

**Cutler-Orosi Joint Unified School District
Office Phone Number:(559) 528-4763
SPECIAL BOARD MEETING AGENDA**

Friday, July 17, 2020

Open Session: 5:30 p.m.

Closed Session: Board Teleconference 6:30 p.m.

Join Zoom Meeting

<https://zoom.us/j/93083415069?pwd=cXdzOWJvRTF6ZVZWa0ZFMFZoVVIZdz09>

Meeting ID: 930 8341 5069

Password: COJUSD

Live comments can be made during the meeting via the Zoom comments option.

Question/comments regarding agenda items email mmacareno@cojUSD.org prior to the meeting.

Roll call and establishment of quorum.

	<u>Present</u>	<u>Absent</u>
Rebecca Jimenez, Board President	_____	_____
Mary Helen Espino, Vice President	_____	_____
Sandra Williams, Board Clerk	_____	_____
Lloyd McClard, Trustee	_____	_____
Marisol Rubalcaba, Trustee	_____	_____
Sarah Herrera, Trustee	_____	_____
Delia Martinez, Trustee	_____	_____
Staff:		
Yolanda Valdez _____	Bryan Miller _____	Leanne Cerda _____
Craig Drennan _____	Antonio Quintanilla _____	Melissa Delgado _____
Shevonne Swanson _____	Lisa Castillo _____	Jayboy Camaquin _____
Faith Price _____	Ray Quintana _____	COUTA Representative _____
Gabriela Guzman _____	Marlena Celaya _____	CSEA Representative _____
Leticia Trevino _____	Sunsie Tumacder _____	Micaela Macareno _____
Raffi Soghomonian _____	Robert Gonzales _____	

PLEASE BE COURTEOUS AND SILENCE YOUR CELL PHONES. – THANK YOU

Notice to the public: The meetings of the Board are scheduled for the purpose of conducting business of the school district and, therefore, are not public meetings, but rather meetings held in public. Questions regarding procedures and practices should be addressed to your school principal or to the District Superintendent. Members of the public will be given an opportunity to speak at every regular meeting of the Board—3 minutes per speaker and up to 20 minutes total on any given item. To speak members of the public must fill out a card requesting time. The cards are available at the Board meeting. To place an item on the agenda, arrangements must be made with the Superintendent ten (10) days prior to a regular Board meeting.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange for an alternative agenda document format or to arrange for aid or services to modify or to accommodate persons with a disability in order for them to participate in a public meeting, please provide a written request to the Superintendent at the District Office at least three (3) working days prior to any public meeting.

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CALL TO ORDER- REGULAR OPEN SESSION by: _____ at: _____
Time

Pledge of Allegiance

Led by: _____

PUBLIC COMMENTS

Time is allocated for members of the public to comment on issues of concern related to District business. Action and/or discussion cannot be taken by the Board on items not already on the agenda. Persons wishing to address the Board must fill out a card which will indicate their names, addresses, group or organization they represent, and subject upon which they intend to speak. Individuals are requested to limit their comments to 3 minutes per speaker and up to 20 minutes total on any given item.

BOARD GOALS:

1. **Achieve academic excellence and meet the needs for all students in a safe supportive environment.**
2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**
3. **Create efficient and effective systems that are innovative, accountable and proactive.**

PRESENTATIONS AND REPORTS (non-action items)

- **Superintendent's Report**
 - **2020-2021 Fall Reopening of Schools**

PUBLIC COMMENTS:

Consent/ Curriculum & Instruction and Administrative /Organizational Items

Time is allocated for members of the public to comment on issues of concern related to District business listed in the Consent, Curriculum/Instruction and/or Administrative/Organizational Section of the Agenda. Persons wishing to address the Board must fill out a card which will indicate their names, addresses, group or organization they represent, and subject upon which they intend to speak. Individuals are requested to limit their comments to 3 minutes per speaker and up to 20 minutes total on any given item.

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on "protected genetic information" in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CONSENT ITEMS

<u>Item #</u>	<u>Page #'s</u>	<u>Description</u>	<u>Board Goal</u>
1	11-12	El Monte Middle School 2020-2021 School Fundraisers	3
2	13-15	Interdistrict Transfer Agreements	1, 3
3	16-24	Cyber High Agreement for the 2020-21 School Year	1, 2, 3
4	25-31	Renaissance Subscription Renewal for the 2020-21 School Year	1, 2, 3
5	32-33	Seesaw Subscription Renewal for the 2020-21 School Year	1, 2, 3
6	34-39	Update Board Policy and Administrative Regulation 6115 – Ceremonies and Observances	3
7	40-41	6 th Grade Scicon Overnight Field Trip	1
8	42-90	Orosi High School Student Handbook	1, 2, 3
9	91-92	Disposal of Obsolete E-Waste Items	3
10	93-104	Growing Strong Learners Agreement	1

Motion to approve Item #1-10 made by:

 Motion Seconded by: _____

_____/_____/_____
 Yes No Abstain

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CURRICULUM/ INSTRUCTION ITEMS

<u>Item #</u>	<u>Page #'s</u>	<u>Description</u>	<u>Board Goal</u>
11	105-107	El Monte Middle School Integrated Science Curriculum Adoption for Grades 6-8	3
		Motion to approve Item #11 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	
12	108-112	El Monte Middle School – Math Adoption	1, 2, 3
		Motion to approve Item #12 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	
13	113-121	New Course at El Monte Middle School – Intermediate Band	1, 2, 3
		Motion to approve Item #13 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	
14	122-124	Explore Learning Reflex Program Agreement	1, 3
		Motion to approve Item #14 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

ADMINISTRATIVE/ ORGANIZATIONAL ITEMS

<u>Item #</u>	<u>Page #'s</u>	<u>Description</u>	<u>Board Goal</u>
17	135	Public Hearing to Adopt COUTA's Initial Proposal to the District for 2020-2021	3
		Hearing Opened: _____ Hearing Closed: _____	
18	136	Adopt COUTAS's Initial Proposal to the District for 2020-2021	3
		Motion to approve Item #18 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	
19	137	Public Hearing to Adopt the District's Initial Proposal to COUTA for 2020-2021	3
		Hearing Opened: _____ Hearing Closed: _____	
20	138	Adopt the District's Initial Proposal to COUTA for 2020-2021	3
		Motion to approve Item #20 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	
21	139-147	Approval of Variable Term Waiver for Frank Nieblas	3
		Motion to approve Item #21 made by: _____ Motion Seconded by: _____	
		_____/_____/_____ Yes No Abstain	

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on "protected genetic information" in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

Public Comments- Closed Session Items

Time is allowed for members of the public to comment on issues to be discussed in closed session.

CLOSING ACTIVITIES: The Governing Board members have an opportunity to comment.

Motion to adjourn to Closed Session at _____ p.m. made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

CLOSED SESSION**Board Goal**

Item A **Personnel (Gov. Code 54957): The Board will meet to consider Public Employee Appointment/Employment/Hours for the position(s) of:** 3

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. CTE Dual Instructor, at Orosi High School, effective August 3, 2020; paid at Classification I, Step 2.
2. Special Education Teacher, Golden Valley, effective August 3, 2020; paid at Classification I, Step 1.

PROMOTIONS/REASSIGNMENTS:

1. From Counselor at El Monte to Assistant Principal at El Monte, effective July 1, 2020; paid at Ratio 1.08, Step 1.
2. From 3 hour Special Ed Aide at Lovell to 5.5 hour Special Ed Aide at Orosi High School, effective August 10, 2020; paid at Level 9, Step 2.

RESIGNATIONS/RETIREMENTS:

1. Custodian/Bus Driver, District Wide, resigned effective July 7, 2020.
2. Counselor, Golden Valley, resigned effective June 15, 2020.

LEAVES: (Statutory – For Informational Purposes)

1. Secretary at Lovell, requests maternity leave effective July 7, 2020. Her estimated date of delivery is July 19, 2020.

Motion to approve Item A - Public Employee Appointment/Employment for the position(s) listed made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CLOSED SESSION ITEMS – continued**Item B Public Employee Discipline/Dismissal/Release, G.C. 54957 3**

Motion to approve Item B - Public Employee Discipline Dismissal Release made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

**Item C Conference with Labor Negotiators – Gov. Code Section 54957.6, 3549.1 – 3
(Non Action discussion item only)**

District Designated Representatives: Yolanda Valdez
Craig Drennan
Dr. Ken Caves

Employee Organization: COUTA
CSEA Chapter #253

Unrepresented Employees: Confidential/Management
(all positions in this group)

Adjournment to Open Session:

Motion to adjourn Closed Session at _____ p.m. and reconvene into Open Session made by: _____

Motion Seconded by: _____

_____/_____/_____
Yes No Abstain

Cutler-Orosi Joint Unified School District complies with the American Disabilities Act of 1973, Section 504, by providing educational and employment opportunities on a non-discriminatory basis. The District does not discriminate on the basis of race, ethnicity, marital or parental status, religion, creed, color, national origin, sex, or physical or mental disability. The District also complies with Executive Order 13145, which prohibits employment discrimination based on “protected genetic information” in the Executive branch. The coordinator for non-discrimination is the Assistant Superintendent, located at the District Office, 12623 Avenue 416, Orosi, CA 93647. The phone number is (559)528-4763. NOTICE: If documents are distributed to the Board Members concerning an agenda item within 72 hours of a regular Board meeting, at the same time, the documents will be made available for public inspection at the District Office located at 12623 Avenue 416, Orosi, CA.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 14, 2020

AGENDA SECTION: CONSENT

AGENDA ITEM: EI MONTE MIDDLE SCHOOL 2020-2021 FUNDRAISERS

ATTACHMENTS: EI MONTE MIDDLE SCHOOL 2020-2021 FUNDRAISERS – SUPPORTING DOCUMENTS

DISCUSSION:

It is recommended that the Board approve the El Monte Middle School 2020-2021 fundraisers.

ITEM SUBMITTED AND APPROVED BY:

Name of administrator who reviewed and approved this item: Craig Drennan, Assistant Superintendent

BOARD GOAL:

1. All students will score at the proficient or advanced level on state assessments.

2. The District will invest in training, coaching and setting expectations for all staff to support the District's goal for student achievement.

3. The District will have a system for continuous improvement at all levels which includes implementation and accountability to support the District's goal for student achievement.

RECOMMENDATION:

The Superintendent recommends that the Board approve the El Monte Middle School 2020-2021 fundraisers.

PROPOSED ACTION:

APPROVE

Item #: 1

El Monte Middle School Fundraisers 2020-2021

The following is a list of fundraisers for El Monte Middle School:

- **Sales**
 - **Catalog Sales**
 - **Apparel (T-shirts, Sweatshirts, scarfs, etc.)**
 - **School Spirit Paraphernalia (pom poms, lanyards, etc.)**
 - **Beef Jerky Sales: Non-competing-compliant food item**
 - **Cookie Dough: Food delivery after school hours**
 - **Grams (Santa, Valentine's, Halloween, etc.): Compliant with food and beverage requirement (if food item)**
 - **Yard Sales**
 - **Discount Cards (ex: Pizza Planet Card)**
 - **Coupon/gift Books**
 - **Food/drink Sales: Compliant with food and beverage requirement**
 - **Candy sales/Catalog Candy Sales (Not sold on campus and distributed after school)**
- **Carwash**
- **Luncheons: Non-students**
- **Booth at Spring Fling: Compliant with food and beverage requirement**
- **Food sales at athletic events**
- **Working concessions/parking at athletic events**
- **Dances**
- **Recycling**
- **Performances**
- **Plays/Musicals**
- **Donation Banners**
- **Jog-a-thon**
- **Donation dots**
- **Photo booth – pictures**
- **Book Fair**
- **Carnival/Craft Fair – afterschool hours**
- **Movie Night**
- **Breakfast, Lunch, Dinner Event (ex: spaghetti dinner, pancake breakfast during non-school hours)**
- **Artist Arcade – afterschool hours**

The following are examples of what the fundraising activities help support:

- **Field Day**
- **Class/grade level field trips**
- **Class/Team apparel (not uniforms)**
- **Red Ribbon week supplies**
- **Attend cultural events (plays)**
- **Students Rewards and Recognitions**
- **Performing Art (i.e. Band, Mariachi, Choir)**
- **Athletic equipment**
- **Library books and resources**
- **Photo booth rental**

Non-nutritional food items will not be sold on campus and must be distributed to students 30 minutes after school at 3:30pm. All food sales during the school day will need to be approved by Bryan Miller by using the Food & Beverage Fundraising Approval Form.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **INTERDISTRICT TRANSFER**

ATTACHMENTS: **INTERDISTRICT TRANSFER REQUEST LIST**

DISCUSSION:

Attached is a list of Interdistrict transfer requests for students transferring in or out of the District that have been approved or denied.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction, and Professional Learning

BOARD GOAL:

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment. |
| <input type="checkbox"/> | 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement. |
| <input checked="" type="checkbox"/> | 3. Create efficient and effective systems that are innovative, accountable and proactive. |

RECOMMENDATION:

The Superintendent recommends that the Board Approve the Interdistrict requests.

