



Contracts Under \$35,000

Monday, October 13, 2014

3:47:52 PM

Agenda Item: 8a

Date: 10/22/14

Contract Amount	Vendor	Approval Date	Fiscal Year	Site/Department	Contract Type	Contract Description
\$11,500.00	COPYMAT	7/1/2014	14-15	Purchasing	Annual	Photocopying Services
\$10,000.00	BARRETT ENTERPRISES LLC	7/1/2014	14-15	Ed Services	Annual	Data services for COMPASS, Dashboard, Commom Core, and other reports as needed.
\$10,000.00	KEY DATA SYSTEMS	7/1/2014	14-15	Ed Services	Annual	Data services for CAHSEE
\$24,000.00	SCHOOL INNOVATIONS & ADVOCACY	7/14/2014	14-15	Ed Services	Annual	Mandated Cost-Block Grant
\$17,600.00	NOTRE DAME MISSION VOLUNTEER	7/14/2014	14-15	Sequoia	Annual	Mentor and tutor students
\$10,400.00	CORNERSTONE EARTH GROUP	7/14/2014	14-15	Construction	Annual	Environmental services at Douglas phase II Bus yard
\$13,940.00	AVID CENTER	7/16/2014	14-15	Ed Services	Annual	College readiness program
\$21,067.00	MICHAEL ISAACS	7/23/2014	14-15	Menlo-Atherton	Annual	KCEA Radio Station Services-Broadcast games for 4 comprehensive high schools.
\$3,695.00	TECHNO COMMANDO	7/30/2014	14-15	Adult School	Annual	Adult School's website services
\$2,000.00	NAPOLIELLO, JOSEPH I.	7/31/2014	14-15	Construction	One Time	Real State Appraisal for 980 Myrtle Street.
\$10,089.70	FRONTLINE PLACEMENT TECH	8/13/2014	14-15	Human Resources	Annual	Substitute Management System
\$30,000.00	COMMERCIAL TREE CARE	8/15/2014	14-15	M&O	Annual	labor and material for all tree care services district wide
\$6,000.00	SINCLAIR RESEARCH GROUP	8/15/2014	14-15	Ed Services	Annual	Provide support and complete CCTC program evaluation during the 2014-15 academic year.
\$2,240.00	THIJSEN, MENDY LEA LUPTAK	8/22/2014	14-15	Redwood	One Time	Provide prenatal excise and childbirth education
\$2,040.00	HILL, NANCY	8/22/2014	14-15	Redwood	Annual	Provide childbirth and infant care education once a week to students in the Teen Parent Program
\$2,099.98	TUCKER, CATLIN	8/22/2014	14-15	Ed Services	One Time	Kynote speaker for Tech PD day and presenter for 4 training sessions.

Contract Amount	Vendor	Approval Date	Fiscal Year	Site/Department	Contract Type	Contract Description
\$2,240.00	THIJSSEN, MENDY LEA LUPTAK	8/22/2014	14-15	Redwood	One Time	Provide living skills services
\$18,600.00	CHALLENGE DAY	8/23/2014	14-15	Menlo-Atherton	Annual	6 days of Challenge Day workshops for M-A freshman class.
\$35,000.00	NAFI'S TOWN CAR SERVICE	8/27/2014	14-15	Transportation	Annual	Drive special ed students from home to school and school to home.
\$34,000.00	G & K SERVICES INC	8/27/2014	14-15	M&O, Transportation	Annual	Lundry services for district Maintenance, Grounds and Trasportation
\$10,500.00	VIENA VAKA	8/27/2014	14-15	Sequoia	Annual	Provide counseling and any administrative work related to counseling for students referred to Sequoia Teen Resource Ctr.
\$3,000.00	SOBOMEHIN, OLAREMI	9/2/2014	14-15	EPAA	One Time	Facilitator and mediation services for EPAA students
\$12,000.00	WOODSIDE & PORTOLA PRIVATE PAT	9/2/2014	14-15	M&O	Annual	Provide intrusion alarm response and patrol services for district wide.
\$30,000.00	FAITH WEINSTOCK VELSCHOW	9/7/2014	14-15	Woodside	Annual	Recruit, coordinate mentors for students at WHS Business and Green Academies.
\$3,600.00	LAUESE, SIOSIFA	9/13/2014	14-15	Sequoia	Annual	Supervise power and speed training class in the weight room after school
\$3,600.00	NOVISCKY, SEPEEDEH	9/13/2014	14-15	Sequoia	Annual	Facilitate drawing fundamentals class to students in the SAFE program
\$9,000.00	STARVISTA	9/13/2014	14-15	Sequoia	Annual	Provide counseling services for 3 classes in the SAFE program
\$3,700.00	YOERG, SHARON	9/13/2014	14-15	Sequoia	Annual	Train up to 20 Sequoia students to serve as Peer Mediators
\$5,000.00	BKF ENGINEERS SURVEYORS PLANNE	9/22/2014	14-15	Construction	Annual	Surveying Services to set markers in the field sufficient in number so that the paint crew can install the new red paint lines.
\$3,500.00	CITY OF REDWOOD CITY	9/23/2014	14-15	Sequoia	Annual	Training at least 10 students to be tutors in the Project Read program.

Contract Amount	Vendor	Approval Date	Fiscal Year	Site/Department	Contract Type	Contract Description
\$15,496.00	REGENTS OF THE UC	9/23/2014	14-15	Ed Services	Annual	Instructional training during social science mini institute; whole day sessions; Admin. And materials
\$8,800.00	ENIDLEE CONSULTANTS INC.	9/24/2014	14-15	EPAA	Annual	Presentation and workshops to all faculty and staff on culturally responsive instruction.
\$28,000.00	BOCK, OLIVER	9/29/2014	14-15	Woodside	Annual	Oversee and manage the bike program per the Safe Routes to School's grant.
\$2,500.00	THE FISHER AGENCY	10/1/2014	14-15	Woodside	One Time	Provide speaker for two assemblies during Woodside High School's College Day
\$4,000.00	SANTA CRUZ OFFICE OF ED.	10/3/2014	14-15	Ed Services	One Time	Designing effective Professional Development on coaching
\$6,000.00	CITY OF REDWOOD CITY	10/8/2014	14-15	Sequoia	Annual	Instructional services for horseman, paddling, and Friday games for the after school program at Sequoia High.
\$3,000.00	ALFRED, RITA R.	10/8/2014	14-15	EPAA	One Time	One-day training for EPAA staf on Restorative Justice and peacemaking circles.
\$4,725.00	CORNERSTONE EARTH GROUP	10/8/2014	14-15	Construction	Annual	Ongoing environmental services at Menlo-Atherton HighSchool for F-Wing reconstruction project.
\$8,000.00	PACHECO BROTHERS GARDENING	10/9/2014	14-15	Construction	Annual	Weekly maintenance of the soccer field at M-A
\$25,000.00	NINO-SEARS, ELISA	10/9/2014	14-15	Sequoia	Annual	Volunteer Coordinator Services
\$455,932.68						

DATE: 10/22/14

TO: Board of Trustees

FROM: James Lianides,
Superintendent

SUBJECT: Personnel Recommendations
for October 22, 2014
Board Meeting

NONE

Rezvani	Parvin	W	Teacher – Educations Specialist	Retirement	1.0 fte	12/19/14
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NONE

NONE

Ortez-Galan	Glenda	E	Guidance Counselor	100 % leave	1/06/15 – 6/05/15	Section 9.1.1-(A-6)
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David Reilly, Assistant Superintendent

SEQUOIA UNION HIGH SCHOOL DISTRICT
Redwood City, California 94062

TO:	Board of Trustees	DATE:	October 22, 2014
FROM:	James Lianides, Superintendent	SUBJECT:	Personnel Recommendations for October 10, 2014 Board Meeting

