electronic formats.
3. When appropriate, the hiring of a communications network expert to determine facility requirements and design a communications system that meets the specific needs of the school environment, addressing network security. The system should be able to interface with various types of communications networks and handle anticipated advances in technology to the extent possible.
4. When appropriate, the District's options for connecting to information networks; staff training to evaluate the various network service providers; and a process that allows all carriers to compete for service.
5. Ways in which electronic formats can be used to enhance the curriculum, motivate and improve student research, generate advanced thinking skills, and promote learning, including English language acquisition.
6. The equipping of school library media centers to improve the instructional program and promote cost-effective sharing of informational resources.

(cf. 6163.1 - Library Media Centers)

7. The integration of technological resources into school and district administration to facilitate routine operations, staff meetings/ collaboration, and communication with parents/guardians and community agencies.
8. The use of technology to serve professional development needs, helping staff to improve their practices and enabling them to exchange ideas with peers.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. The feasibility of providing system access to students, parents, and staff who have their own computers at home.
10. Staff development for teachers and/or library media specialists in how to use the new technology and make it an integral part of the instructional process in all parts of the curriculum.

11. Staff development needs of staff who will provide ongoing technical support.
12. Potential sources of ongoing funding and assistance, including support from parents/guardians and the business community.
13. A process for evaluating and updating the district's technology plan and its implementation.

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

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT
approved: September 3, 1997 Redwood City, California

Sequoia Union High SD

Board Policy

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Comprehensive Safety Plan

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

The Superintendent or designee shall oversee the development of a comprehensive districtwide safety plan that identifies major safety concerns as well as the District's goals and priorities for safe schools. The plan shall include violence prevention strategies and actions to be taken in the event of a crisis. The Superintendent or designee may appoint a district-level safety committee to assist with the development of the safety plan.

In addition, each principal or designee shall ensure the development of a site-level plan aligned with the district plan and tailored to the specific concerns of each school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site. The principal or designee may appoint a broad-based committee to assist with the development and implementation of the safety plan.

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Advisory Committees)

The District's comprehensive safety plan shall be regularly reviewed and updated in order to reflect changed circumstances and to evaluate the District's progress in achieving safety goals and objectives. In addition, school safety plans and programs shall be reviewed and revised as needed to ensure consistency with the goals and objectives of the District's comprehensive plan.

Legal Reference:

EDUCATION CODE

35294-35294.5 School safety plans

CALIFORNIA STATE CONSTITUTION

"Right to Safe Schools" Article 1, Section 28(c)

Management Resources:

CDE PUBLICATIONS

Safe Schools: A Planning Guide for Action, 1995

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Administrative Regulation

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Comprehensive Safety Plan

Advisory Committee

An advisory committee shall be established at the District and at each school site to provide input on the development and implementation of safety plans. The committee may be composed of the following:

1. Staff, including teachers, administrators, counselors, and classified employees, including maintenance workers and bus drivers
2. Students
3. Parents/guardians
4. Community members, including representatives from the city, county, law enforcement, health and social service agencies, and local business and neighborhood groups

Elements of the Safety Plan

The Superintendent or designee shall ensure that the following elements are addressed in the district and/or site safety plan:

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

(cf. 5131- Conduct)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

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

2. Disciplinary policies and procedures that contain prevention strategies as well as behavioral expectations and consequences for violations. The plan shall emphasize fair and consistent handling of violations and shall ensure the effective communication of these policies to students, parents/guardians and staff.

(cf. 5113 - Absences and Excuses)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5132 - Dress and Grooming)

(cf. 5144 - Discipline)

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

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

3. Curriculum that emphasizes prevention and alternatives to violence. This curriculum may include multicultural education, character/ values education, media analysis skills, conflict resolution and service learning.

(cf. 6141.6 - Multicultural/Human Relations Education)

(cf. 6142.4 - Learning through Community Service)

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

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

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

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

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

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

7. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures. Ground security measures may include procedures for the closing of campuses to outsiders, securing the campus perimeter, and protecting buildings against vandalism. In addition, methods for effective enforcement shall be considered, including the presence of law enforcement on campus.