PROPOSED ACTION:

APPROVE

Item #: 2

INTER-DISTRICT TRANSFER REQUESTS

July 17, 2020

OUTGOING REQUESTS for 2020-21

Student	Grade	Parent	District Requested	Reason	Approved/ Denied
Joshua Panuco	3	Violeta Salazar	Kings Canyon Unified	Continued Attendance	Approved
Daleyza Panuco	K	Violeta Salazar	Kings Canyon Unified	Continued Attendance	Approved
Jesse Ortega	12	Maribel Ortega	Dinuba Unified	Continued Attendance	Approved
Isabella Ortega	9	Maribel Ortega	Dinuba Unified	Continued Attendance	Approved
Joslynn Contreras	1	Stephanie Contreras	Visalia Unified	Parent Employment	Approved
John Contreras	8	Stephanie Contreras	Visalia Unified	Parent Employment	Approved
Saxon Trolinder	5	Georgia Watkins	Dinuba Unified	Continued Attendance	Approved
Hope Anderson	11	Georgia Watkins	Dinuba Unified	Continued Attendance	Approved
Sydney Cordova	2	Maria Castillo	Monson Sultana	Continued Attendance	Approved
Maliyah Williams	2	Janet Cabrera	Kings Canyon Unified	Continued Attendance	Approved
Katie Encinas	11	Rita Encinas	Dinuba Unified	Continued Attendance	Approved
Steven Encinas	10	Rita Encinas	Dinuba Unified	Continued Attendance	Approved

INCOMING REQUESTS for 2020-21						
Student	Grade	Parent	District of Residence	Reason	Approved/ Denied	
Makaila Milton	9	Micheal Milton	Dinuba Unified	Continued Attendance	Approved	
Christian Milton	3	Micheal Milton	Dinuba Unified	Continued Attendance	Approved	
Kaitlin Milton	1	Micheal Milton	Dinuba Unified	Continued Attendance	Approved	
Edgar Rodriguez	12	Belen Rodriguez	Dinuba Unified	Continued Attendance	Approved	
Alexa Rodriguez	9	Belen Rodriguez	Dinuba Unified	Continued Attendance	Approved	
Jasmine Rodriguez	6	Belen Rodriguez	Dinuba Unified	Continued Attendance	Approved	

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
July 17, 2020

AGENDA SECTION: CONSENT

AGENDA ITEM: CYBER HIGH AGREEMENT FOR THE 2020-21 SCHOOL YEAR

ATTACHMENTS: 2020-21 CYBER HIGH AGREEMENT

DISCUSSION: This agreement with the Fresno County Office of Education will allow for an unlimited amount of Cyber High Licenses to be utilized districtwide at the high school levels. Cyber High is an online comprehensive high school which provides courses for students who are falling behind with credits. This online curriculum is used as a credit recovery for students at Orosi High School and Lovell High School.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning

BOARD GOAL:



1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.



2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.



3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approve the 2020-21 Cyber High Agreement.

PROPOSED ACTION:

APPROVE

Item #: 3



**CYBER HIGH USE LICENSE AND SERVICE AGREEMENT
("Agreement")**

Legal Doc. No. of this Signed Agreement: _____

COVER

<p>CLIENT</p> <p>"Client": Cutler-Orosi Joint Unified School District Attn: Yolanda Valdez, Superintendent, or Authorized Designee 12623 Avenue 416, Orosi, CA 93647 Phone: (559) 528-4763 FAX: (559) 528-3132 Email: YValdez@cojUSD.org</p>	<p>FCSS/CYBER HIGH</p> <p>"FCSS" or "Cyber High": Fresno County Superintendent of Schools Attn: Rob Cords, Director, Cyber High Fresno County Superintendent of Schools 1111 Van Ness Avenue, Fresno, CA 93721 Phone: (559) 265-4067 Email: rcords@fcoe.org</p>
<p>CONTRACT TERM (see § 3.1)</p> <p>"Effective Date": September 1, 2020 "Termination Date": August 31, 2021</p>	
<p>CYBER HIGH PRODUCTS: FCSS shall provide to Client each "Cyber High Product" that is marked below, collectively "Cyber High Products" (mark each applicable).</p>	
<p><input checked="" type="checkbox"/> District or COE Level Agreement _ School Site Level Agreement _ Other: _____</p> <p align="center"><i>All High School Students Enrolled at the Following Sites/Programs are to be Included Under this Agreement:</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>Orosi High School, Lovell High School</p> </div>	
<p><input checked="" type="checkbox"/> "Cyber High Courses": Access by Client Users to all courses, curriculum, tools, and resources available on-line on Cyber High. Cyber High Courses do not include Supplementary Materials (see Section 1.2.7, General Terms and Conditions).</p> <p><input checked="" type="checkbox"/> "Professional Development Training": Upon request by Client, FCSS will provide professional development training for Client Users at a maximum rate of one training per Contract term at Client's District Office or another mutually agreeable location. Training services for Clients within California, who exceed a one-hundred-mile radius of 1111 Van Ness Avenue, Fresno, CA 93721, or those that justify an overnight stay due to the timing of the training, will be separately invoiced for \$500. Any training taking place outside of California will be separately invoiced for \$1500.</p> <p><input checked="" type="checkbox"/> "Grade Report": Upon Client User Student passing a five unit course, FCSS will make Official Grade Report digitally available to the Student's school of record. It is incumbent upon each Client User to ensure that Cyber High courses have been added to the approved course list of each contracting school so that proper credit may be awarded to Client User Student upon course completion.</p> <p><input checked="" type="checkbox"/> "Client User Support": FCSS will provide support to Client Users via telephone and email Monday through Friday, except for holidays and periods of closure, during FCSS' normal business hours.</p> <p>_ "Other Products" (specify):</p>	
<p>CONTRACT AMOUNT. Client shall pay each "Plan Payment" that is marked below (collectively "Contract Amount") to FCSS (mark and complete as applicable, and attach exhibit if required).</p>	
<p><input checked="" type="checkbox"/> PLAN PAYMENT YEAR 1 – UNLIMITED USE PLAN: \$12,887.00</p>	<p>PAYMENT SCHEDULE. Client shall pay the Contract Amount to FCSS according to the following "Payment Schedule" (mark and complete as applicable):</p> <p><input checked="" type="checkbox"/> SCHEDULE 1/PLAN PAYMENT YEAR 1: Entire amount of Plan Payment Year 1 due within 30 days of the "Effective Date" of this contract.</p>

In consideration of the covenants, conditions, and promises in and for good and valuable consideration and the mutual benefits to be derived from this Agreement, Client and FCSS, separately referred to as a **"Party"** and collectively as the **"Parties,"** have reviewed and understand and hereby enter into this Agreement. Unless the context requires otherwise, any reference to a Party in this Agreement shall mean the Party and its governing body, officers, employees, and agents and, in the case of Client includes the Client Users. Each person executing this Agreement on behalf of a Party represents that he/she is authorized to execute on behalf of and to bind the Party to this Agreement.

CLIENT

FCSS

By: _____
Yolanda Valdez, Superintendent
or Authorized Designee

By: _____
Jim Yovino, Superintendent
or Authorized Designee

GENERAL TERMS AND CONDITIONS

These General Terms and Conditions contain the following Articles:

- Article 1 Scope of Use License and Obligations
- Article 2 Payment
- Article 3 Term and Termination of Agreement; Suspension or Termination of Access to Client Users
- Article 4 Indemnity
- Article 5 Dispute Resolution
- Article 6 General Provisions

Terms with initial capital letter shall have the respective meanings set forth in this Agreement.

ARTICLE 1 SCOPE OF USE LICENSE AND OBLIGATIONS.

SECTION 1.1 RECITALS AND REPRESENTATIONS.

- 1.1.1 Cyber High is an on-line comprehensive electronic high school curriculum owned and maintained by FCSS (collectively "**Cyber High**").
- 1.1.2 FCSS maintains Cyber High and the Cyber High Products to serve schools and their teachers, administrators, staff, and Students. Cyber High offers an additional education opportunity for Students who wish to accelerate their education, including high-risk Students, credit recovery, Students in continuation schools, alternative education, home schooling, adult Students, mobile Student populations, and incarcerated populations.
- 1.1.3 Cyber High is available to schools and other entities that purchased or for whom a purchase has been made of one or more Cyber High Products. All Cyber High Products are provided at reasonable fees intended to provide for the cost of developing and maintaining the Cyber High Products and related administration and support services.
- 1.1.4 Each Party represents and warrants to the other Party that: (A) it has the power and authority to enter into this Agreement and is permitted by applicable laws to enter into this Agreement; and (B) it has and will comply with all applicable laws in the access and use of the Cyber High Products and performance of its obligations under this Agreement, and in particular applicable federal and California laws and regulations, including the Family Educational Rights and Privacy Act (FERPA), regarding Student records, Student privacy, and the use and disclosure of Student records and information.
- 1.1.5 By this Agreement, the Parties desire to set forth the terms and conditions upon which FCSS shall provide to Client, and Client shall compensate FCSS for, one or more of the Cyber High Products as marked on the Cover, and to set forth the Parties' rights and obligations relating to the Cyber High Products and this Agreement

SECTION 1.2 SCOPE OF LICENSE TO AND OBLIGATION OF CLIENT.

- 1.2.1 **CLIENT USERS.** Each Student, teacher, administrator, or staff of Client who has registered for access to and use of Cyber High, and to whom FCSS has issued a user login and password (individually "**Client User**" and collectively "**Client Users**") shall have access to the Cyber High Courses and other Cyber High Products as marked on the Cover.
- 1.2.2 **USE LICENSE.** FCSS owns all rights and interests in and relating to Cyber High and the Cyber High Products, including any copyright, right, and interest therein or thereto (collectively "**FCSS Product**") and such FCSS Product shall remain FCSS' property and FCSS shall have all rights thereto, including the right to allow other third parties to access and use the Cyber High Courses and other Cyber High Products at the same or different time as Client and Client Users. FCSS grants to Client and Client Users a limited license to use the FCSS Product in accordance with the terms and conditions of this Agreement.

- 1.2.3 TERMS OF USE/LICENSING AGREEMENT/EXAM POLICY. Client and all Client Users who access and use the Cyber High Courses must comply with the Terms of Use/Licensing Agreement/Exam Policy that is in effect and posted on Cyber High at the time of such access and use. Client shall notify FCSS, through FCSS' contact person listed on the Cover, of any activity by its Client Users in violation of the Terms of Use/Licensing Agreement/Exam Policy. If there is a conflict between any provision in this Agreement and any provision in the Terms of Use/Licensing Agreement/Exam Policy, the provision in the Terms of Use/Licensing Agreement/Exam Policy shall govern as between the Parties.
- 1.2.4 NO RESALE RIGHTS OR COMMERCIAL USE. Client shall not resell to any third party the right to access or use any Cyber High Products, or provide any third party who is not its Client User with access to, or the ability to use, any Cyber High Products. The right to use Cyber High and Cyber High Products are entered into in order to encourage and support education, and is not intended to create a commercial license or enterprise. As such, any commercial use or application of Cyber High or Cyber High Products outside that specified in this Agreement is prohibited.
- 1.2.5 WARRANTY DISCLAIMER. Cyber High and the Cyber High Products are subject to ongoing development by FCSS and are being provided by FCSS AS IS to Client and Client Users. EXCEPT AS SET FORTH IN THIS AGREEMENT, FCSS DISCLAIMS ANY AND ALL WARRANTIES, CONDITIONS, AND DUTIES OF ANY KIND (IF ANY), EXPRESS OR IMPLIED, WITH RESPECT TO CYBER HIGH AND THE CYBER HIGH PRODUCTS, INCLUDING WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR ANY PARTICULAR PURPOSE.
- 1.2.6 HARDWARE/SOFTWARE. Cyber High is made available to Client Users over the Internet through a web-browser interface. To access Cyber High, Client Users must have a suitable Internet connection, access to an appropriately configured computer, appropriately configured computer network, and utilize a supported browser, of which FCSS has no responsibility to provide to any Client User.
- 1.2.7 SUPPLEMENTARY MATERIALS. Client is solely responsible for providing or arranging for the provision of Supplementary Materials for Client Users. **"Supplementary Materials"** include but are not limited to, supplemental texts, textbooks, novels, atlases, calculators, graphing papers, protractors, rulers, compasses, and laboratory supplies and/or equipment.
- 1.2.8 PARENTAL CONSENT. Client will obtain any necessary parental consent for each Client User Student to access and use Cyber High Courses or other Cyber High Products.
- 1.2.9 CONTROLLING ACCESS. It is the responsibility of the Client to immediately deactivate access to Cyber High for Client staff who should no longer have access to Cyber High Student records/data.

SECTION 1.3 OBLIGATIONS AND RIGHTS OF FCSS/CYBER HIGH.

- 1.3.1 CYBER HIGH PRODUCTS. FCSS shall provide to Client each Cyber High Product that is marked on the Cover.
- 1.3.1.1 PLAN PAYMENT 1 – If Plan Payment 1 – Unlimited Use is marked on the Cover, Client and Client Users shall have access to and use of the Cyber High Products during the contract term.
- 1.3.2 TERMS OF USE/LICENSING AGREEMENT. FCSS reserves and shall have the right to add or modify the Terms of Use/Licensing Agreement/Exam Policy at any time.
- 1.3.3 MODIFICATIONS TO CYBER HIGH. FCSS reserves and shall have the right to make any modifications to the software and course work as may be necessary. Cyber High and Cyber High Products, and any modifications thereto remain FCSS' property and FCSS retain any and all rights and interests therein and thereto.

SECTION 1.4 CONFIDENTIAL RECORDS AND INFORMATION. If any document and/or information (e.g., employee or Student records) that are subject to nondisclosure or protection under federal and/or California laws (collectively “**Confidential Materials**”) are provided to or created by a Party or any Client User for or pursuant to this Agreement, each Party shall: (A) not release, disseminate, publish, or disclose the Confidential Materials except as required by law or a court order, as this Agreement may permit, or as the other Party or Client User may authorize in writing; (B) not use the Confidential Materials for any purpose not related to the performance of this Agreement unless such use is specifically authorized by applicable laws; and (C) protect and secure the Confidential Materials, including those that are saved or stored in an electronic form, to ensure that they are safe from theft, loss, destruction, erasure, alteration, and unauthorized viewing, duplication, and use. The provisions of this Section shall survive the termination of this Agreement.