Employment – Classified

Adams	Jason	D	Student Worker	Student	0.5 fte	10/15/14
Alvarez	Angelica	D	Inclusion Aide Sub	Temp	1.0 fte	09/04/14
Belguith	Amel	D	Inclusion Aide Sub	Temp	1.0 fte	09/03/14
Cardona	Cynthia	M	Campus Security Aide	Temp	0.5 fte	10/10/14
Conomos	Janice	D	Inclusion Aide Sub	Temp	1.0 fte	09/05/14
Cornejo	Alfredo	D	Student Worker	Student	0.5 fte	10/15/14
Cortez	Taku	D	Food Service Cashier	Temp	0.5 fte	10/13/14
Elliott	Terri	S	Sr. Office Assistant	Temp	1.0 fte	09/01/14
Frank	Victor	D	Inclusion Aide Sub	Temp	1.0 fte	09/12/14
Gallaty	Maureen	D	Inclusion Aide Sub	Temp	1.0 fte	09/22/14
Garcia	Lydia	D	Student Worker	Student	0.5 fte	10/15/14
Gomez	Lorenzo	M	Campus Security Aide	Temp	0.5 fte	10/10/14
Gonzalez	Angel	D	Student Worker	Student	0.5 fte	10/16/14
Hernandez	Roxana	W	Inclusion Aide	Temp	1.0 fte	10/15/14
Lamb	Jayson	M	Campus Security Aide	Temp	0.5 fte	10/10/14
Lease	Jamie	D	Inclusion Aide Sub	Temp	1.0 fte	09/18/14
Lorenzo	Valeria	M	IA II	Probationary	1.0 fte	10/14/14
McGuigan	Lora	D	Student Worker	Student	0.5 fte	10/13/14
Mendez	Bryant	D	Student Worker	Student	0.5 fte	10/15/14
Miralles	Rosa	M	GIS/Secretary	Temp	1.0 fte	10/08/14
Miranda	Christian	D	Student Worker	Student	0.5 fte	10/15/14
Mora Cabrera	Juliana	D	IA II / Tutor	Temp	0.5 fte	10/03/14
Norton II	Dwight	D	Student Worker	Student	0.5 fte	10/13/14
Rascon	Linda	R	Office Assistant	Temp	0.5 fte	09/22/14
Reed	Russell	D	IA II / Tutor	Temp	0.5 fte	10/10/14
Rodriguez	Mario	D	Student Worker	Student	0.5 fte	10/09/14
Rodriguez Alvarez	Luis	S	Student Worker	Student	0.5 fte	08/01/14
Shidler	Laurie	D	Inclusion Aide Sub	Temp	1.0 fte	09/08/14
Simmons	Rebecca	C	Student Worker	Student	0.5 fte	10/01/14
Simmons	Tyler	D	Student Worker	Student	0.5 fte	10/09/14
Singh	Paige	S	Sr. Office Assistant	Temp	1.0 fte	09/01/14
Sreedharan	Roopa	D	Inclusion Aide Sub	Temp	1.0 fte	09/09/14
Torrico	Everardo	D	Student Worker	Student	0.5 fte	10/09/14
Vazquez	Oscar	D	Interpreter	Temp	0.5 fte	09/01/14

Notice of Terminations

Leonhardt	Marcia	T	Inclusion Aide	Term	1.0 fte	10/08/14
Vargas Jr.	Rafael	C	Custodian	Term	1.0 fte	10/10/14

Employment – Adult School

NONE

District Office

- \$10,000 from Perry Foundation to support former Ravenswood students as they transition to Menlo-Atherton High School.
- \$5,000 from The Franklin and Catherine Johnson Foundation to support former Ravenswood students as they transition to Menlo-Atherton High School.

Carlmont High School

- \$228,000 from Carlmont Academic Foundation for class sections
- \$6,482 from Carlmont PTSA for teacher mini grants
- \$1,389 from Carlmont Sports Boosters for Cross Country apparel
- \$700 from Angela Jackson for Carlmont Football Club
- Tools valued at \$665 from Snap-On Tools for Carlmont's Green Tech and Engineering class
- \$210 from Wendy Okamura for Carlmont Football Club
- \$120 from Grace Sakoda for Carlmont Football Club
- \$100 from Michael Gray for Carlmont Football Club
- \$100 from Jo Ann Dugoni-Cox for Carlmont Football Club

Menlo Atherton High School

- \$5,000 from Donna Ito for Random Acts of Kindness
- \$250 from Vicki Esquivel for baseball
- \$100 from Arthur Vanhoff for PSAT
- \$100 from William Beasley for PSAT

Sequoia High School

- \$22,000 from SHSEF for AVID section
- \$15,000 from SHSEF for Visual Performing Arts supplies
- \$2,9667 from SHSEF for printing costs for Raven Report
- \$1,000 from anonymous for Boys Waterpolo
- \$500 from Brigid Crusick for Football
- \$500 from Margery Estrella for Football
- \$300 from Mr. and Mrs. Demiroz for Boys Waterpolo
- \$300 from Mr. and Mrs. Luna Victoria for Volleyball
- \$300 from Mr. and Mrs. Cole for Volleyball
- \$300 from Mr. and Mrs. Kelly for Volleyball
- \$260 from Nancy Cook Walker for Football
- \$250 from Steven Fogel for Football
- \$250 from Cherise Thompson for SDAIE Fieldtrip
- \$250 from Mr. and Mrs. Weber for Volleyball
- \$200 from Jila Amerian for Boys Waterpolo
- \$200 from Mary Carroll for Football
- \$150 from Selene Singares for Football
- \$150 from Kristin Blake-Sanon for Football
- \$150 from Joseph Casey for Football
- \$150 from Mr. and Mrs. Peyton for Boys Waterpolo
- \$100 from Mr. and Mrs. Ayala for Boys Waterpolo
- \$100 from Barbara Louie for Dream Club
- \$100 from Amy Rogers for Football
- \$100 from Mr. and Mrs. Beene for Football
- \$100 from Michael Caturegli for Football
- \$100 from Mr. and Mrs. Berljafa for Football
- \$100 from Mr. and Mrs. Swinnerton for Volleyball
- \$100 from Mr. and Mrs. Louie for Volleyball
- \$100 from Mr. and Mrs. Cheatham for Volleyball
- \$100 from Terri Robertson for Volleyball
- \$100 from Marisela Sandoval for Volleyball
- \$100 from Mr. and Mrs. Singh for Volleyball
- \$100 from L. Forrester for Volleyball

Redwood High School

- \$3,000 President & CEO, Ambassador Program, Bill Somerville for teen father group
- \$600 Craig & Tina Conway for field trip transportation
- \$600 The HEAL Project for field trip transportation
- \$300 Daniel & Helen Quinn for field trip transportation
- \$300 Stuart & Maria Koretz for field trip transportation
- \$300 from RHKP Ventures for field trip transportation
- \$100 Ms. Paulette Ponds for Scholarships

Woodside High School

- \$350,000 from the WHS Foundation for class size reduction, Mandarin, AP classes
- \$67,995 from the WHS Foundation for the College Career Center
- \$25,000 from the WHS Foundation for field trips & professional development
- \$6,000 from Dean Ripple for the Barbara Ripple Memorial Scholarship
- \$1,599 from the WHS Athletic Boosters for Football
- \$1,495 from Carol & Lester Ezrati for Brain Pop
- \$1,095 from WHS Athletic Boosters for Football
- \$1,000 from NFL for Football
- \$603 from the WHS Athletic Boosters for Volleyball
- \$600 from Mark Shafran for Football
- \$560 from Peninsula Water Polo for PE
- \$350 from Peninsula Water Polo for Girls Water Polo
- \$300 from Judith & Andrew Mendelsohn for English
- \$300 from Diglloyd Inc for Cross Country
- \$250 from TR & Laura Rhodes for TESSA Scholarship
- \$200 from Leslie & Erik Doyle for Football & Golf
- \$200 from Karisa Chin for Boys Basketball, Track, Spirit Activities, Student Assistance Fund, Library
- \$200 from CE & Karen Rago for TESSA Scholarship
- \$200 from Angela Lim for English
- \$150 from Billy & Margaret Chaffin for Leipelt Scholarship
- \$150 from Mr. Kim Shah for Baseball
- \$100 from Edward & Leslie Tuttle for Baseball
- \$100 from Tim & Maureen Goode for Baseball
- \$100 from Anne & Philip Bourgeois for Football and Boys Basketball
- \$100 from Richard & Naomi Sealund for Girls Water Polo
- \$100 from Michelle Schott for the Dance Team
- \$100 from Randy & Elise Gabrielson for the Dance Team
- \$100 from Carol Arvidsson for the Swim Team
- \$100 from Van & Ann Dietz for Leipelt Scholarship
- \$100 from Denise Dowsett for Student Body, the Library and the Science Dept
- \$100 from Garner & Melinda Moss for Student Activities and the Library
- \$100 from Kashfieh Taghizadeh & Mostafa Pournajat for English
- \$100 from Mr. & Mrs. CE Touhey for English