(cf. 1250 - Visitors/Outsiders)

(cf. 3515 - Campus Security)

(cf. 3530 - Risk Management/Insurance)

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

8. Districtwide and school-site crisis intervention strategies, which may include the following:

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

(cf. 3515.2 - Disruptions)

(cf. 5131.4 - Campus Disturbances)

b. Assignment of staff members responsible for each identified task and procedure

c. Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for student and staff to practice the evacuation plan

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

d. Coordination of communication to schools, Board of Trustees members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

e. Development of a Districtwide method for the reporting of violent incidents

(cf. 3515.1 - Crime Data Reporting)

f. Development of follow-up procedures that may be required after the crisis has occurred, such as counseling

9. Staff training in violence prevention and intervention techniques, including preparation to implement the elements of the school's safety plan

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT
approved: September 3, 1997 Redwood City, California

Sequoia Union High SD

Board Policy

BP 0500

Philosophy, Goals, Objectives and Comprehensive Plans

Accountability

The Board of Trustees desires to provide the public with Board policies and administrative regulations which clearly explain district responsibilities and to provide for the review and evaluation of the District in accordance with these policies and regulations.

The Board recognizes that ongoing review and evaluation are necessary if the Board is to be held accountable for the governance of the District. The Board accepts that being accountable includes a duty to explain to the public how District responsibilities are being met.

- (cf. 0510 - School Accountability Report Card)
- (cf. 4115 - Evaluation/Supervision)
- (cf. 6190 - Evaluation of the Instructional Program)
- (cf. 9300 - Governance)
- (cf. 9400 - Board Self-Evaluation)

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Board Policy

BP 0510

Philosophy, Goals, Objectives and Comprehensive Plans

School Accountability Report Card

The Board of Trustees views annual school accountability report cards as an excellent way to inform the community about conditions, needs and progress at each school. In addition, the process of developing the report cards gives the school staff opportunities to review achievements, identify areas for improvement, enlist local support, and establish a vision for the future.

(cf. 0420 - School Plans/Site Councils)

(cf. 6190 - Evaluation of the Instructional Program)

Legal References:

EDUCATION CODE

33126 School Accountability Report Card

35256 School Accountability Report Card

35256.1 Information required in school accountability report card

41409 Calculation of statewide averages

41409.3 Salary information required in school accountability report card

46112 Minimum school day for grades 1, 2 and 3

46113 Minimum school day for grades 4 through 8

46117 Minimum kindergarten school day

46141 Minimum school day (high school)

CALIFORNIA CONSTITUTION

Article XVI, Section 8.5(e), Allocations to State School Fund

Management Resources:

CDE PUBLICATIONS

California Model School Accountability Report Card

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT
adopted: September 3, 1997 Redwood City, California

Sequoia Union High SD

Administrative Regulation

AR 0510

Philosophy, Goals, Objectives and Comprehensive Plans

School Accountability Report Card

Each year the principal or designee at each school shall prepare an annual school accountability report card which shall include, but is not limited to, an assessment of the following school conditions:

1. Student achievement in and progress toward meeting reading, writing, arithmetic and other academic goals.
2. Progress toward reducing dropout rates.
3. Estimated expenditures per student and types of services funded.
4. Progress toward reducing class sizes and teaching loads.
5. Any assignment of teachers outside their subject areas of competence.
6. Quality and currency of textbooks and other instructional materials.
7. The availability of qualified personnel to provide counseling and other student support services.
8. Availability of qualified substitute teachers.
9. Safety, cleanliness, and adequacy of school facilities.
10. Adequacy of teacher evaluations and opportunities for professional improvement.
11. Classroom discipline and climate for learning.
12. Staff training and curriculum improvement programs.
13. Quality of school instruction and leadership.
14. The degree to which students are prepared to enter the work force.
15. The total number of instructional minutes offered in the school year, separately stated for each grade level, as compared to the total number of the instructional minutes per school year required by state law, separately stated for each grade level.
16. The total number of minimum days in the school year, as specified in Education Code 46112, 46113, 46117, and 46141.

School accountability report cards shall also include the following information:

1. The beginning, median, and highest salary paid to teachers in the District, as reflected in the District's salary scale.
2. The average salary for school-site principals in the District.
3. The salary of the Superintendent.
4. The percentage of the District's budget allocated to teachers' salaries.
5. The percentage of the District's budget allocated to administrative salaries.
6. As provided by the state, the statewide average in districts of the same size and type for:
 - a. Beginning, mid-range and highest teacher's salary.
 - b. School-site principal's salary.
 - c. Superintendent's salary.
 - d. Percentage of the District budget allocated to teachers' salaries.
 - e. Percentage of the District budget allocated to administrative salaries.

The Board of Trustees shall annually issue a school accountability report card for each school site, publicize such reports, and notify parents/guardians that a copy will be provided upon request.

Every three years the Board shall compare district report cards with the State Board of Education model report card. (Education Code 35256)

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