SECTION 1.5 COMPLIANCE WITH APPLICABLE LAWS. Each Party shall comply with all federal and California laws applicable to itself and its performance of this Agreement, and access to and use of Cyber High and the Cyber High Products. Each provision of law required to be inserted in or that applies to this Agreement is deemed inserted herein; however, if any conflict or inconsistency exists between a provision in this Agreement and a provision in an applicable law, the provision in this Agreement shall govern except where the provision in this Agreement is specifically prohibited or void by the applicable law(s) in which case the provision in the applicable law shall govern.

SECTION 1.6 STUDENT RECORDS. Student records include any information directly related to a Student that is maintained by Client or acquired directly from the Student through the use of Cyber High. Student records provided to FCSS under this Agreement are the property of and are under the control of Client. Students may retain possession and control of their own Student-generated content by requesting such content in writing, and within the period of Student accessibility. The period of accessibility for Student or Client User shall not exceed the termination date of this contract. The parents or legal guardians of a Student, or a Student who is 18 years or older, may review Personally Identifiable Information in the Student’s records and correct erroneous information as follows: by contacting, in writing or email, Cyber High staff and requesting to review and/or modify erroneous information. FCSS shall take actions to ensure the security and confidentiality of Student records including, but not limited to, designating and training responsible individuals on ensuring the security and confidentiality of Student records as follows: requiring all staff members to sign confidentiality forms and limit those staff members given access to confidential Student records. In the event of an unauthorized disclosure of a Student’s records, FCSS shall report such disclosure to the affected parent, legal guardian, or Student as follows: immediately and in writing. FCSS shall not use any information in a Student record for any purpose other than those required or specifically permitted by this Agreement. Client agrees to work with FCSS to ensure compliance with the federal Family Educational Rights and Privacy Act, 20 U.S.C. Sec. 1232g (“FERPA”) and the Parties will ensure compliance with FERPA as follows: by mandating compliance with all laws and regulations pertaining to Student’s rights of confidentiality. To the extent FCSS will have access to “education records” for Client’s Students as defined under FERPA, FCSS acknowledges that for the purposes of this Agreement it will be designated as a “school official” with “legitimate educational interests” in the education records, as those terms have been defined under FERPA and its implementing regulations, and FCSS agrees to abide by the FERPA limitations and requirements imposed on school officials.

SECTION 1.7 DISPOSITION OF DATA. During the Contract Term marked on the Cover, the Client User has full access and the ability to download all stored Client User data, to include Student work, records, etc. To maintain compliance with Student privacy regulations, if this contract is not renewed for the following term, **WITHIN 60 DAYS AFTER THE TERMINATION DATE OF THIS AGREEMENT, ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION WILL BE IRREVERSIBLY PURGED FOR CLIENT USER STUDENTS COVERED UNDER THIS AGREEMENT. NEITHER THE CLIENT USER NOR FCSS/CYBER HIGH WILL BE ABLE TO RETRIEVE ANY STUDENT WORK, RECORDS, OR DATA THEREAFTER.**

If the Client has not secured all needed data, the Client may request by certified letter that FCSS/Cyber High provide the following digital file(s): Excel file containing all identifying and demographic data and/or a PDF containing a copy of all Student grade reports. Such a request must be received by FCSS on or before the Termination Date marked on the Cover.

ARTICLE 2 PAYMENT.

SECTION 2.1 GENERAL. As full consideration and compensation for FCSS' provision of the Cyber High Products to Client and Client Users, Client shall pay FCSS the Contract Amount in accordance with the Payment Schedule, both of which are marked as applicable on the Cover.

SECTION 2.2 TAXES. Amounts paid pursuant to Section 2.1 do not include any applicable sales, use, gross income, occupational, or similar taxes; import or export fees; duties, imports, or tariffs; or any other taxes, duties, charges, or fees of any kind that may be levied in connection with the transactions covered under this Agreement. Any such taxes (if any are due) are Client's responsibility and Client shall pay such taxes, and indemnify and hold FCSS from any liability with respect to such taxes.

ARTICLE 3 TERM AND TERMINATION OF AGREEMENT; SUSPENSION OR TERMINATION OF ACCESS TO CLIENT USERS.

SECTION 3.1 CONTRACT TERM. This Agreement is effective on the Effective Date and continues in full force and effect thereafter until and including the Termination Date and any extension thereto ("**Contract Term**") and, unless terminated during the Contract Term in accordance with Section 3.2 below, shall terminate at 12:00 midnight on the last day of the Contract Term without any notice or action by either Party. Any extension of the Contract Term shall be set forth in an amendment executed by the Parties.

SECTION 3.2 TERMINATION OF A WRITTEN AGREEMENT DURING CONTRACT TERM.

3.2.1 TERMINATION FOR CAUSE. During the Contract Term and unless specifically permitted otherwise in this Section, a Party may terminate this Agreement only upon the other Party's material breach of one or more provisions of this Agreement and after the non-breaching Party has given the breaching Party written notice at least 30 days before the effective date of termination and an opportunity within the 30 days to cure the material breach and to notify the other Party in writing when such cure has been completed. If the material breach has not been cured upon expiration of the 30 days or any extension thereof agreed upon by the Parties, this Agreement shall terminate effective 12:00 midnight on the 30th day or the last day of the extension (if any) without any further notice or action by either Party.

3.2.2 RIGHTS AND OBLIGATIONS UPON TERMINATION. Upon termination of this Agreement, the following shall apply and survive the termination of this Agreement:

3.2.2.1 MATERIAL BREACH BY CLIENT. If Client materially breaches any provision of this Agreement, FCSS shall have the right to keep any portion of the Contract Amount that Client has paid to FCSS and Client shall pay any remaining portion of the Contract Amount to FCSS within 30 days of the effective date of termination of this Agreement. Upon termination of this Agreement due to Client's material breach, all access to and use of all Cyber High Products shall terminate, and Client and Client Users shall have no right to access or use any Cyber High Products.

3.2.2.2 MATERIAL BREACH BY FCSS. If FCSS materially breaches any provision of this Agreement, FCSS shall have the right to keep and to have Client pay, if Client has not already paid, the Contract Amount, prorated based on the number of days that have passed during the Contract Term compared to the number of days that remain in the Contract Term. Upon termination of this Agreement due to FCSS' material breach, Client User Students may complete Cyber High Courses that they were taking as of the effective date of termination of this Agreement.

SECTION 3.3 SUSPENSION OR TERMINATION OF ACCESS TO CLIENT USERS. Without terminating this Agreement, FCSS may suspend or terminate one, several, or all Client Users from accessing and using Cyber High Courses at any time if Client or any Client Users violate the Terms of Use/Licensing Agreement or any provisions of this Agreement.

SECTION 3.4 FORCE MAJEURE. A Party is not liable for failing or delaying performance of its obligations under this Agreement due to events that are beyond the Party's reasonable control and occurring without its fault or negligence, for example, acts of God such as tornadoes, lightning, earthquakes, hurricanes, floods, or other natural disasters (collectively "**Force Majeure**") provided that the Party has promptly notified the other Party in writing of the occurrence of the Force Majeure, except that a Force Majeure shall not excuse Client's payment to FCSS of any portion of the Contract Amount that is due to FCSS.

ARTICLE 4 INDEMNITY.

Except as specifically stated otherwise in this Agreement in which case such provision shall apply to the extent provided therein, each Party's indemnity, defense, and hold harmless obligations to the other Party under this Agreement shall be as follows: (A) a Party ("**Indemnitor**") shall indemnify and hold harmless the other Party ("**Indemnitee**") to the full extent permitted by California laws for any Loss sustained by Indemnitee or a Third Party only in proportion to Indemnitor's liability based on a Final Determination; and (B) each Party shall defend and pay for all of its attorney's fees and litigation costs related to any Claim or Loss without any right against or from the other Party for indemnity and/or hold harmless of such costs and fees, or any right for defense. A Party who intends to seek or seeks indemnity and/or hold harmless for any Loss from the other Party: (1) shall notify the other Party in writing and within a reasonable time after the Party knows or becomes aware of any Claim that may or will result in a Loss, describing, if known or determinable, the pertinent circumstances, all entities and persons involved, and the amount being claimed; and (2) shall not settle or otherwise resolve the Claim until it has notified the other Party of the Claim in accordance with the preceding provision (1) and given the other Party written notice and an opportunity to participate in and to consent to the settlement or resolution of the Claim, which consent the other Party shall not unreasonably withhold. A Party's obligations under this Article are not limited to or by any insurance that it maintains or the lack of insurance but apply to the full extent permitted by California laws, and shall survive the termination of this Agreement. "**Claim**" means any claim, demand, lawsuit, cause of action, action, cross-complaint, cross-action, and/or proceeding arising out of, resulting from, or relating to this Agreement where there has been no Final Determination. "**Loss**" means any bodily injury, property damage, personal injury, advertising injury, liability, loss, damage, judgment, expense and/or cost (excluding attorney's fees and litigation costs that Indemnitee or a Third Party incurred or paid related to a Loss or Claim) arising out of, resulting from, or relating to this Agreement and for which there has been a Final Determination that a Party is or both Parties are liable. "**Third Party**" means a person who or an entity that is not a Party to this Agreement and is not employed by, contracted with (whether directly or through a subcontract of any level), or otherwise retained by a Party to act for or on the Party's behalf. "**Final Determination**" means any judgment, order, or decision by a court of competent jurisdiction or a governmental entity with jurisdiction to render such judgment, order, or decision where the judgment, order, or decision is not subject to appeal or the period for an appeal has expired.

ARTICLE 5 DISPUTE RESOLUTION.

The Parties shall meet and confer in good faith to resolve any disputes between them arising out of, resulting from, or relating to this Agreement, including any Claim or Loss for which a Party seeks indemnity pursuant to Article 4 and any dispute relating to this Agreement that arises or occurs after the termination of this Agreement. During a dispute regarding payment under this Agreement, Client shall pay FCSS the portion of the Contract Amount that is undisputed and due to FCSS; if a disputed portion of the Contract Amount is determined in a Final Determination to be due to FCSS, Client shall pay such amount to FCSS within 30 days of the date of the Final Determination, unless a different date is stated in the Final Determination or in an agreement executed by the Parties, in which case, Client shall pay FCSS in accordance therewith. Except for an action to preserve the status quo and/or prevent irreparable harm, a Party shall not commence any cause of action, action, lawsuit, or proceeding arising out of, resulting from, or relating to this Agreement until after the Party has complied with the provisions of this Article. The

provisions of this Article shall survive the termination of this Agreement.

ARTICLE 6 GENERAL PROVISIONS.

SECTION 6.1 ENTIRE AGREEMENT, CONFLICTS, EXECUTION, AMENDMENT, AND WAIVER. This Agreement is a complete and exclusive statement of the Parties' agreement under Code of Civil Procedure section 1856. This Agreement consists of and, unless specifically stated elsewhere in this Agreement or an amendment, any conflict or inconsistency in this Agreement shall be resolved by giving precedence as follows: the Cover, these General Terms and Conditions, any exhibit or attachment that is stated as being a part of this Agreement, and the Required Documents. The Parties may execute this Agreement and any amendment hereto in counterparts such that each Party's signature is on a separate page. A copy or an original of this Agreement or an amendment thereof with the Parties' signatures, whether original or transmitted by electronic means, shall be deemed a fully executed contract. The Parties may amend or waive any provision of this Agreement only by a writing executed by them.

SECTION 6.2 INTERPRETATION; APPLICABLE LAWS AND TIME ZONE; VENUE; SEVERABILITY; AND SURVIVAL OF TERMINATION. The Parties agree that in cases of uncertainty of any language in this Agreement, the provisions of Civil Code section 1654 shall not apply to interpret the uncertainty. The language of this Agreement shall be interpreted according to its fair meaning and not strictly for or against any Party and under California laws without giving effect to California's choice of law provisions that may result in the application of the laws of another jurisdiction. All dates and times stated in this Agreement shall be according to Pacific Time. All causes of action, actions, lawsuits, and proceedings arising out of, resulting from, or relating to this Agreement shall be adjudicated in state or federal court in Fresno County, California, provided that FCSS does not hereby waive any immunity to suit. If a court of competent jurisdiction holds any provision of this Agreement void, illegal, or unenforceable, this Agreement shall remain in full force and effect and shall be interpreted as though such invalidated provision is not a part of this Agreement and the remaining provisions shall be construed to preserve the Parties' intent in this Agreement. Any provision in this Agreement that by its nature applies after, or is specifically stated to survive, the termination of this Agreement shall survive the termination of this Agreement.

SECTION 6.3 INDEPENDENT CONTRACTOR; ASSIGNMENT AND TRANSFER. Each Party is an independent contractor, and it and its officers, employees, and agents are not, and shall not represent themselves as, officers, employees, or agents of the other Party. This Agreement does not and shall not be construed to create an employment or agency relationship, partnership, or joint venture between the Parties. Each Party shall not assign or transfer any or all of its obligations and/or rights under this Agreement, including by operation of law or change of control or merger, without the other Party's prior written consent; however, this provision shall not prohibit FCSS from subcontracting with one or more third parties to perform any portion of the Services.