**AGREEMENT BETWEEN THE SEQUOIA UNION HIGH SCHOOL DISTRICT
AND
PENINSULA FAMILY SERVICE**

THIS AGREEMENT, entered into this 1st day of August, 2014, by and between the SEQUOIA UNION HIGH SCHOOL DISTRICT, hereinafter called "District," and PENINSULA FAMILY SERVICE, hereinafter called "Contractor";

W I T N E S S E T H:

WHEREAS, the District may contract with independent contractors for the furnishing of services such as those that Contractor proposes to provide to the District;

WHEREAS, it is necessary and desirable that Contractor be retained for the purpose of providing child development services to children of eligible teen parents enrolled in the Cal-SAFE program.

NOW, THEREFORE, IT IS HEREBY AGREED BY THE PARTIES HERETO AS FOLLOWS:

1. Exhibits and Attachments

The following exhibits and attachments are included hereto and incorporated by reference herein:

Exhibit A—Services
Exhibit B—Payments and rates

2. Services to be performed by Contractor

In consideration of the payments set forth herein and in Exhibit "B," Contractor shall perform services for District in accordance with the terms, conditions and specifications set forth herein and in Exhibit "A."

3. Payments

In consideration of the services provided by Contractor in accordance with all terms, conditions and specifications set forth herein and in Exhibit "A," District shall make payment to Contractor based on the rates and in the manner specified in Exhibit "B." The District reserves the right to withhold payment if the District determines that the quantity or quality of the work performed is unacceptable. In no event shall the District's total

fiscal obligation under this Agreement exceed Two Hundred Four Thousand Seven Hundred Fifty Dollars (\$204,750.00).

4. Term and Termination

Subject to compliance with all terms and conditions, the term of this Agreement shall be from August 1, 2014 through June 30, 2015.

This Agreement may be terminated by, the James Lianides or his/her designee at any time without a requirement of good cause upon ninety (90) days' written notice to the other party.

In the event of termination, all finished or unfinished documents, data, studies, maps, photographs, reports, and materials (hereafter referred to as materials) prepared by Contractor under this Agreement shall become the property of the District and shall be promptly delivered to the District. Upon termination, the Contractor may make and retain a copy of such materials. Subject to availability of funding, Contractor shall be entitled to receive payment for work/services provided prior to termination of the Agreement. Such payment shall be that portion of the full payment which is determined by comparing the work/services completed to the work/services required by the Agreement.

5. Availability of Funds

The District may terminate this Agreement or a portion of the services referenced in the Attachments and Exhibits based upon unavailability of Federal, State, or District funds, by providing a written ninety (90) days' notice to Contractor as soon as is reasonably possible after the District learns of said unavailability of outside funding, with a minimum of ninety (90) days' written notice to the other party.

6. Relationship of Parties

Contractor agrees and understands that the work/services performed under this Agreement are performed as an independent Contractor and not as an employee of the District and that Contractor acquires none of the rights, privileges, powers, or advantages of District employees.

7. Hold Harmless

Contractor shall indemnify and save harmless District, its officers, agents, employees, and servants from all claims, suits, or actions of every name, kind, and description, brought for, or on account of: (A) injuries to or death of any person, including Contractor, or (B) damage to any property of any kind whatsoever and to whomsoever belonging, or (C) any other loss or cost, including but not limited to that caused by the concurrent active or passive negligence of District, its officers, agents, employees, or servants, resulting from the performance of any work required of Contractor or payments made pursuant to this Agreement, provided that this shall not apply to injuries or damage for which District has been found in a court of competent jurisdiction to be solely liable by reason of its own negligence or willful misconduct.

The duty of Contractor to indemnify and save harmless as set forth herein, shall include the duty to defend as set forth in Section 2778 of the California Civil Code.

8. Assignability and Subcontracting

Contractor shall not assign this Agreement or any portion thereof to a third party or subcontract with a third party to provide services required by contractor under this Agreement without the prior written consent of District. Any such assignment or subcontract without the District's prior written consent shall give District the right to automatically and immediately terminate this Agreement.

9. Insurance

The Contractor shall not commence work or be required to commence work under this Agreement unless and until all insurance required under this paragraph has been obtained and such insurance has been approved by the District, and Contractor shall use diligence to obtain such insurance and to obtain such approval. The Contractor shall furnish the District with certificates of insurance evidencing the required coverage, and there shall be a specific contractual liability endorsement extending the Contractor's coverage to include the contractual liability assumed by the Contractor pursuant to this Agreement. These certificates shall specify or be endorsed to provide that thirty (30) days' notice must be given, in writing, to the District of any pending change in the limits of liability or of any cancellation or modification of the policy.

(1) **Worker's Compensation and Employer's Liability Insurance** The Contractor shall have in effect during the entire life of this Agreement Workers' Compensation and Employer's Liability Insurance providing full statutory coverage. In signing this Agreement, the Contractor certifies, as required by Section 1861 of the California Labor Code, that it is aware of the provisions of Section 3700 of the California Labor Code which requires every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions of the Code, and I will comply with such provisions before commencing the performance of the work of this Agreement.

(2) **Liability Insurance** The Contractor shall take out and maintain during the life of this Agreement such Bodily Injury Liability and Property Damage Liability Insurance as shall protect him/her while performing work covered by this Agreement from any and all claims for damages for bodily injury, including accidental death, as well as any and all claims for property damage which may arise from contractors operations under this Agreement, whether such operations be by himself/herself or by any sub-contractor or by anyone directly or indirectly employed by either of them. Such insurance shall be combined single limit bodily injury and property damage for each occurrence and shall be not less than the amount specified below.

Such insurance shall include:

- (a) Comprehensive General Liability \$1,000,000
- (b) Motor Vehicle Liability Insurance\$1,000,000
- (c) Professional Liability\$1,000,000

District and its officers, agents, employees and servants shall be named as additional insured on any such policies of insurance, which shall also contain a provision that the insurance afforded thereby to the District, its officers, agents, employees and servants shall be primary insurance to the full limits of liability of the policy, and that if the District or its officers and employees have other insurance against the loss covered by such a policy, such other insurance shall be excess insurance only.

In the event of the breach of any provision of this section, or in the event any notice is received which indicates any required insurance coverage will be diminished or canceled, the District of San Mateo at its option, may, notwithstanding any other provision of this Agreement to the contrary, immediately declare a material breach of this Agreement and suspend all further work pursuant to this Agreement.

10. Compliance with laws; payment of Permits/Licenses

All services to be performed by Contractor pursuant to this Agreement shall be performed in accordance with all applicable Federal, State, District, and municipal laws, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the Family Educational Rights and Privacy Act of 1974 ("FERPA"), and all Federal regulations promulgated thereunder, as amended, and the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended, and the Individuals With Disabilities Education Act, as amended," Such services shall also be performed in accordance with all applicable ordinances, regulations, policies and procedures of the District and its governing board.

In the event of a conflict between the terms of this agreement and State, Federal, District, or municipal law or regulations, the requirements of the applicable law will take precedence over the requirements set forth in this Agreement.

Contractor will timely and accurately complete, sign, and submit all necessary documentation of compliance.