SECTION 6.4 NOTICES. Except as may be stated otherwise in this Agreement in which case such provision shall govern to the extent provided therein, each Party shall give any notices, demands, and all other communications required or permitted under this Agreement in writing and by one of the following methods to the other Party at the address, FAX number, and/or email stated on the Cover, delivery to be effective upon receipt thereof by the other Party: (A) hand delivery; (B) sent by a reputable overnight courier service that tracks the delivery; (C) sent by certified mail, return receipt requested, first class postage prepaid; or (D) sent by regular mail *and* transmitted by facsimile or e-mail; and, ***if to FCSS, a copy of any notice and demand by facsimile to:*** General Counsel at (559) 265-3054. A Party may change its contact person and/or contact information stated on the Cover by notifying the other Party of the particular change and the effective date thereof in accordance with this Section. The provisions of this Section shall survive the termination of this Agreement.

SECTION 6.5 ISSUANCE OF CREDITS. Client must adopt all Cyber High courses as part of Client's approved course list. Upon Client User course completion, FCSS will issue and mail the Official Course and/or Unit completion Grade Report to the registrar of the Client User's permanent school of record. It is incumbent upon the Client to record the grade(s) and issue credit in accordance to Client's school and/or prevailing District policy. / /

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Regular Board Meeting Agenda
July 9, 2020

AGENDA SECTION: CONSENT

AGENDA ITEM: RENAISSANCE SUBSCRIPTION RENEWAL 2020-2021

ATTACHMENTS: RENAISSANCE SUBSCRIPTION RENEWAL 2020-2021 INVOICE

DISCUSSION: The renewal of the attached Renaissance Subscriptions allows schools to continue to use the STAR reading assessment, (a comprehensive reading assessment) and Accelerated Reader (AR) as part of a balanced approach to literacy. The AR program transforms “Just reading” into high-quality reading practice that fuels growth: Reading quizzes monitor comprehension, while literacy skills and vocabulary quizzes extend student learning and build skills mastery.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning

BOARD GOAL:



1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.



2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.



3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board accept the Renaissance Subscription Renewal 2020-2021 Invoice

PROPOSED ACTION:

ACCEPT

Item #: 4

RENAISSANCE®Quote
2351181

PO Box 8036, Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
 www.renaissance.com

Cutler-Orosi Joint Unified School Dist - 277512

12623 Avenue 416
 Orosi, CA 93647-2017
 Contact: David Jansson - (559) 528-4763
 Email: dajansson@cojUSD.org

Reference ID: 426730

Created: 06/24/2020

Quote Summary

School Count: 5

Renaissance Products & Services Total	\$27,053.75
Applied Discounts	\$(791.75)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$26,262.00

This quote includes: Renaissance Accelerated Reader and Renaissance Star Reading.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

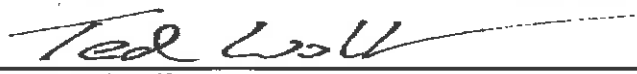
- agree that this Quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the US Privacy Notice located at <https://doc.renlearn.com/KMNet/R60990.pdf?int=https://www.renaissance.com/privacy/>.

To accept this offer and place an order, please sign and return this Quote.

Renaissance will issue an invoice pursuant to this Quote on the Invoice Date you specify below. If no Invoice Date is listed, Renaissance will issue an invoice within 30 days from the date of this Quote. If your organization requires a purchase order prior to invoicing, please check the box below and issue your purchase order to the Renaissance address below no later than 15 days prior to the Invoice Date. Payment is due net 30 days from the Invoice Date.

If your billing address is different from the address at the top of this Quote, please add that billing address below.

Please check here if your organization requires a purchase order prior to invoicing: []

Renaissance Learning, Inc.	Cutler-Orosi Joint Unified School Dist - 277512
	By:
Name: Ted Wolf	Name:
Title: VP - Corporate Controller	Title:
Date: 06/24/2020	Date:
	Invoice Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com

RENAISSANCE®

Quote
2351181

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Phone: (877)444-3172

If changes are necessary, or additional information is required, please contact your account executive TJ Leonard at (866)610-7989, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

RENAISSANCE®

Quote
2351181

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

This quote is valid until 07/24/2020. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax (TPT). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

RENAISSANCE®

PO Box 8036, Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
www.renaissance.com

Quote
 # 2351181

Quote Details

Cutler-Orosi Joint Unified School Dist - 277512

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Data Integration Services					
Custom Data Integration Level 5 (0 - 1,500 Subscriptions) Maintenance	10/01/2020 - 09/30/2021	1	\$2,500.00	\$0.00	\$2,500.00
Cutler-Orosi Joint Unified School Dist Total				\$0.00	\$2,500.00

Cutler Elementary School - 277515

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription	10/01/2020 - 09/30/2021	575	\$7.15	\$(166.75)	\$3,944.50
Star Reading Subscription	10/01/2020 - 09/30/2021	350	\$4.95	\$(52.50)	\$1,680.00
Platform Services					
Annual All Product Renaissance Platform	10/01/2020 - 09/30/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Cutler Elementary School Total				\$(219.25)	\$6,374.50

El Monte Middle School - 277518

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription	10/01/2020 - 09/30/2021	575	\$7.15	\$(166.75)	\$3,944.50
Star Reading Subscription	10/01/2020 - 09/30/2021	100	\$4.95	\$(15.00)	\$480.00
Platform Services					
Annual All Product Renaissance Platform	10/01/2020 - 09/30/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
El Monte Middle School Total				\$(181.75)	\$5,174.50

Golden Valley School - 277529

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					

RENAISSANCE®

Quote

2351181

PO Box 8036, Wisconsin Rapids, WI 54495-8036
 Phone: (800) 338-4204 | Fax: (877) 280-7642
 Federal I.D. 39-1559474
www.renaissance.com

Accelerated Reader Subscription	10/01/2020 - 09/30/2021	500	\$7.15	\$(145.00)	\$3,430.00
Star Reading Subscription	10/01/2020 - 09/30/2021	275	\$4.95	\$(41.25)	\$1,320.00
Platform Services					
Annual All Product Renaissance Platform	10/01/2020 - 09/30/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Golden Valley School Total				\$(186.25)	\$5,500.00

Lovell High School - 474495

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription	10/01/2020 - 09/30/2021	50	\$7.15	\$(14.50)	\$343.00
Star Reading Subscription	10/01/2020 - 09/30/2021	50	\$4.95	\$(7.50)	\$240.00
Platform Services					
Annual All Product Renaissance Platform	10/01/2020 - 09/30/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Lovell High School Total				\$(22.00)	\$1,333.00

Palm Elementary School - 277524

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Subscription	10/01/2020 - 09/30/2021	500	\$7.15	\$(145.00)	\$3,430.00
Star Reading Subscription	10/01/2020 - 09/30/2021	250	\$4.95	\$(37.50)	\$1,200.00
Platform Services					
Annual All Product Renaissance Platform	10/01/2020 - 09/30/2021	1	\$750.00	\$0.00	\$750.00
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	\$0.00	\$0.00	\$0.00
Palm Elementary School Total				\$(182.50)	\$5,380.00

RENAISSANCE®

Quote
2351181

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

©Copyright 2020 Renaissance Learning, Inc. All rights reserved.

All logos, designs, and brand names for Renaissance's products and services, including but not limited to Accelerated Reader, Freckle, myIGDIs, myON, myON News, Renaissance-U, Renaissance Place, Schoolzilla, Smart Start, Star Assessments, Star Custom, Star Early Literacy, Star Math, Star Reading, Star CBM, and Renaissance, are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States. All other product and company names should be considered the property of their respective companies and organizations.

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **SEESAW ACCOUNT RENEWAL**

ATTACHMENTS: **SEESAW ACCOUNT RENEWAL INVOICE**

DISCUSSION: The renewal of the attached Seesaw subscriptions allows teachers/students in Transitional Kindergarten through Second Grade to continue using the Seesaw application as a platform for student engagement for the next three years (expiration: 2023). Teachers use Seesaw to empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links. This program has been selected as one of the elementary Core 4 programs during Distance Learning.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning*

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board accept the Seesaw Account Renewal**

PROPOSED ACTION: **APPROVE**



Company Address 180 Montgomery St.
Suite 750
San Francisco, CA 94104
United States

Phone (415) 870-4468

Please send any billing questions to accounting@seesaw.me

Bill To Name Cutler Orosi Joint Unified School District

Created Date 6/17/2020

Expiration Date 6/24/2020

Quote Number 00021568

Contract Summary

Contract Start Date 7/1/2020

Contract End Date 6/30/2023

of Students 1,100.00

Contract Notes Year 1 (50% of total cost): \$8,621.25

Grand Total USD 17,242.50

Year 2 (25% of total cost): \$4,310.63

Year 3 (25% of total cost): \$4,310.63

Contract Details

Product	Quantity	Sales Price	Total Price	Invoice Date
Seesaw for Schools	1,100.00	USD 8.25	USD 9,075.00	7/1/2020
Volume Discount (1,000 - 2,499)	1,100.00	USD -0.4125	USD -453.75	7/1/2020
Seesaw for Schools	1,100.00	USD 4.125	USD 4,537.50	7/1/2021
Volume Discount (1,000 - 2,499)	1,100.00	USD -0.20625	USD -226.88	7/1/2021
Seesaw for Schools	1,100.00	USD 4.125	USD 4,537.50	7/1/2022
Volume Discount (1,000 - 2,499)	1,100.00	USD -0.20625	USD -226.88	7/1/2022

School Admin Contact (e.g. Principal, Director of Instructional Tech, etc.)

Name: Leanne Cerda

Email: leccerda@cojUSD.org

Title: Principal

Phone: 5595286931

Tech Contact (Who can help set up your school?)

Name: David Jansson

Email: dajansson@cojUSD.org

Title: Data Specialist

Phone: 5595284763

Billing Contact - Accounts Payable (Who will pay the invoice?)

Name: leccerda@cojUSD.org

Email: leccerda@cojUSD.org

Title: Cutler School Principal

Phone: 5595286931

School Address

Address: 12623 Avenue 416

City: Orosi

State: California

Zip / Post Code: 93647

This contract is a binding agreement. By signing, your school or district must pay the full amount quoted per the payment schedule above. Please make sure you have proper payment authorization (including a PO # if required) before signing.

Name: Lluvia Barragan

Title: _____

Accepted By: _____

PO Number (if required): _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: CONSENT

AGENDA ITEM: UPDATE BOARD POLICY AND ADMINISTRATIVE REGULATION 6115 - CEREMONIES AND OBSERVANCES

ATTACHMENTS: BOARD POLICY AND ADMINISTRATIVE REGULATION 6115

DISCUSSION: The Board of Education recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning*

BOARD GOAL:

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: The Superintendent recommends that the Board approve updated BP and AR 6115

PROPOSED ACTION: APPROVE

Item #: 6

Cutler-Orosi Joint USD

Board Policy

Ceremonies And Observances

BP 6115

Instruction

The Board of Education recognizes the importance of having students observe holidays, celebrate events of cultural or historical significance, and acknowledge the contributions of outstanding individuals in society. On days designated by the Board, staff shall provide students with appropriate commemorative exercises so that they may acquire the knowledge, skills, and principles essential for informed, responsible citizenship in a democratic society.

(cf. 6111 - School Calendar)

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

(cf. 6141.6 - Multicultural Education)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Learning Through Community Service)

Legal Reference:

EDUCATION CODE

37220-37223 Saturdays and holidays

44015.1 Week of the School Administrator

45203 Paid holidays

45460 Classified Employee Week

52720 Daily performance of patriotic exercises in public schools

52730 Patriotic exercises, daily instruction

GOVERNMENT CODE

430-439 Display of flags

3540-3549.3 Meeting and negotiating

UNITED STATES CODE, TITLE 4

6 Time and occasion for display of flag

7 Position and manner of display of flag

UNITED STATES CODE, TITLE 36

106 Note Constitution Day and Citizenship Day

COURT DECISIONS

West Virginia State Board of Education et al v. Barnette et al, 319 U.S. 624 (1943)

Management Resources:

CSBA PUBLICATIONS

Constitution Day: New Mandate for Districts Receiving Federal Funds, CSBA Advisory, August 2005

FEDERAL REGISTER

70 Fed. Reg. 29727 Constitution Day and Citizenship Day (2005)

WEB SITES

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

California Department of Education, History/Social Science Instructional Materials:

<http://www.cde.ca.gov/ci/hs/im>

Policy CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT

adopted: September 9, 2010 Orosi, California

Cutler-Orosi Joint USD

Administrative Regulation

Ceremonies And Observances

AR 6115

Instruction

Holidays

District schools shall be closed on the following holidays: (Education Code 37220)

New Year's Day January 1

Dr. Martin Luther King Jr. Day Third Monday in January or the Monday or Friday of the week in which January 15 occurs

Lincoln Day The Monday or Friday of the week in which February 12 occurs

Washington Day Third Monday in February

Memorial Day Last Monday in May

Independence Day July 4

Labor Day First Monday in September

Veterans Day November 11

Thanksgiving Day The Thursday in November designated by the President

Christmas Day December 25

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

Holidays which fall on a Sunday shall be observed the following Monday. Holidays which fall on a Saturday shall be observed the preceding Friday. If any of the above holidays occurs under federal law on a date different from that indicated above, the Board may close the schools on the date recognized by federal law instead of on the date above. (Education Code 37220)

(cf. 6111 - School Calendar)

Commemorative Exercises

District schools shall hold exercises in accordance with law to commemorate the following

special days: (Education Code 37220, 37221, 45460)

U.S. Constitution and Citizenship Day On or near September 17

Dr. Martin Luther King, Jr. Day The Friday before the day schools are closed for this holiday

Abraham Lincoln's Birthday The school day before the day schools are closed for this holiday

Susan B. Anthony Day February 15

George Washington's Birthday The Friday preceding the third Monday in February

Black American Day March 5

Conservation, Bird, and Arbor Day March 7

Classified Employee Week Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

(cf. 6142.94 - History-Social Science Instruction)
(cf. 6142.3 - Civic Education)

Patriotic Exercises

Each school shall conduct patriotic exercises daily. These patriotic exercises shall consist of the reciting of the Pledge of Allegiance and may also include instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States. (Education Code 52720, 52730)

At elementary schools, such exercises shall be conducted at the beginning of each school day. (Education Code 52720)

At secondary schools, such exercises shall be conducted during the homeroom period.