Contractor shall comply with all state fingerprint laws, including Education Code 45125.1.

11. Retention of Records, Right to Monitor and Audit

(a) CONTRACTOR shall maintain all required records for three (3) years after the DISTRICT makes final payment and all other pending matters are closed, and shall be subject to the examination and/or audit of the District, a Federal grantor agency, and the State of California.

(b) Reporting and Record Keeping: CONTRACTOR shall comply with all program and fiscal reporting requirements set forth by appropriate Federal, State and local agencies, and as required by the DISTRICT.

(c) CONTRACTOR agrees to provide to DISTRICT, to any Federal or State department having monitoring or review authority, to DISTRICT's authorized representatives, and/or their appropriate audit agencies upon reasonable notice, access to and the right to examine all records and documents necessary to determine compliance with relevant Federal, State, and local statutes, rules and regulations, and this Agreement, and to evaluate the quality, appropriateness and timeliness of services performed.

12. Merger Clause

This Agreement, including the Exhibits attached hereto and incorporated herein by reference, constitutes the sole Agreement of the parties hereto and correctly states the rights, duties, and obligations of each party as of this document's date. In the event that any term, condition, provision, requirement or specification set forth in this body of the agreement conflicts with or is inconsistent with any term, condition, provision, requirement or specification in any exhibit and/or attachment to this agreement, the provisions of this body of the agreement shall prevail. Any prior agreement, promises, negotiations, or representations between the parties not expressly stated in this document are not binding. All subsequent modifications shall be in writing and signed by the parties.

13. Controlling Law

The validity of this Agreement and of its terms or provisions, as well as the rights and duties of the parties hereunder, the interpretation, and performance of this Agreement shall be governed by the laws of the State of California.

14. Notices

Any notice, request, demand, or other communication required or permitted hereunder shall be deemed to be properly given when deposited in the United State mail, postage prepaid, or when deposited with a public telegraph company for transmittal, charges prepaid, addressed to:

In the case of District, to:

Miguel Rodríguez, Principal
Attention: Bonnie Fiedler, Cal-SAFE Program Coordinator
Redwood High School
1968 Old County Road
Redwood City, CA 94063

In the case of Contractor, to:

Peninsula Family Service
Attention: Nora Espinoza, Contracts Manager
24 Second Avenue
San Mateo, CA 94402

SEQUOIA UNION HIGH SCHOOL DISTRICT

By: _____
James Lianides, Superintendent

Date: _____

Budget Code: 01-0000-0-8500-3900-5813-792 (\$185,462.00)
Budget Code: 01-0000-0-8500-3900-5813-792 (\$19,300.00)

PENINSULA FAMILY SERVICE



Arne Croce, Executive Director

Date: 9-30-14

Revised 2/2/2012

EXHIBIT "A"

In consideration of the payments set forth in Exhibit "B", Contractor shall provide the following services:

Child development services to children of eligible teen parents enrolled in the District's Cal-SAFE program. These services include child development program services available for six and one half (6 ½) hours per day for infants and toddlers. Services will include childcare at Redwood Child Development Center (RCDC), developmental assessment of the infants and toddlers, and referral for special needs services when appropriate.

The contracted number of days of service is 183 days per year. The calendar of operation shall be the District days of services for students enrolled and two orientation days. All employees for the RCDC will be employees of Peninsula Family Service (PFS). The Site Supervisor or designee will supervise the RCDC during the hours of operation from 7:30 a.m. to 4:00 p.m. or until last child leaves the center.

The Early Head Start (EHS) Program will continue to be implemented at RCDC based on all EHS requirements, such as:

- Staff to children ratios (1:3 for children 0 to 18 months) (1:4 for children 18 months to 36 months)
- Group sizes not to exceed 8
- The total number of children enrolled will not exceed 24.
- Part time slots will be minimal and not exceed 8 slots.

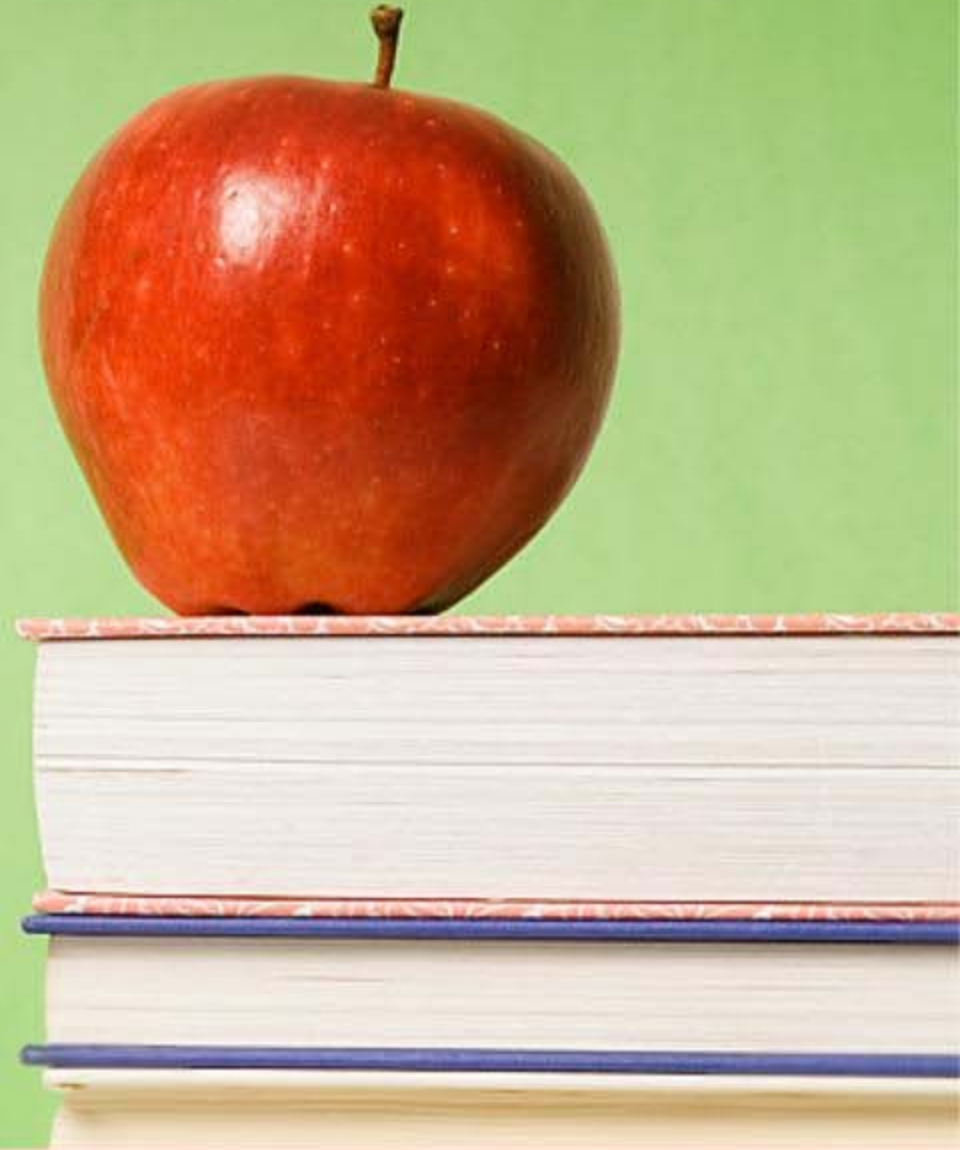
Peninsula Family Service shall furnish to the principal of Redwood High School, or the Cal-SAFE Program Coordinator as his designee, monthly attendance hours and other data required for CDE reporting. Staff fingerprint clearance, California Driver's License, and negative TB test are due annually to the principal of Redwood High School or the Cal-SAFE Program Coordinator. Documentation should include reporting on developmental profiles completed and nutrition plans. Documentation should include record of meetings with parents and coordination meetings with the Cal-SAFE Coordinator, Cal-SAFE leader, and teachers. PFS shall prepare forms related to child development services required for submission to the District to meet contract requirements between the District and CDE.

EXHIBIT "B"

In consideration of the services provided by Contractor in Exhibit "A", District shall pay Contractor based on the following fee schedule:

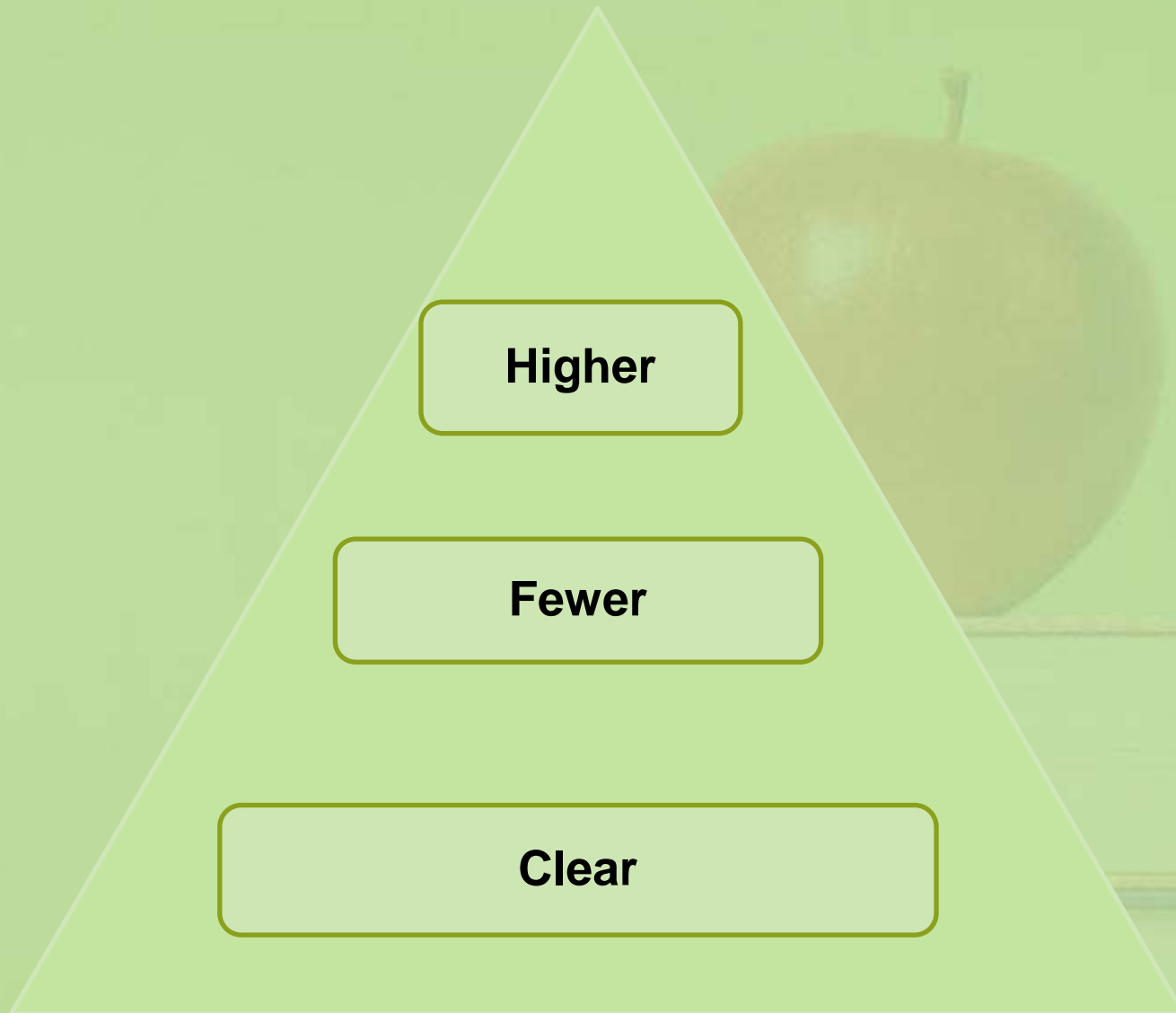
The District shall make payment to PFS for child development services in the amount determined by the CDE for the fiscal year. This amount for the 2014/15 school year is \$185,462. FS will invoice the District monthly in the amount of 1/10th (one-tenth) of \$185,462 or \$18,546 a month for 10 months. Additionally, the District agrees to reimburse PFS for 25% of the Site Director's annual salary plus benefits (not to exceed \$19,300). FS will invoice the District monthly in the amount of 1/10th (one-tenth) of \$19,300 or \$1,930 a month for 10 months. The total amount paid to PFS for the 2014/15 school year will not \$204,750.

Common Core Implementation Update



10/14/2014

Overview



Mathematics

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the understanding of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

Literacy and Writing

College & career readiness standards in reading and writing, equally shared among ELA, social studies, science, and technical subjects.

1. Aligned with college and work expectations
2. Include rigorous content *and application of knowledge through high-order skills*
3. Build upon strengths and lessons of current state standards
4. Informed by top-performing countries so that all students are prepared to succeed in our global economy and society
5. Evidence and/or research-based.

Curriculum

- Curriculum Development
 - Teacher-driven
 - Teachers are participating in the implementation timeline and creating of the curriculum
 - Teams
 - Instructional and Curricular Coaches are facilitating curricular teams

Curriculum Cont.

- Leadership Decisions
 - Subject Area Councils
 - Principals and District Leadership
- Materials
 - Teacher-created or teacher-chosen (teams)
 - Focus on math and English right now

ELA 2013 - 14

- Less of a transition, the CC change for ELA is not what one teaches, but how one teaches it. Novels and non-fiction text still make up the curriculum
- August 2013 - Teachers presented to colleagues about CCSS
- October 2013 – Teacher representatives helped co-workers deconstruct the Standards
- Spring 2014 - Representative 11th and 12th grade ELA teachers created common unit agreements and unit outlines for texts

ELA 2014 - 15

- Fall 2014 - 11th grade site lead teachers released 1 period to coordinate implementation of common unit at site, to create detailed plans and activities for the shared unit and to organize the creation of a second planned unit
- - 12th grade teachers are being compensated through time sheets and release time to create detailed plans for common units (2 per site)

ELA 2014 – 15 Cont.

- October 2014 - Teachers attended a PD release day to focus on writing standards first differentiating the products of the three writing genres and then working collaboratively to reflect on and adapt writing lessons; sites worked to develop vertical alignment plans for writing at their sites

ELA 2014 – 15 Cont.

- 11th grade lead teachers identified key 'global standards' that 11th and 12th grade teachers will teach during every quarter
- 9th and 10th grade teachers met to identify 'global standards' that they will teach each quarter with common units during the 2015-16 school year
- 9th and 10th grade teachers compensated through release time and/or time sheet to create detailed units around two texts that will be taught at their sites at the same time during the 2015-16 school year

Algebra 1

Alg 1 CC transitional unit templates complete

- 5 days PD in June, 2014 with approx. 30 teachers
 - PD on new tools: performance tasks for pre- and post-informative assessment, POM's, Math Talks, and FAL's
 - Included 2 days to complete pacing for first semester and lesson planning for 1st unit
- Trained in concept of scope and sequence for Alg 1 CC
- Completed templates for 1st semester
- July through August:
 - 40 hours per site team to develop lessons for Unit 2 through 4
 - Templates for Units 5 and 6 completed and Unit 7 will be done soon

Algebra 1 Cont.