Individuals may choose not to participate in the flag salute for personal reasons.

Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every district school and on or near the district office. At all times, the national flag shall be placed in the position of first honor. (Government Code 431, 436; 4 USC 6)

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used. (4 USC 6)

The national flag shall fly at half-staff on the following occasions: (4 USC 7)

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

Regulation CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
approved: January 12, 2012 Orosi, California

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: **CONSENT**
AGENDA ITEM: **6TH GRADE SCICON FIELD TRIP**
ATTACHMENTS: **6TH GRADE SCICON FIELD TRIP**

DISCUSSION:

The 6th grade class will be participating in the Tulare County Office of Education week long SCICON camp. Classes will leave throughout the year and will leave on Monday and return back to school on Friday by 2:15pm. Participation in this event requires a weekly overnight stay. Teachers will attend SCICON and stay overnight as well.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approve the 6th Grade SCICON Field Trip

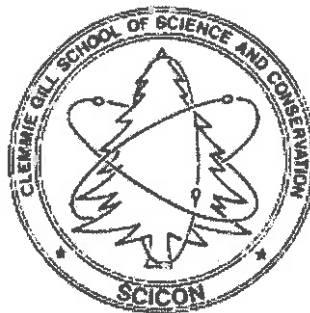
PROPOSED ACTION:

APPROVE

Item #: 7

5/29/2020

Yolanda Valdez
 Superintendent
 Cutler-Orosi Unified School District
 12623 Ave. 416
 Orosi, CA
 93647



Dear Yolanda,

As we plan to get thru this difficult time, SCICON is working to serve our students in the coming school year. We have developed our yearly calendar realizing it is subject to the changing regulations we are all under. Be assured if visits to the SCICON campus are put on hold, we will be providing outreach to students on scheduled weeks at your schools thru Zoom videos and visits when allowed. The following dates for the 2020/2021 school year have been set for your schools: Please note if "Eagle Point" is listed for just specific classes, please make them aware of their village assignment.

Date Scheduled	School	Students
October 12 - 16	El Monte	75
November 16 - 20	El Monte	75
January 25 - 29	El Monte	75
	Total Students	225
	5-day Weeks	225
	4-day Weeks:	

If you have any questions regarding your SCICON dates or student numbers, please email our office at dshew@tcoe.org or call (559) 539-2642. Thank you for your continued support and helping your students to be a part of SCICON.

Sincerely

Dianne Shew
 SCICON
 Administrator

PO Box 339, Springville, CA 93265 (559) 539-2642 Office (559) 539-2643 Fax

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: CONSENT

AGENDA ITEM: OHS 2020-2021 STUDENT HANDBOOK

ATTACHMENTS: OHS 2020-2021 STUDENT HANDBOOK

DISCUSSION:

The Orosi High School team is presenting the OHS 2020-2021 Student Handbook for approval. Updates have been made to a few areas to ensure student safety; learning and supports are in place.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning

BOARD GOAL:

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approve the OHS 2020-2021 Student Handbook

PROPOSED ACTION:

APPROVE

Item #: 8

Dream Big - Work Hard - Give Back

This handbook belongs to: _____
This handbook is to be kept in your binder for the entire school year.



**Student Handbook
2020-2021**

**A 2015 California Gold
Ribbon School**



CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT



Table of Contents

Principal’s Message 3

Orosi High School Staff..... 4

About Orosi High School 5

District Graduate Outcomes 6

Calendar 7

Bell Schedule 9

Attendance Policies 10

Academic Policies 13

Academic Counseling 18

Extra-Curricular Participation Code 19

General Student Information & Procedures 20

Student Activities 22

Athletics 24

Student Conduct 28

Dress Code Policy 29

Electronic Devices 33

Disciplinary Guidelines 34

Parent/Guardian Appeal Process 34

Orosi High School Campus Map..... 35

Four-Year Planner 36

Dream big – Work hard – Give Back planning 38

Orosi High School
41815 Road 128 Orosi, CA 93647
(559) 528-4731 Office
(559) 528-4930 Fax



August 2020

Dear OHS Cardinal,

Welcome to Orosi High School. We have been working hard to ensure the 2020-2021 school year is a safe and memorable year for you. It is of utmost importance to OHS staff that all students are physically and emotionally healthy during this transition back into classrooms. Our janitors have worked all summer ensuring all facilities are cleaned and sanitized and will work daily to maintain the cleanliness of all facilities. Teachers have been working hard to make learning accessible to all students through in person and online instruction. Our goal is to prepare you for college, career and community ready and be able to compete in a global economy!

As a new principal coming from El Monte Middle School I am excited to see familiar faces and continue the work OHS staff has done to prepare students for life after high school. We are excited to begin sports and extracurricular activities with proper safety precautions. We understand the importance of student involvement and encourage every student to **Dream Big – Work Hard – Give Back**. As we work on preparing every student for college and career we will help them maintain eligibility by enforcing weekly eligibility for all extracurricular activities. This means students must maintain a 2.0 GPA, have no more than 1 F, and 95% attendance. Monitoring grades and attendance on a weekly basis will help all students maintain progress towards graduation and continue to increase our graduation and college going rates.

The year of 2020 will go down in history because of COVID-19 and the resilient students who persevered through these difficult times. Rest assured the staff at OHS will be right by your side as we write history together. Years from now, we will remember your hard work and flexibility and look forward to creating lifelong high school memories for every student. Please reference this handbook that contains valuable information for your success at Orosi High School. Should you have any questions, please feel free to contact me.

Excited for the 2020-2021 school year,

Marlena Celaya
Principal

CUTLER-OROSI UNIFIED SCHOOL DISTRICT

BOARD OF TRUSTEES

Rebecca Jimenez – President
 Mary Helen Espino – Vice President
 Sandra Williams – Board Clerk
 Lloyd McClard – Board Clerk
 Sarah Herrera – Trustee
 Marisol Rubalcaba – Trustee
 Delia Martinez – Trustee

DISTRICT OFFICE ADMINISTRATION

Mrs. Yolanda Valdez – Superintendent
 Mr. Craig Drennan – Assistant Superintendent

Orosi High School Staff

Administration

Marlena Celaya – Principal

Victoria Guzmán & Jose Perez– Assistant Principals

Adrian Martinez, Tabita Plascencia & Emilia Villagomez-Wade– Counselors

Certificated Staff:

Science

Kathy Arreguin
Xitlalic Baez
Katy Carter
Vincent Delgado
Dawn Rippy
Chris Swanson
Daljit Singh

English

Kathleen Giannandrea
Andrew Baza
Katherine Delgado
Brian Ely
Vanessa Esquibel
Renee Gonzalez
Cynthia Parris
Destiney Warren
Rachel Cepeda

Social Science

Eliana Banuelos
Adam Juarez
David Kears
Gary Roldan
Glenn Webb
Blake Kelly
Isaak Gomez

Math

Marla Olson
Susan Ang
Virgilio Ang
Ramanjit Kaur
Stephanie Marroquin
Jeryll Reed
Rajneet Sihota
Elias Delgado

CTE

Carlos Diaz
Paul Ermie
Margaret Hartmann
Omar Jalil
Kathryn Walther
Bryan Morgan
Karson Kalashian
Ray Wells

Activities Director

Vanessa Esquibel

Athletic Director

Ken Sawatzky

Visual/Performing Arts

Adriana Donato, Jonathan Gaspar, Cynthia Martin,
Enrique Martin, Destiny Warren, Mandi Bernal

Physical Education

Mary Rodriguez, Sara Vega, Ben White

Special Education

Michelle Fosberg
Kathleen Garcia
Jane Pattee
Amber Jennings

Responsibility Center

Ray Wells
Margaret Hartmann

Spanish

Carlos Casillas, Angelica Velasquez, Yanet Parra

School Psychologist

Olivia Ramirez

Intervention Resource

Classroom
Jennifer West

Career Academies Directors

Virgilio Ang, AEGT
Carlos Diaz, AOSA
Dawn Rippy, AOHS

Classified Staff:

Custodians

Mark Cerda
Joshua Cruz
Eulogio Sanchez
Arturo Gomez
Genaro Hernandez
Ventura “Trey” Gonzalez

Office Staff

Chastity Agbulos
Betty Alaniz
Luz Brambila
Yadira Gomez
Sandra Valadez
Melissa Villarreal

Cafeteria Staff

Norma Cabasas
Norma Cerda
Elizabeth Gonzalez
Lydia Gonzalez
Elvia Ruiz
Gloria Vicuña
Patricia Ventura

District Social Worker

Christopher Juarez

Student-Parent

Advocate
Alexus Rodriguez

Campus Security

Alice Alvarado
Connie Huerta
Victor Marquez
Chris Perez
Mariano Silva

Instructional Aides

Elizabeth Fonseca
Kelly Johnson
Roxanna Renta
Manuel Villegas

Library Technician

Rebecca Rodriguez

PBIS Outreach

Cristina Rangel

Prevention & Intervention Specialist

MariVitela-Cortez

OROSI HIGH SCHOOL

SCHOOL and DISTRICT MISSION STATEMENT:

“Educating Minds, Inspiring Futures.”

SCHOOL and DISTRICT VISION STATEMENT:

All students will be college and career ready and prepared to compete in a global economy.

SCHOOL MASCOT: Cardinal

SCHOOL COLORS: Maroon and Black

School Fight Song:

Come join our band and give a cheer for Orosi High
Throughout the land with banners waving in the sky
Orosi, for you, each loyal comrade brave and true;
with might and main sing this refrain
forever and forever Orosi High

OHS HISTORY

Miss Frances E. Snell was instrumental in organizing the Orosi High School District in 1909. Classes were held in the grammar school that year and under the same supervision. High school classes were held upstairs and in one room downstairs. Twenty-nine freshman, two sophomores, and one junior attended. Frances Snell taught mathematics, history, and English while Louise Duncan was in charge of the commercial department and Latin.

By 1910-11, the high school was separate from the elementary grades though still in the same building. A well equipped manual training course was added. In the early part of the third year an efficient chemistry lab was added and housed in a separate building.

The Orosi Union High School graduated its first class in 1912, two students. A permanent site was purchased and temporary buildings were erected to accommodate the school on North Palm Avenue, which is now Road 128. Surplus funds had been accumulated for the purpose. The main structure was of the old California style with boards running up and down. The front of the building was an assembly room with an office adjoining and four classrooms toward the back. Small utility building was in the back. One of these had a loft which was a great attraction for the boys.

Mrs. Goodin related that in 1913, when the Reed home across the street burned, students from the high school rushed over to assist the family. She stated that hay was cut on the school ground. Only the shop building remained of the temporary buildings termed *sheep sheds*. It was purchased and remodeled into a home by Mrs. George Reynolds.

School growth was indicated in 1914-15 when a class of 15 entered and seven graduated. Bonds were voted for a new building. In 1917 a combination brick stucco schoolhouse was built with seven classrooms, assembly hall, with an administrative office and faculty room. A gymnasium of brick, and a frame shop building were added in 1922. The homemaking department had a wing to itself. A south wing was added in 1937, and remains after other old buildings burned or were demolished to be replaced by new ones in 1956. The school suffered a destructive fire in 1942. Bonds and state support provided funds for new classrooms and a new gymnasium which was ready in 1951. The other new buildings were occupied in 1954. In 1955 the administration of both the elementary and high schools was placed under one superintendent, each retaining its own principal.

In 1962 a new building consisting of a library, science lab, and classrooms was added.

In 1965 the district unified and the high school students from Badger were included in the district.

In 1969 the old Lovell School was put to use as a second high school for special purposes. It has been successfully operating as a continuation school.

In 1972 the community banded together with much time, equipment, and money being donated to build the football stadium.

In 1990, Orosi High School was awarded the California Distinguished School recognition.

In 2010 renovations were made to the school grounds new buildings consisting of a front office, classroom buildings, locker rooms and dance/team rooms were added as well as an amphitheater and a new drinking well.