Alg 1 CC implementation

- All units have been shared with districts in our math collaborative
- The teaching of Unit 1 has been completed
- The teaching of Unit 2 is now underway
- Math Leads at each school
 - Holding weekly update meetings and adjusting pacing as necessary to accommodate assumptions concerning 8th grade CC exit competencies
- CA SBAC Digital Library and interim assessments
 - Not available yet
 - We are waiting for state-developed benchmarks; if they are not forthcoming, we will need to develop our own

Algebra 1 Common Core Needs and Next Steps

- Math Leads to collaborate on the following:
 - Progress on unit 3 and 4 to complete first semester
 - Prepare unit 5 and 6 pacing based on first semester experience
 - Resources and plans are shared but the overwhelming amount of work limits time to look at others' work
 - Discussion on formative assessment tools should aim at actually redirecting instruction and adjusting pacing
 - Each site has 4 release days at their disposal but being out of the classroom is challenging

Geometry Common Core

Geo CC transitional unit templates

- 1 template completed (during Spotlight)
- Remaining 7 have been started
- Geometry is looking at a possible adoption, due to higher caliber CC resources now becoming available.
- Based on results of piloting, staff will be recommending a textbook for adopting or continuing work on our own units

Algebra 2 Common Core

Alg 2 CC transitional unit templates

- 1 unit was completed (during Spotlight)
- Of the remaining 5; 3 units have been started
- These units have more and deeper content
- Implementing the units is more complicated
- Performance tasks, POM's, FAL's are not as available
- Algebra II will look for a curriculum adoption, and will continue work on units if a higher caliber option is not available.

Science

Departments

- Working on vertical alignment of skills throughout high school in science courses
- Developing a plan and needs assessment for implementing CCSS at their site

Next Generation Science Standards

- Still waiting on state approval of standards
- Science teachers continue learning
 - National Science Teachers Association Conference
 - Oakland Conference in October

Social Studies

No new standards on the horizon

Literacy:

- Integrating into the 9th grade World Studies Course
- Working with History Social-Science Project at Berkeley

All subject areas

- Integrating literacy standards
- Creating a vertical alignment of skills 9-12

Instructional Strategies

- Finishing work with World Language, P.E., and Electives
- Creating a common instructional language that serves as a foundation for CCSS implementation

Coaching

- Transitions to research-based strategies for CCSS implementation
- Most of the same strategies apply
 - Objectives
 - Lesson Sequence
 - Student Engagement (Collaboration! Students speaking and working together on projects)
 - More emphasis on good group work strategies and modeling of new skills

Instructional Strategies Cont.

- Coaching begins in 2015-2016 with Algebra I and English 11-12th
 - PLCs (professional learning communities)
 - Create cohorts by site (3-4 teachers)
 - Coaches will work with cohorts and offer support
 - Cohorts will engage in Lesson Study and peer observations

Professional Development

- After school seminars
 - Professional Development aligned to research-based strategies and Common Core skills.
- Release Days
 - ERWC
 - DII
 - Co-teaching Teacher Peer Observations (Instructional Rounds)
- August and October PD days
 - August 14th: Technology and Common Core
 - October 6th: Subject Areas- Creating Common Core Lessons for all to access

Technology

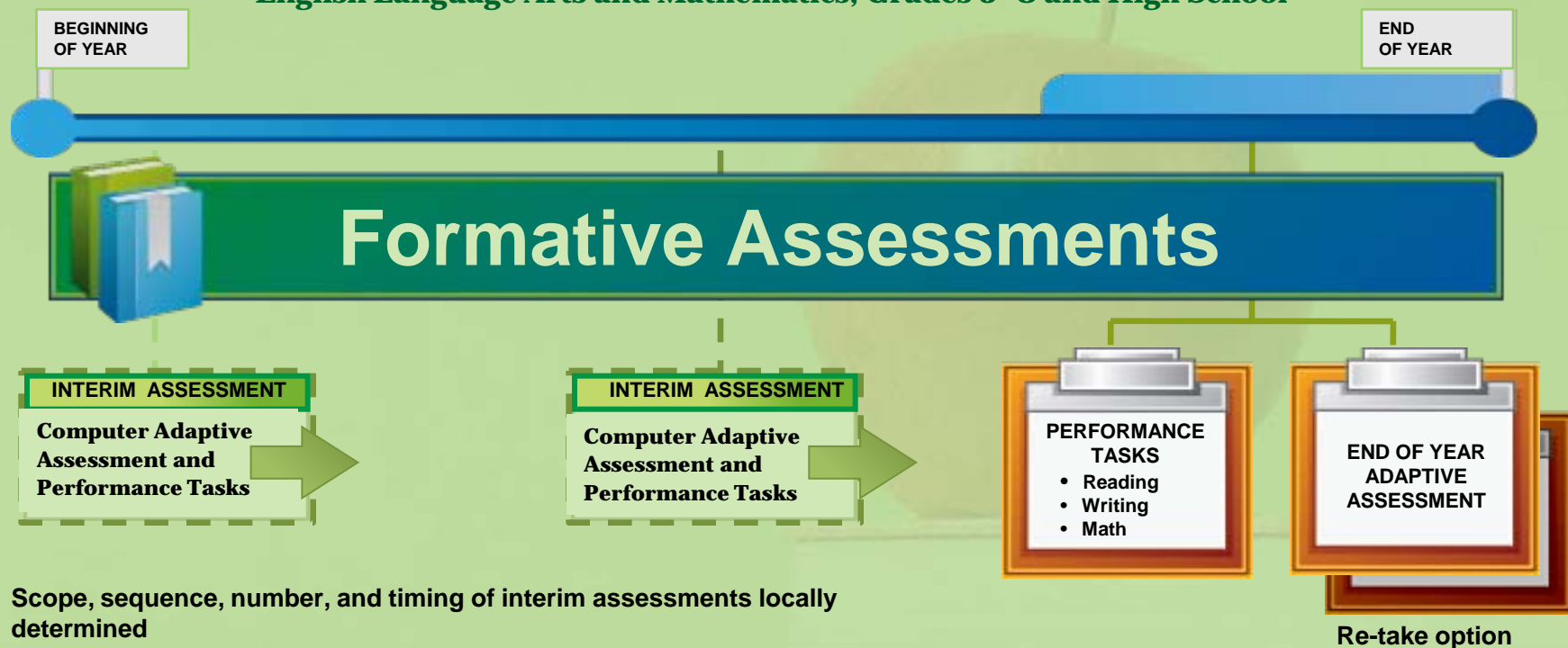
- Chromebook Carts purchased at comprehensive school sites
 - One for each core area (two for Science)
- At least one Chromebook cart at alternative sites (Redwood, Middle College, Independent Study)
- All classrooms wired for two wireless access points (one installed - project to be completed December 2014)
- Migration to Google Apps for Education with professional development targeted at technology use focused on common core state standards
- Successful completion of Smarter Balanced Field Test, spring 2014

Technology Cont.

- Addition of Educational Technology Specialist (Resource Teacher) with common core funding
- All-Staff PD Day: August 14, 2014 focused on Google Apps and the Common Core

Smarter Balanced

English Language Arts and Mathematics, Grades 3–8 and High School



* Time windows may be adjusted based on results from the research agenda and final implementation decisions.

Smarter Balanced Cont.

- All 11th graders tested April 2015
 - ELA & Mathematics
 - Computer Adaptive & Performance Task
- Technology Readiness
- Teacher Readiness
- Student Readiness
- Interim Assessments – Available January 2015
 - Created to measure what an 11th grader should know
 - Will not be adaptive

Smarter Balanced Cont.

- Two Types of Interim
 - Comprehensive Assessments (ICAs)
 - Interim Assessment Blocks (IABs)
- Interim Comprehensive Assessments (ICAs)
 - Mirror the summative assessment and measure preparation for April test
- Interim Assessment Blocks (IABs)
 - Short, focused sets of topics
 - For example: Linear functions; proofs; circles; reading literary texts; reading technical texts

Smarter Balanced Cont.

- Interim Assessment Scoring
 - Students will receive a score
 - Test engine will score most questions
 - Constructed-response items and the performance task need to be hand scored
- Interim assessments will not be mandated for 2014 – 15 as their release will come very late, if at all.