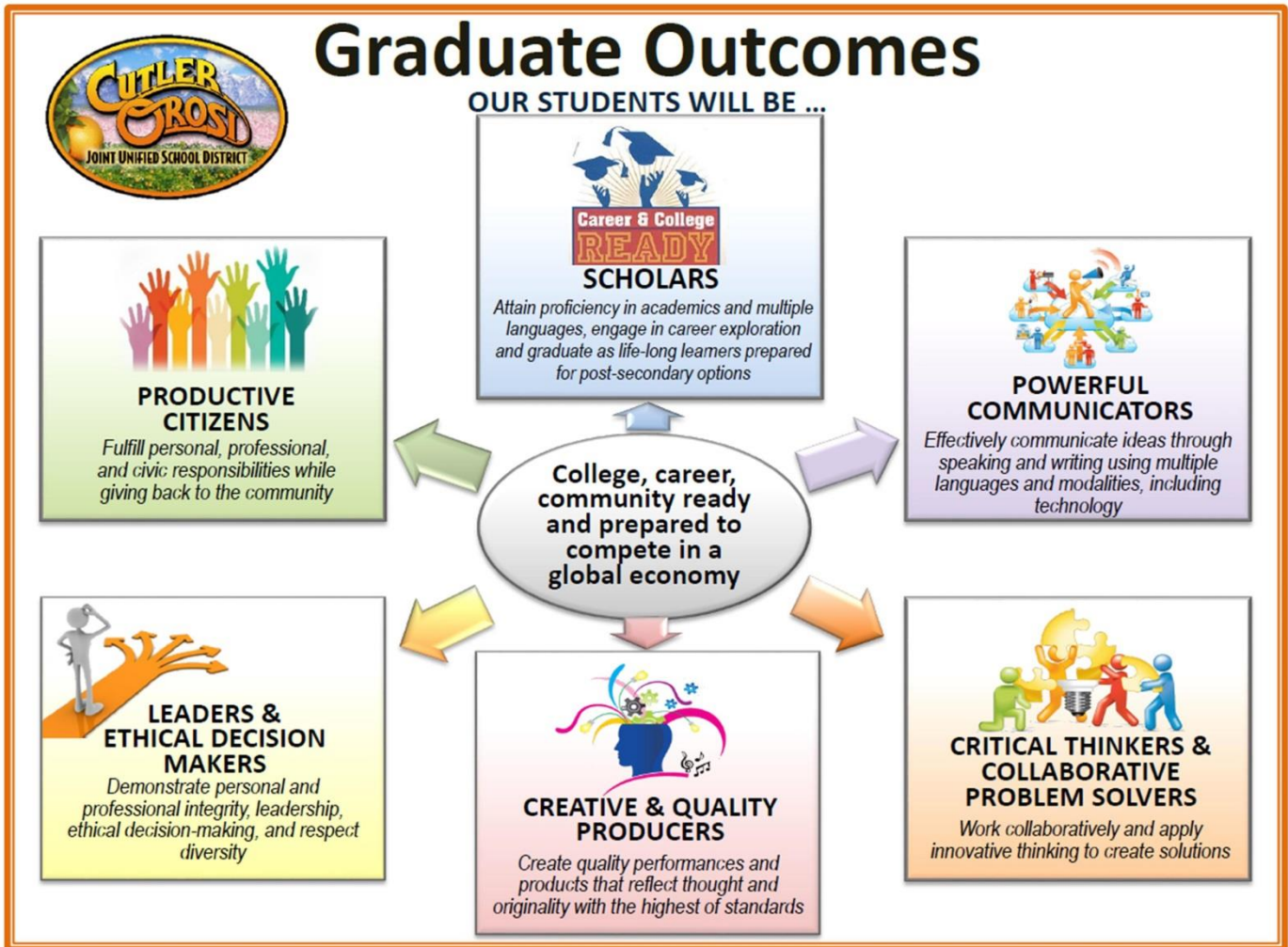
2015 – Orosi High School was awarded the California Gold Ribbon award.

2016 – Orosi High School was named a California Academic Partnership Program Demonstration school.

2018- New construction of stadium and AVID DEMO SCHOOL

2018- AVID Program \$10,000 Grant Recipient

Districtwide Graduate Outcomes



Orosi High School Calendar 2020-2021

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 4	OHS Registration (tentative)
Aug 11	First Day of School
Aug 19	Back to School Night
Aug 22	Saturday School
Aug 29	Saturday School
Sept 4	1 st Progress Report
Sept 7	Labor Day Holiday-No Classes
Sept 9	Academic Awards Night
Sept 12	Saturday School
Sept 16	Senior Parent Night
Sept 26	Saturday School
Sept 28	SOS Parent Night
Oct 9	End of 1 st Quarter
Oct 10	Saturday School
Oct 14	Report Card Night
Oct 19	Staff Development- No Classes
Oct 24	Saturday School
Nov 6	2 nd Progress Report
Nov 7	Saturday School
Nov 11	Veteran's Day Holiday- No Classes
Nov 21	Saturday School
Nov 23-27	Thanksgiving Holiday- No classes
Dec 5	Saturday School
Dec 15-18	Finals Week- Minimum Days
Dec 18	End of Semester 1
Dec 19	Saturday School
Dec 21- Jan 8	Winter Break- No Classes

****All dates are tentative**

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 11	Second Semester Begins
Jan 16	Saturday School
Jan 18	Martin Luther King Day- No Classes
Jan 30	Final Saturday School to Clear Semester 1 Absences

February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Feb 5	3 rd Progress Report
Feb 8	Lincoln's Birthday- No Classes
Feb 10	Academic Awards Night
Feb 13	Saturday School
Feb 15	President's Day- No Classes
Feb 23	9 th Grade Pre-Registration for 2021-2022 begins
Feb 27	Saturday School

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Mar 13	Saturday School
Mar 19	End of 3 rd Quarter
Mar 24	Report Card Night
Mar 29-Apr 5	Spring Break- No Classes

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Apr 1	45-Day Rule
Apr 10	Saturday School
Apr 23	4 th Progress Report
Apr 24	Saturday School
Apr 28-29	Senior Exit Interviews
Apr 30	National College Day

May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 8	Saturday School
May 22	Final Saturday School to Clear Semester 2 Absences
May 27	Senior Scholarship Awards Night
May 28-June 3	Finals Week
May 31	Memorial Day- No Classes

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June 3	End of Second Semester/ Last Day of School
June 3	OHS Graduation Ceremony
June 8	Summer School Begins
	*all dates are tentative

Orosi High School Bell Schedule

REGULAR WEEK SCHEDULE

Monday, Tuesday, Friday	
1 st Bell	8:00
1 st	8:05 – 9:00
2 nd	9:05 – 9:55
Brunch	9:55 – 10:05
3 rd	10:10 – 11:00
4 th	11:05 – 11:55
Lunch	11:55 – 12:25
5 th	12:30 – 1:20
6 th	1:25 – 2:15
7 th	2:20 – 3:10

Wednesday	
1 st Bell	9:20
2 nd	9:25 - 10:55
Brunch	10:55 - 11:05
4 th	11:10 - 12:40
Lunch	12:40 - 1:10
3CR Advisory	1:15 - 1:45
6 th	1:50 - 3:20

Thursday	
1st	8:05 - 9:40
Brunch	9:40 - 9:50
3rd	9:55 - 11:25
Lunch	11:25 - 11:58
5th	12:03 - 1:33
7th	1:40 - 3:10

EARLY RELEASE

1 st Bell	8:00
1 st	8:05 – 8:45
2 nd	8:50 – 9:30
Brunch	9:30 – 9:40
3 rd	9:45 – 10:25
4 th	10:30 – 11:10
5 th	11:15 – 11:55
Lunch	11:55 – 12:25
6 th	12:30 – 1:10
7 th	1:15 – 1:55

Wednesday	
2 nd	8:05 – 9:34
Brunch	9:34 – 9:44
4 th	9:49 – 11:17
3CR Advisory	11:22 – 11:52
Lunch	11:52 – 12:22
6 th	12:27 – 1:55

Thursday	
1st	8:05 - 9:21
3rd	9:26 - 10:39
Brunch	10:39 - 10:49
5th	10:54 - 12:07
Lunch	12:07 - 12:37
7th	12:42 - 1:55

FOGGY DAY

1 st Bell	9:30
1 st	9:35 – 10:16
Brunch	10:16 - 10:26
2 nd	10:31 - 11:10
3 rd	11:15 – 11:54
4 th	11:59 – 12:38
Lunch	12:38 – 1:08
5 th	1:13 – 1:52
6 th	1:57 – 2:36
7 th	2:41 – 3:20

Wednesday	
2 nd	9:35 - 11:05
Brunch	11:05 - 11:15
4 th	11:20 - 12:45
Lunch	12:45 - 1:15
3CR Advisory	1:20 - 1:50
6 th	1:55 - 3:20

Thursday	
1st	9:35 - 10:47
Brunch	10:47 - 10:57
3rd	11:02 - 12:14
Lunch	12:14 - 12:44
5th	12:49 – 2:01
7th	2:08 - 3:20

Assembly Schedule (a.m.)	
1 st Bell	8:00
1 st	8:05 – 8:55
2 nd	9:00 – 9:45
Brunch	9:45 – 9:55
3 rd	10:00 – 10:45
4 th	10:50 – 11:35
Assembly	11:40 – 12:10
Lunch	12:10 – 12:40
5 th	12:45 – 1:30
6 th	1:35 – 2:20
7 th	2:25 – 3:10

Assembly Schedule (p.m.)	
1 st Bell	8:00
1 st	8:05 – 8:55
2 nd	9:00 – 9:45
Brunch	9:45 – 9:55
3 rd	10:00 – 10:45
4 th	10:50 – 11:35
5 th	11:40 – 12:25
Lunch	12:25 – 12:55
6 th	1:00 – 1:45
7 th	1:50 – 2:35
Assembly	2:40 – 3:10

Assembly Schedule (Extended)	
1 st Bell	8:00
1 st	8:05-8:46
2 nd	8:51-9:35
Brunch	9:35-9:45
3 rd	9:50-10:34
4 th	10:39-11:23
5 th	11:28-12:12
Lunch	12:12-12:42
6 th	12:47-1:31
7 th	1:36-2:20
Assembly	2:25-3:10

Orosi High School Special Bell Schedules

BACK TO SCHOOL RALLY	CLUB FAIR	CAREER DAY
1 st per: 8:05-8:55 Rally 9-9:30 Brunch 9:30-9:40 2 nd per: 9:45-10:30 3 rd per: 10:35-11:20 4 th per: 11:25-12:10 Lunch 12:10-12:40 5 th per: 12:45-1:30 6 th per: 1:35-2:20 7 th per: 2:25-3:10	1 st per: 8:05-8:57 2 nd per: 9:02-9:50 Brunch: 9:50-10:00 3 rd per: 10:05-10:53 4 th per: 10:58-11:46 Lunch/Club Fair: 11:46-12:31 (closed campus) 5 th per: 12:36-1:24 6 th per: 1:29-2:17 7 th per: 2:22-3:10	Advisory: 8:05-8:15 Key Note: 8:25-8:55 1 st per: 9:05-9:40 2 nd per: 9:45-10:20 Brunch: 10:20-10:35 3 rd Per: 10:40-11:15 4 th per: 11:20-11:50 5 th per: 11:33-12:25 Lunch/Career Fair: 12:25-1:36 (closed campus) 6 th per: 1:41-2:11 7 th per: 2:16-2:46 Advisory: 2:51-3:10
**VROP students will follow VROP schedule		

ATTENDANCE POLICIES

It is well established that promptness and regular attendance in school is related to student progress and achievement. In order for you to do your very best, it is important that you be in school **every day and on time**. Maintaining good attendance is important. There are times when it may be necessary for you to miss school. For example, we do not recommend that you come to school if you are ill, have a fever or you may spread your illness to others. **When this occurs, your best bet is to attend the following Saturday school session.** When scheduling appointments, select times after school or at the end of the day. If your appointment is in the morning, we expect you to come to school after, unless you are ill. **The entire day is not excused unless specified by your doctor's note.**

Students must maintain an average of 95% attendance each year (Freshman, Sophomore, Junior, and Senior years) at Orosi High School in order to be eligible to participate in graduation ceremonies and participate in other school functions unless directed otherwise by administration. Students cannot be absent **more than 9 days each school year or have more than 63 period absences.** This includes a combination of both excused (excused/verified ab/illness) and unexcused (unverified/suspensions/ incomplete independent studies) absences. Students are expected to attend Saturday school to make up all absences with the exception of incomplete Independent Studies or Suspensions. **First semester absences must be made up by January 30, 2021 and Second semester absences must be made up by May 22, 2021.**

ABSENCES MUST BE CLEARED WITHIN THREE DAYS

Please note that **parents are required to clear absences within three days by calling the front office or providing a doctor's note.** **Doctor's notes must have time of visit on note and will only excuse student absences for the duration of the doctor's visit.** **Doctor's notes are due no later than 3 days after the visit.** Under the law, schools must continue to track all absences and report them to the state. It is the responsibility of the student/parent to clear all absences through the attendance office. If an absence is not cleared through the attendance office within THREE days of the absence, it shall be recorded as unexcused. Excessive absences will trigger a legal proceeding against the student and the parents before the School Attendance Review Board (SARB). In cases of a documented persistent medical condition, the administrative team will conduct a review process to determine the student's status.

WHEN ABSENT FROM SCHOOL

1. Parents or guardians must call the school between 7:30 a.m. and 4:30 p.m. at 528-4731. The parent or guardian must give the reason and length of absence. It is important to remind your parents to call each day you are absent. "Ill" absences may only be accepted by a phone call or a note from the parent or guardian of the student absent. **The note should include student's name, ID #, reason, and parent/guardian signature. If your child has a doctor's note, this must be submitted within 3 days to convert the absence to "excused."**
2. The attendance office is open from 7:30 a.m. to 4:30 p.m.
3. A truancy (cut) will result in a disciplinary STEP issued by the school administrator. Students who are truant or who cut may not make up missed classwork/homework.
4. Absences for illness longer than three (3) days need a doctor's note to be considered excused.

5. **It is the student's responsibility to request makeup work** after returning from an excused or unexcused verified absence. **THIS MUST BE DONE WITHIN 2 DAYS TO AVOID PENALTY.** Teachers will allow students the same amount of time as student's absence (if absent 1 day, then 1 extra day) to complete assignments after this type of absence.

The manner in which a student's absence is cleared is of great importance and will determine whether the student is allowed to make up missed class work and/or be disciplined. Therefore, the administrator in charge of the Attendance Office will be responsible for determining if the cause of absence is excused and will indicate the type of clearance for each absence. **The following absences should be cleared through Saturday school to avoid SARB: Excused, Ill, Unexcused, Unverified Absence,**

DETERMINATION/REASONS

UNEXCUSED ABSENCE (makeup work only permitted for unexcused-verified absences)

An absence with the knowledge of parents, but not within definition of the State Department of Education for excused absences, must be verified through the attendance office within three days of absence. A student is allowed one day to make up missed work for each day of an unexcused-verified absence. Note: When a student has been absent for a legitimate reason but the parent/guardian fails to report the absence within the three day period, the absence must still be reported as "unexcused."