Communication

- District Website
 - Resources for parents and teachers
- PTSA
 - Visited all sites last year
- PLC
 - Input from parents, students, teachers
- For Teachers
 - District
 - Subject Area Councils
 - Departments
 - District Google Drive

Budget

\$1,668,600 – To be spent/encumbered by June 30, 2015

2013 – 14		2014 – 15	
Staff	\$191,000	Staff	\$619,400
Development and Collaboration		Development, Collaboration, Curriculum, Possible Adoption	
Technology	\$434,000	Curricular Leads	\$183,600
Consultants	\$13,600	Tech Lead	\$102,000
		Technology	\$125,000
Total	\$638,600.00	Total	\$1,030,000

Points to Ponder

- Will the practice tests be available in a timely manner to be helpful in preparing students for Smarter Balanced later in the spring?
- Once science and social studies have Common Core standards, will there be more Common Core money from the state for staff development and curriculum?
- Will instructional materials in the future be text based, digitally based, or a hybrid?
- As instruction moves towards being more digitally based, the digital divide will become a greater challenge

PI Year 3 LEA Plan Evidence of Progress (2014–15)
End-of-Year Submission: September 30, 2014
Local Educational Agency: Sequoia Union High School District
Submitted by James Lianides

1. Summarize the LEA Plan strategies and actions implemented during 2013–14, including a description of local evidence used to determine effective implementation.

In the SUHSD-wide alignment of instruction with content standards in reading and math, we continued with the implementation of Direct Interactive Instruction (DII) and the coaching cycle (demonstration lessons, co-planning, co-teaching and follow up observations). Our professional development department did this systematic process in-house, and by the end of the 2013-2014 school year 100% of the math and English teachers had been trained. Furthermore, our records indicate that over the two year span (2012 - 2014), a total of 263 teachers (72 math, 66 English, 47 science, 59 social science and 19 special education) participated in the two-day DII training and then completed the coaching cycle. Evidence of the effectiveness of the training and implementations of the strategies were visible in the district-wide “walk-throughs” conducted in the fall and spring. For the walks, site and district administrators, along with instructional coaches, department chairs and content area teachers, spent time collaborating on a walk-through tool designed by the district instructional coaches that contained evidence of DII and other research-based strategies. Site data was gathered and combined to look for district-wide trends, strengths and weaknesses that were then shared with site and district staff to inform focus for future professional development sessions.

In staff development and professional collaboration, we focused on providing support that aligned with the Common Core standards, both in literacy and math. In math, a total of 20 teachers participated in the Spotlight for Success Collaborative group, where they received 18 hours of professional development on common core practices and also collaborated in the development of Common Core units for Algebra I, Geometry, and Algebra II. Furthermore, in preparation for the 2013-14 school year, 10 teachers from our comprehensive high schools participated in the Silicon Valley Math Initiative. To continue the support throughout the school year, the district hired a teacher on special assignment (.2 FTE) to function as the District’s Math Common Core Coach and coordinate and led CC Math Workshops for all math teachers. In addition, in collaboration with the professional development department, he developed and lead the math sessions during SUHSD’s Summer Institute, which consisted of breakout sessions and unit development for Common Core Algebra 1. As a result of this work, Algebra 1 teachers began the new school year implementing Common Core lessons. In the spring of 2014, the District approved a release period for a lead teacher at each site to work in collaboration

with a .4 math lead to oversee the implementation and assessment of the 2013-14 work.

To address access for students with learning differences, the district moved to an inclusion model, placing students with disabilities in the general education setting and providing them with supports to be successful in mainstream classes. The District adopted a co-teaching model, teaming special ed. teachers with content area teachers, and more trainings for teachers about serving students with learning differences were incorporated into the District's professional development calendar. Special Education topics were part of the district-wide afternoon professional development opportunities, as well as the start of the year New Teacher Institute, Summer Institutes and Welcome Back Professional Development days. In addition, a Special Education SAC (Subject Area Council) was established and included site representatives such as department chairs, administrative vice principals, psychologists, and district-staff. The council met monthly to discuss and monitor student progress. Furthermore, processes were put in place District-wide to support sites in the area of annual reviews of Individual Education Plans (IEPs) and staff training was provided on IEP documents.

To increase student and teacher access to technology for learning, a Director of Technology and Information Services was recruited and hired. Over the course of the 2013-14 school year, technology seminars were added to the District's professional development calendar. A total of 8 sessions were provided during after school hours for teachers to learn or enhance their understanding of Smartboards, Google Apps, Evernote, Google Forms, and other technology sessions such as Google and the Common Core. These sessions were also offered a second time during the 2013 Summer Institute.

The District's DELAC continued to have some of the highest parent participation in the District. DELAC's work to educate and empower parents of second language learners led to hundreds of parents completing parent education series about how to support their high school student(s) for academic success.

Staff, parent and community involvement also increased throughout the 2013-14 school year as we worked to implement Common Core. This was in part due to the establishment of the Common Core PLC which consisted of administrators, teachers, students and parents. This group met quarterly to discuss common core implementation plans and/or updates, as well as gather input from the community. This group identified areas of need and also discussed possible next steps.

2. Analyze the 2013–14 LEA performance on summative assessment data, including a description of progress towards student performance goals in ELA and mathematics.

In 2013-14, the State discontinued the STAR program. California Standards Tests (CST) was not offered and the Academic Performance Index (API) was dissolved. While Smarter Balanced tests were given to all 11th graders, student results were never released.

The State encouraged districts to begin transitioning to the Common Core State Standards (CCSS) last year, and as a result, SUHSD abandoned CST-based benchmark assessments and focused on equipping teachers with the tools necessary to provide strong CCSS. The only summative assessment data to measure progress was CELDT and CAHSEE. Below is an analysis of how students performed on these measures.

In the area of English Language Learner Growth, as demonstrated by CELDT improvement: SUHSD had 737 ELs with paired CELDT scores from 2012-13 and 2013-14. Among those who scored “Early Advanced” or “Advanced” in 2012-13, 79% maintained or increased a level in 2013-14. Among students who scored “Intermediate” in 2012-13, 41% rose a level or more in 2013-14 scores. Of the students who scored “Beginning” in 2012-13, 47% rose a level or more in their 2013-14 scores.

The District did not meet our targeted AMAO 1 goal of 59%, showing no improvement over the prior year’s 57.8%. Over the past 3 years, SUHSD has met each AMAO 2 – 5 years or more cohort target. Each year, since 2010-11, there has been steady and consistent growth. Over the past 4 years, long term ELs have made an 8.6% gain.

Since 2008-09, SUHSD has not met all of the 30 to 33 targets required by AYP each year. Like many other Districts, SUHSD is challenged to have every subgroup meet both the math and English expectations. Consequently, the District has remained with the designated PI status for seven years.

In 2013-14, the District met participation criteria both overall and in each subgroup, but struggled to meet this year’s benchmarks for proficient and advanced students.

While meeting the CAHSEE’s 380 proficient cut-off score has been daunting, SUHSD has seen a steady increase in first-time passing rate at the 350 score. In 2014, 85% passed ELA and 89% passed math. In 2013-14, 3.2% more Hispanic/Latinos tested proficient or advanced in math than had in 2012-13.

3. Provide evidence of annual communication with the local governing board regarding the implementation of LEA Plan strategies and actions, and the

progress towards student performance goals in the Plan. Note: additional documents may be uploaded and attached in the “Associated Documents” section of the item.

The Sequoia Union High School District Board of Trustees will hear a report on the PI Year III End-of-Year-Progress at its October 22, 2014 meeting.



Local Education Agency 2013 - 14

Evidence of Progress

+ 2013 -14 Strategies



- Direct Interactive Instruction
- Common Core Implementation
- Special Education Inclusion Model
- Student Support Sections
- Parent Participation



DII and the Coaching Cycle



- 100% of English and math teachers trained
- In addition, 47 science teachers, 59 social science teachers and 19 special ed. Teacher also completed the training and coaching cycle.
- Fall and spring walk-throughs used a walk-through tool to track evidence of DII and other research strategies. Site data was gathered and combined to look for district-wide trends to steer ongoing professional development.

+ Common Core Implementation



- Professional development focused on providing support that aligned with Common Core standards, both in literacy and in math.
- 20 teachers participated in the Spotlight for Success Collaborative, receiving 18 hours of training and then collaborating on the development of Common Core units for algebra I, geometry and algebra II.
- 10 teacher participated in the Silicon Valley Math Initiative.
- A District and site lead teachers for math and ELA led District work on Common Core unit development to be put in place for the 2014 -15 school year.

+ Special Education Inclusion Model

- Co-teaching model adopted, pairing special ed. teachers with content area specialist to support special education students in mainstream classes.
- District wide professional development included trainings on co-teaching.
- A Special Education Subject Area Council included site and district representatives to track student progress and program implementation.
- Processes were put in place District-wide to support sites in the area of annual reviews on IEPs and staff training was provided on IEP documents.





Student Support Sections



- The District provided 18.8 in Program Improvement sections to give support to struggling students in ELA and math.
- Woodside and Carlmont each had a section of BUILD; Sequoia had two sections.
- CESAR monies provided two additional full time certificated staff members at both of the District's Title I comprehensive high schools.
- Two AVID support classes per grade level were in place at each high school.

+ Parent Participation

- DELAC continued to have some of the highest parent participation rates in the District.
- Thanks to DELAC's work to educate and empower parents of second language learners, 754 parents attended the COMPASS parent education series to learn how to help their student successfully transition to high school; during the school year, 2,567 parents attended the education series about how to support their high school student(s) for academic success.
- Formed to support the work of Common Core implementation, the Common Core Personalized Learning Community was formed. Consisting of teachers, administrators, students and parents, the group met quarterly to discuss Common Core implementation and updates.

+ LEA Performance on Summative Assessments

- In 2013 – 14, the State discontinued the STAR program. California State Standards Tests (CST) was not offered and the Academic Performance Index (API) was dissolved. While Smarter Balanced tests were given to all 11th graders, student results were never released.
- The State encouraged districts to begin transitioning to the Common Core State Standards (CCSS) last year, and as a result, SUHSD abandoned CST based benchmark assessments and focused on equipping teachers with the tools necessary to provide strong CCSS materials. The only summative assessment data to measure progress



CELDT Results



- SUHSD had 737 ELs with paired CELDT scores from 2012-13 and 2013-14.
- Among those who scored “Early Advanced” or “Advanced” in 2012-13, 79% maintained or increased a level in 2013-14.
- Among students who scored “Intermediate” in 2012-13, 41% rose a level or more in 2013-14 scores.
- Of the students who scored “Beginning” in 2012-13, 47% rose a level or more in their 2013-14 scores.
- While the “Five years or more” cohort of students met the expected federal targets, the “Less than 5 years” cohort of students did not.



CAHSEE Results



While meeting the CAHSEE's 380 proficient cut-off score has been daunting, SUHSD has seen a steady increase in first-time passing rate at the 350 score. For the 2013-14 school year:

- 85% of the 10th grade students passed ELA
- 89% of the 10th grade students passed math
- 66% of the 10th grade students scored proficient or advanced in ELA
- 72% of the 10th grade students scored proficient or advanced in math
- The percent of students scoring proficient or advanced in math increased by 3.2% from the 2012-13 to 2013-14 school year



Points to Ponder



- Since students test out of CELDT, looking at CELDT progress is like looking at CST data without your students who scored advanced.
- How can we better align the LEA plan with LCAP and the District Dashboard?
- Should tenth grade CAHSEE progress be added to the Dashboard?

Sequoia Union HSD

Board Policy

BP 3513.3 Business and Non-instructional Operations

Tobacco-Free Schools

The Board of Trustees recognizes that the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, are inconsistent with its goal to provide a healthy environment for students and staff. Employees are encouraged to serve as models for good health practices that are consistent with the District's instructional programs.

(cf. 3514 - Environmental Safety)

(cf. [4159/4259/4359](#) - Employee Assistance Programs)

(cf. [5030](#) - Student Wellness)

(cf. [5131.62](#) - Tobacco)

(cf. 5141.23 - Asthma Management)

(cf. [6142.8](#) - Comprehensive Health Education)

(cf. [6143](#) - Courses of Study)

In accordance with state and federal law, smoking is prohibited in all district buildings and grounds, and vehicles. (20 USC [6083](#), Labor Code [6404.5](#))

The Board further prohibits the use of tobacco products or nicotine, including but not limited to, cigarettes, cigars, smokeless tobacco, snuff, chew, betel and clove cigarette, at all times on district grounds. This prohibition also applies to electronic nicotine delivery systems, such as electronic cigarettes, electronic hookahs, and other vapor emitting devices, with or without nicotine content, that mimic the use of tobacco products at any time.

This prohibition applies to all employees, students and visitors at any activity or athletic event on property owned, leased or rented by or from the District.

This prohibition shall also apply to school-sponsored events held off of district property. These activities would include, but not be limited to, field trips, athletic events, and dances. It also applies to all meetings, events, and activities sponsored by community groups held in District facilities.

The Superintendent or designee shall inform students, parents/guardians, employees and the public about this policy and related procedures.

(cf. [4118](#) - Suspension/Disciplinary Action)

(cf. [4218](#) - Dismissal/Suspension/Disciplinary Action)

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

Signs prohibiting the use of tobacco shall be prominently displayed at all entrances to school property.

The Superintendent or designee shall maintain a list of clinics and other resources which may assist individuals who wish to stop using tobacco products.

(cf. [4159/4259/4359](#) - Employee Assistance Programs)

The following policies and regulations are related to personnel: 3513.3, 3515, 3542, 3543, 5145.7.

Legal Reference:

EDUCATION CODE

[48900](#) Grounds for suspension/expulsion

[48901](#) Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

[39002](#) Control of air pollution from nonvehicular sources

[104350-104495](#) Tobacco use prevention, especially:

[104495](#) Prohibition of smoking and tobacco waste on playgrounds

119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

[3300](#) Employer, definition

[6304](#) Safe and healthful workplace

[6404.5](#) Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

[6083](#) Nonsmoking policy for children's services

7100-[7117](#) Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

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

PERB RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention: <http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification: <http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>"><http://www.cde.ca.gov/ls/he/at>"><http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

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

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

U.S. Environmental Protection Agency: <http://www.epa.gov>

Policy SEQUOIA UNION HIGH SCHOOL DISTRICT

adopted: December 10, 1997 Redwood City, California

revised: February 15, 2012

AR 3513.3 Business and Noninstructional Operations

Tobacco-Free Schools

Employee Notifications

The Superintendent or designee shall notify employees of the District's tobacco-free schools policy. The notification shall also inform them of:

1. Their need to abide by district policy as a condition of employment.
2. The dangers of tobacco use in the workplace, including its threat to the health and safety of employees, students and the public.

3. Available resources which may help employees stop using tobacco.
4. Possible disciplinary actions in accordance with Board policy, state law and applicable collective bargaining agreements.

Enforcement of the policy will be as follows:

1. Students - Students who violate the policy will be dealt with in accordance with Board Policy 5131.62.
2. Staff - Staff who violate the policy will be dealt with in accordance with Board Policy.
3. Community - Community members who are using tobacco products, those used through electronic delivery systems, or those that mimic the use of tobacco products on district property during school-sponsored events shall be asked to refrain from doing so. If individuals fail to comply with the request, a school administrator or supervisory personnel responsible for the event should be notified. That person(s) shall make a decision regarding further action which may include a directive to the violator to leave campus. If deemed necessary, the local law enforcement agency may be called upon to assist with enforcement of this policy.
4. Community groups who use district facilities are expected to enforce this policy. Failure to do so will result in revocation of the group's permit to use the facility.
5. If the person repeatedly violates the tobacco-free schools policy, the Superintendent or designee may prohibit him/her from entering district property for a specified period of time.

(cf. [3515.2](#) - Disruptions)

Regulation SEQUOIA UNION HIGH SCHOOL DISTRICT

Approved: December 10, 1997 Redwood City, California
Revised: October 15, 2014