EXCUSED ABSENCE

An absence is excused when the school is notified of the student's absence with a legal reason (i.e. illness, a doctor's or dental appointment or funeral for **immediate family**). An absence may be cleared by parents calling or by sending a note. A student is allowed one day to make up missed work for each day of excused or unexcused-verified absence. Only 11 excused absences can be cleared by parents. Future absences require doctor's notes to be excused. The 9th excused absence will trigger the SARB process. **Students must attend Saturday School to maintain the 95% attendance requirement even with "excused" absences.**

TRUANCY/ CUT ABSENCE/ EXCESSIVE ABSENCES

An absence is truant/cut when a student was absent from school without parent knowledge. The penalty for a truant/cut absence is the loss of privilege to make up work missed during absence and some form of disciplinary action. Note: When a student arrives to any class more than 29 minutes late without a note, this is considered a cut. If reoccurring truancy/cuts are noted; further disciplinary action will occur (Detentions, Saturday School, Campus Beautification, etc.). The behavioral consequences policy for truancy will hold students accountable for unexcused absences and truancy. Students will be subject to SARB procedures. As legal and responsible guardians, parents are expected to monitor student attendance and are expected to participate in the SARB process should their student demonstrate poor attendance patterns. The attendance administrator has the discretion to assign detention and or hold a parent meeting for excessive absences and tardiness.

SHORT TERM INDEPENDENT STUDIES

If a student must be absent from school during the school year for more than 5 school days and not to exceed 15 days, the parent must meet with site assistant principal to sign a contract **at least five school days in advance** so that the student can be enrolled in short-term Independent Study at the school site. Homework will then be requested by the Independent Study teacher. Student is to pick up and return homework from Independent Study teacher. There are specific requirements for students in order to receive course and attendance credit. If requirements are not met, the absences will count against the 95% attendance requirement. Students must submit work for credit to the Independent Study teacher **within the first 10 minutes they step back on campus.** If work is not submitted at this time, students will not receive attendance credit for absences and risk grades being affected and cannot make up attendance in Saturday School. In addition, **student will not be granted short term independent studies contract the following year if they did not fulfill the requirements previous year or if student is failing classes. Short-term independent studies is highly discouraged as extended vacation since it has a negative impact on academics. Students CANNOT make up incomplete Independent Studies through Saturday School.**

SARB (School Attendance Review Board) and PROCESS

If a student's attendance is poor, parents are requested to appear before the School Attendance Review Team (SART) as an intervention. If poor attendance and/or tardiness continue, parents are requested to appear the School Attendance Review Board (SARB). SARB is specifically charged with finding solutions to unresolved student attendance and discipline problems by bringing together representatives of Children Services, Probation, Law Enforcement, community representatives and others to serve on the board. SARB will work with the parents in an attempt to understand why students are experiencing attendance and/or behavior problems, and serve as a vehicle to attempt to find a solution to the problem. When solutions are determined, the student and parent(s) will agree to an attendance contract that will be evaluated regularly.

All schools in the district have the following attendance/tardy/behavior policy, known as the SARB process. The SARB provides several organizational structures at the local and country level that create a safety net for students with persistent attendance or behavior problems. The goal of SARB is to keep students in school and provide them with meaningful educational experiences. Please refer to the SART and SARB guidelines below:

- **SART Notification is sent when one or more of the following occurs (can take place before or after SARB letters):**
 - after a pattern of absences within the school day is noted,
 - after a pattern of tardiness before school and/or within the school day is noted,
 - behaviors related to absences or tardiness occur;
 - other (administration's discretion)
- **SARB Letter #1 is sent when one or more of the following occurs:**
 - after the 4th unexcused absence day,
 - after the 28th period absence,
 - on the 4th tardy of more than 30 minutes,
 - on the 9th parent excused absence,
 - an out-of-school suspension is issued,
 - or frequent behavior problems (this can include consistent tardies of less than 30 minutes at the administration's discretion).
- **SARB Letter #2 is sent when one or more of the following occurs:**
 - after the 5th unexcused absence day,
 - after the 35th period absence,
 - on the 5th tardy of more than 30 minutes,
 - on the 10th parent excused absence,
 - an out-of-school suspension is issued,
 - or frequent behavior problems (this can include consistent tardies of less than 30 minutes at the administration's discretion).
 - The 2nd SARB letter makes the attendance/discipline a problem that can still be reconciled at the school level by holding a SART (Student Attendance Review Team) meeting where an attendance plan will be instituted if one hasn't already occurred.
- **SARB Letter #3 is sent when one or more of the following occurs:**
 - the SARC plan was not adhered to,
 - after the 6th unexcused absence day,
 - after the 42nd period absence,
 - on the 6th tardy of more than 30 minutes,
 - on the 11th parent excused absence,
 - an out-of-school suspension is issued,
 - or frequent behavior problems (this can include consistent tardies of less than 30 minutes at the administration's discretion).
 - The 3rd SARB letter makes the attendance/discipline problem a LEGAL problem and from this point on, there is no school intervention. The problem is now in the district's SARB process and, if not corrected, the problem will become a court matter.

Possible Penalties for Being SARBed:

- Students attendance / behavior may be monitored for the rest of his or her public education life.
- Parent and student may agree to a contract to monitor attendance/behavior.
- Parent and student may be referred to counseling / parenting classes.
- Student may be referred to an alternative school program.
- Parent may be referred to court.
- A court referral may result in a fine, mandated community service, or jail time.
- The court may monitor student until he or she receives a GED or high school diploma.

ATTENDANCE & ACTIVITIES

Any student who has one or more unexcused and or an unverified period absence the day of the event will not be allowed to participate in any co/extracurricular activities (e.g., games, dances, field trips, etc.) unless the school period of absence is verified by a parent, doctor or court, the student is participating in a curricular activity (e.g., band events, speech and debate...) or the student and parent have received administrative approval. Any note from a doctor/court must indicate the time of which the visit occurred. The visit must take place during the period of which the student was absent.

LEAVING SCHOOL

Students (including 18 yr. olds and those non-scheduled) who need to leave school during the day **MUST** check out from campus at the front desk. Eighteen year olds cannot check out during lunch. Students who leave campus ANY TIME during the school day without checking out cannot receive an excused absence and will be considered a cut. A form of discipline will be issued.

HALL PASSES

Students are **required** to carry a hall pass when out of class. Students out of class without the appropriate pass will be escorted back to class by campus security. A form of discipline will be issued to any student who is ditching class or does not follow security's directives.

TARDY POLICY

Orosi High School expects all students to be in class when the bell rings. Habitual tardiness will be considered defiance and will be subject to **disciplinary action and the SART-SARB process**. Students who habitually arrive tardy to class will be referred to office for disciplinary action. Students with more than the amount of tardies allowed each quarter (see table below) must make up hours after school or attend Saturday School to clear tardies. The administration has the right to further disciplinary action. One tardy may be cleared by **attending 1 hour** of after school tutorials in an academic setting/ Saturday School or as determined by administration. **Students CANNOT make-up hours by attending Step-up or the weight room**. Students **cannot** have more than 35 tardies over the course of the year. Leaving 30 minutes early from class will result in an unexcused tardy.

TARDY SWEEPS

Tardy Sweeps will be conducted randomly in an effort to reinforce the value of being on time. Students who are tardy will be escorted to the Responsibility Center and talked to about the importance of being on time. Students will be issued lunch detention. On 3rd offense, repeat offenders will serve lunch detention and will lose privileges for one week at the discretion of administration.

TRACKING ATTENDANCE AND TARDIES

A student must check the **student portal** for an accurate attendance percentage **for the current year** (*Dates are based on days enrolled.):

Follow the table below as a guide for tardies:

By The End of Quarter:	Tardies do not exceed:
1	8
2	16
3	24
4	35

MAKE-UP ATTENDANCE:

- SATURDAY SCHOOL:** Students may be assigned Saturday School as a form of disciplinary action or to make up absences/tardies. Saturday school will clear absences for full day **current school year absences** before it will clear period absences, tardies or absence hours from previous school year(s). **After-school tutorials DO NOT clear current year day or period absences.** **Students are expected to bring class work and study materials to Saturday School, be in dress code, and remain on task or student will be asked to leave.** Parents/Guardians will receive a call and or a text message indicating that their child must attend Saturday School when they fall below the 95% attendance rate or if their child was assigned due to a form of disciplinary action. Students who do not receive a call are still encouraged to attend to make up absences regardless of the reason (except incomplete Independent Studies and suspensions). Saturday School is offered **19 Saturdays this year from 8:00 a.m. to 12:00 p.m.** in the cafeteria or other designated classroom. The dates are as follows (unless distance learning occurs or due to other circumstances out of our control):

Quarter:	Dates:
1	Aug. 22, Aug. 29, Sept. 12, and Sept. 26
2	Oct. 10, Oct. 24, Nov. 7, Nov. 21, Dec. 5 and Dec. 19
3	Jan. 16, Jan. 30* , Feb. 13, Feb. 27, and Mar. 13
4	Apr. 10, Apr. 24, May 8 and May 22*

Plan Accordingly!

- *January 30, 2021 is the last Saturday school absences from Semester 1 can be made up.**
- *May 22, 2021 is the last Saturday school absences from Semester 2 can be made up.**
- *May 22, 2021 is the last day to make up Old Hours.**

During the school year, students participate in academic field trips or events tied to their course grade that may merit double-Saturday school credit. Administration will inform students and parents when a double-Saturday school session will occur. To receive double-Saturday school credit, the event must be at least 8 hours long and must be closely connected to student outcomes.

Academic events which occur on a scheduled Saturday school session, such as band performances or speech and debate competitions, are subject to receive Saturday school credit when the teacher submits a sign-in sheet and receive Administration approval.

- **AFTER-SCHOOL TUTORIALS AT OHS:** Students can stay in the library or in an academic classroom within the OHS campus to make-up tardies or “old hours.” The term “old hours” is used to define when a 10th-12th grader exceeded the tardy or absence limit allowed within a school year for any year enrolled including 9th grade. For example, a student is allowed 63 period absences each school year. If a student had 70 period absences, then the student now has 7 “old hours” to make up the following year in order to participate in graduation ceremony, off-campus privileges and other extra-curricular activities. The same applies to tardies. If a student exceeds the 35 allowed tardies, then the student must make up the amount in excess to be eligible. **Students cannot make-up tardies or “old hours” at Step-Up or in the weight room.**

ACADEMIC POLICIES

READY TO LEARN

The goal of Orosi High School’s Binder and Planner program is to increase student achievement by teaching organizational skills for managing materials and maintaining assignments and due dates. Binders ensure that students come to class prepared with the needed materials. Student Planners, provided by Orosi High School, will enable students and their parents to keep up-to-date with daily assignments.

To accomplish this goal, **we expect all students to have:**

- **A 2 or 3 inch three-ring binder (no two-ring or “Trapper Keeper” styles)**
- **3-hole college-ruled filler paper**
- **Subject dividers (without pockets) for each class**
- **Pencil pouch with pens, pencils, and a highlighter**
- **Student Planner**

HOMEWORK and CLASSWORK POLICY

Homework is an essential component of the Orosi High School curriculum. Students benefit from doing their homework because they are able to: practice specific skills, prepare for future class discussions/activities, review and reinforce learning, and prepare for upcoming tests and overall success in the class. Students should expect to have at least one hour of homework each night. Students who fail to complete assignments on time demonstrate a lack of responsibility and readiness for college and career. All assignments must be turned in on or before the due date. If a student anticipates missing a due date, it is the student’s responsibility to make arrangements before the due date and not after. Students who miss **more than five deadlines and/or are in danger of failing will be referred by their teachers for intervention.**

ADVISORY PERIOD

To encourage academic excellence and individual accountability, students are enrolled in a weekly College-Career-Citizenship Ready (3CR) Advisory period. Teachers and students will have dedicated time each week to ensure that information about college and career readiness is shared, progress is monitored, and organization and study skills are maintained. Each year work assigned during Advisory period will be used towards the completion of the Senior Portfolio and Exit Interview. This class is a Pass/Fail class; students earn 1.25 credits per semester for a total of 10 credits over 4 years. Every two weeks, students receive a Cardinal Report to keep them and parents informed about grades, community service hours, attendance and credits.

AFTER SCHOOL ACADEMIC TUTORIALS

In an effort to catch students before they fail, teachers can assign After School Academic Tutorials from 3:10 p.m. to 4:30 p.m. for students who do not complete class work, homework assignments and/or are in danger of failing. Completion is defined to be at least 80% completed with a significant amount of effort evident or as defined by the teacher. Teachers will inform parents when student is at-risk and must attend. Parents must ensure students attend for the support since the school cannot mandate it. **Students can also make up tardies and “old period absences” in tutorial or the library.**

DISTANCE LEARNING

In an effort to ensure learning continues in the event that the school district closes schools, students will be provided course work online through Google Classroom. In terms of technology, users must adhere to all internet and technology policies while in District Distance Learning. The District also reserves the right to monitor any on-line communications/traffic on non-District devices while connected to a District provided network/internet. This includes the following types of connections:

- A. District wireless/wired network,
- B. District provided MiFi device,
- C. District provided LTE network and,
- D. Any other District provided network/internet device not listed.

Students are required to stay active in all classes during school closure. Please see District Handbook for more information.

SCHOLASTIC INFORMATION

DIPLOMA REQUIREMENTS

EARNING A DIPLOMA FROM OROSI HIGH SCHOOL REQUIRES THE FOLLOWING:

1. Successful completion of at least 260 credits.
2. Successful completion of required subject/courses.
3. Successful completion of Senior Exit Interview and Portfolio Presentation.
4. Community Service Hours (15 hours minimum per year for a total of 60 community service hours).

Subject Requirements	Credits
English	40
Math (Required: Math)	30
Science (Required: Integrated Science/Chemistry 10, Biology)	20
Social Science (Required: World History, U.S. History, Civics, Economics)	30
Foreign Language/Fine Arts	10
Physical Education	20
Electives	110
Total	260 credits

GRADUATION CEREMONY REQUIREMENTS

In order to participate in the graduation ceremony, students must meet the **DIPLOMA** and **CEREMONY** requirements.

Students must meet the following requirements for **CEREMONY**:

- 1) **Credit/ Subject Requirement:** Students must meet the entire subject and credit requirement set by the governing board.
- 2) **Senior Exit Interview and Portfolio Presentation:** Students must complete all elements of the Advisory Senior Portfolio Checklist. Students must successfully complete the Senior Exit Interview and Portfolio Presentation with a score of 75% or higher.
- 3) **Community Service Hours:** Students must complete 15 hours of community service hours each academic year (**due May 15th**) for a total of 60 hours.
- 4) **Grade Point Average (GPA):** Students must maintain an overall/cumulative GPA of 2.0. (an average of **all semester grades** earned in 9th – 12th).
- 5) **95% Attendance Requirement:** Students must maintain a 95% attendance rate **throughout their four years** at Orosi High School. This includes both excused and unexcused absences. Students should attend Saturday School to make-up all absences. Absences which occurred during the 1st semester must be made up **by January 30, 2021**. Absences which occurred during the 2nd semester must be made up **by May 22, 2021**. Students must have no more than 35 total tardies over the course of each year.
- 6) **Behavior:** Students must meet behavioral guidelines. This means no 5-day suspensions or two separate suspensions in a 9 week period (**45 school days/April 1, 2021**) prior to graduation.
- 7) **Debts must be paid in full:** Students must pay all debts owed to Orosi High School one week prior to graduation date.

Orosi High School Early Graduation Petition:

Orosi High School acknowledges that some students seek to pursue educational goals that include graduating from high school at an earlier date than their designated graduating class. A student who completes the requirements for early high school graduation may participate in the graduation ceremonies in the year in which they complete Orosi High School's requirements for graduation. Early graduates forfeit participation in senior activities of their designated class that take place after June 4th of the year they graduate.

Procedures:

Before a student is evaluated for early high school graduation, the principal must receive a completed application from the student signed by their parent/guardian by date listed below. The early graduation petition cannot be submitted earlier than the second semester of the student's freshman year.

Anticipated Graduation	Application Deadline
2nd Semester of Junior Yr.	Last Friday in February
1st Semester of Senior Yr.	Last Friday in September

Upon referral, the principal shall convene an Acceleration Evaluation Committee to determine the appropriateness of early high school graduation for the students. The committee shall include the counselor, the principal, and one teacher.

The Acceleration Evaluation Committee shall be responsible for conducting a fair and thorough evaluation of the student. Part of the evaluation will include an interview with the student answering the following questions:

1. What are your goals after high school?
2. How does an early graduation date support your goals?
3. What preparations have you made to meet your goals?
4. What strategies will you use to meet the high school graduation requirements, college and career indicators/pathway completion?

The principal shall share the outcome of the evaluation process with the student and his/her parent/guardian. If the student is approved for early high school graduation, the acceleration evaluation committee will develop an accelerated plan designed to allow the student to complete high school graduation requirements early and **meet the CCI requirements**.

The student's counselor will be assigned to oversee the implementation of the plan and to monitor the adjustment of the student's plan to meet the accelerated setting or to refer for removal of the accelerated agreement.

Acknowledgements:

The student understands that they will not be counted towards the running for Valedictorian status in the class which they have selected to graduate with if different than their designated class.

Students must also complete all district graduation requirements in the class they wish to graduate with.

SENIOR GRADES

Teachers will submit final grades no later than 6/1/2021. Students and parents will be notified his/her counselor on Wednesday, 6/2/2021, if they will not graduate or participate in the ceremony for any reason noted above.

CAPS & GOWNS

All students are required to wear a cap and gown in the school colors. No "bling" or decorations of any kind can be added to the graduation regalia. The standard tassel must be worn at the graduation ceremony. Cap and Gowns are available for purchase during the Spring Semester. If you do not wish to purchase a cap and gown, a loaner set can be provided, but must be returned before disbursement of the diploma. Request must be made on ordering date. See a counselor in the college and career center for details regarding loaner sets.

GRADUATION CEREMONY RULES

- Diploma will be issued from the last school attended.
- Participation in the practice session is mandatory unless there are extenuating circumstances that has been cleared with administration or counselor.
- Good citizenship must be maintained during the ceremony. No gum is allowed. Anyone under the influence of alcohol or drugs before or during the ceremony will be removed from the ceremony. Students are checked for firecrackers, lighters, beach balls, balloons, noise makers, liquid string, laser pointers, and other contraband items when they arrive at check-in stations and the staging area.
- Dress code: Safe, appropriate footwear is required (only flats, wedges, wide heel); no tennis shoes, no thin heels, no sunglasses; no flowers or other adornments, including bling of the cap or gown, are allowed. The tassel is worn over the right eye until the end of the ceremony.
- Students shall be permitted to wear tribal regalia or recognized objects or religious or cultural significance as an adornment to the customary ceremonial attire, as long as the adornment does not cause substantial disruption of, or material interference

with, the graduation ceremony. Students who desire to wear such adornments shall seek permission from the Superintendent or designee at least 14 days before the graduation ceremony.

- **Photographer:** A photographer will be present to take a picture of each graduate. No one else will be allowed into the staging area for the graduates.
- **Balloons:** Balloons will not be allowed in the stadium. Please leave in your vehicles.

GRADUATION HONORS

The following groups of students will receive honors at their graduation and will have their names noted in the graduation program:

- **Valedictorians** are students who earn a cumulative weighted grade point average of 4.0 or above. The top two students with the highest grade point average will have the opportunity to give a speech. All high school classes, including summer school beginning with the 9th grade will be included in the calculation. **College courses** will not be included in the calculation.
- **Salutatorians** are students who earn a cumulative weighted grade point average of 3.95 -3.99.
- **California Scholarship Federation (CSF) Life Members** will wear their gold cords at the graduation ceremony. Life membership is attained by qualifying for, and enrolling in, CSF 4 out of 6 semesters. One semester must be during the student's senior year.

State Seal of Bi-literacy: Eligibility criteria for a student whose primary language is English

Each of these three academic requirements shall be fulfilled:

1. Students must have completed all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Students must have an achievement level of “Standard Met” for the high school Smarter Balanced Summative Assessment
3. Students must demonstrate proficiency in one or more languages other than English through one of the following methods:
Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study
Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

Eligibility Criteria for a Student Whose Primary Language is not English

If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Achieve level 3 or better on the English Language Proficiency Assessments for California (ELPAC).
2. Meet the requirements above as stated in 1, 2, and 3.

Golden State Seal Merit Diploma: To be eligible for the GSSMD, students must be eligible to receive a high school diploma and have demonstrated the mastery of the curriculum in at least six subject matter areas as follows:

English-language Arts: Students must have earned one of any of the following:

A grade of B+ or above in a single course completed in grade nine, ten, or eleven

An achievement level of “Standard Met” for the high school Smarter Balanced Summative Assessment (CAASPP)

Mathematics: Students must have earned one of any of the following:

A grade of B+ or above in a single course completed in grade nine, ten, or eleven

An achievement level of “Standard Met” for the high school Smarter Balanced Summative Assessment

Science: Students must have earned one of any of the following:

A grade of B+ or above in a single course completed in grade nine, ten, or eleven

U.S. History: Students must have earned one of any of the following:

A grade of B (or numerical equivalent) or above upon completion of the required U.S. History course

Other two subject matter areas: Students may choose from any of the following:

Any additional qualifying grade or score listed above earned for the subjects of ELA, mathematics, science, or U.S. history not already used to meet eligibility

A grade of B or above upon the completion of high school courses in other subjects

Channel 30 Scholars: Students with top two GPA ranking will be invited to the Channel 30 recognition.

Grade Point Averages

Averages are to be calculated on the basis of the following scale: A grade of "A", 4 points; a grade of "B", 3 points; a grade of "C", 2 points; "D", 1 point; "F", 0. Grade points awarded to Honors, AP and Dual Enrollment classes are weighted and carry an additional grade point when the student receives a grade of "A", "B" or "C". In order to receive an additional grade point in an AP course, students must maintain a grade of "C" or higher (4th progress) and must take the AP Exam in May. Grades for Student Assistant and Academic Success are recorded as Pass "P" or No Pass/F "NP/F" only and Sports P.E. as Pass/Credit only.

Letter Grade and Achievement	Grade Points Calculated Into GPA	Grade Points if in Academy, AP, Dual Enrollment
A- Outstanding	4.0 grade points	5.0 grade points
B- Above Average	3.0 grade points	4.0 grade points
C- Average	2.0 grade points	3.0 grade points
D- Below Average	1.0 grade points	1.0 grade points
F- Little or No Achievement	0 grade points	0 grade points
P- Pass	0 grade points	0 grade points
NC- No Credit	0 grade points	0 grade points
"I" Incomplete		

An incomplete grade "I" earns no grade points and is treated like an "F" in calculating a G.P.A. The student given an "Incomplete" will have two weeks to complete the required work and earn a passing grade. An incomplete grade not resolved by that time will be changed to an "F".

CITIZENSHIP MARKS

Students will receive a citizenship mark from each of their teachers at the end of each grade reporting period. Students will receive a mark of "Outstanding," "Satisfactory," "Needs Improvement," or "Unsatisfactory." Students earn an "unsatisfactory" mark when they have 4 tardies, and/or 1 or more discipline referrals, and/or have reached step 3 or higher on the classroom discipline record.

Academic Recognition

Students earn a variety of pins, certificates, and medals for outstanding academic achievement. Pins are to be collected throughout the years of study and may be proudly worn on a lanyard during the graduation ceremony at the end of the senior year.

Honor Roll

Honor Roll is computed on report card grades for the first semester and second semester. Students who earn a 3.50 and above grade point average and have satisfactory citizenship are placed on the Honor Roll. A grade of "D" or "F" will disqualify a student. Students who earn High Honors or Principal's Award will receive an Academic letter - the block "O" award as the first award; subsequent awards will be the pins as noted above.

Other Recognitions

Students are also awarded medals and pins for the following:

High Honors Honor Roll Pin	3.76 -3.99 GPA
Principal's Award Pin	4.00 and above

California Scholarship Federation (CSF)

The CSF is the local chapter of the California Scholarship Federation which recognizes high scholastic achievement on the part of the student. Membership is based on grades earned in grades 10-12 each term. The student must apply for membership during the first three weeks of a term. Membership is not possible with letter grades of "D" or "F" or a citizenship grade of "U" meaning unsatisfactory per semester grading period (will not be eligible for that semester). To be a life time member and be recognized at graduation, a student must join CSF 4 of the last 6 semesters. One semester must be during the senior year.

Perfect Attendance Pin	Perfect Attendance
Gold Torches w/wreath Pin	Score of 4 or 5 AP Tests

PARENT NOTIFICATION, CONFERENCES, AND INTERVENTION

If a student does not demonstrate sufficient progress towards mastery of basic skills at any level of instruction, the school will notify parents according to the guidelines of the California Education Code, sections 51215-51217.5. Students in this situation will be required to attend intervention tutorials and/or summer school as per state guidelines.

Honor Roll Pin	3.50 – 3.75 GPA
High Honors Honor Roll Pin	3.76 -3.99 GPA
Principal's Award Pin	4.00 and above

Cardinal Reports

Cardinal reports will be delivered to students bi-weekly during Advisory class. Parents will be notified via SchoolMessenger when the first one is issued each semester. It is the student's responsibility to share the report with his/her parents or guardians. If a student receives a D or F on his/her report, the student **must** attend after-school tutorial.

Report Cards/Progress Reports

Report cards are mailed home at the end of each semester. Quarterly progress reports are sent home with students at the 8th and 24th week of each term and are for parents and students to monitor achievement. More frequent progress reports may be requested by parents from their student's counselor. Both parents and students may also check progress online via the parent/student portal. Computers are available in the College and Career Center for parents to check student progress online via the parent/student portal. If a student receives a D or F on his/her report, the student **must** attend after-school tutorial.

PROGRESS TOWARDS GRADUATION REQUIREMENTS

The following number of accumulated credits towards high school graduation will be the standard for minimum achievement:

Freshman- Beginning of Spring Semester 35 Credits

Sophomore – Beginning of Fall Semester 65 Credits

Sophomore – Beginning of Spring Semester 95 Credits

Junior – Beginning of Fall Semester 120 Credits

Junior – Beginning of Spring Semester 155 Credits

Senior – Beginning of Fall Semester 190 Credits

Senior – Beginning of Spring Semester 225 Credits

Required for Graduation – 260 Credits

Community Service Hours

The following number of community service hours will be the standard for minimum achievement:

9 th grade by the end of S1= 8	9 th grade by May 14= 15
10 th grade by the end of S1= 23	10 th grade by May 14= 30
11 th grade by the end of S1= 38	11 th grade by May 14= 45
12 th grade by the end of S1= 53	12 th grade by May 14= 60

A student who does not accumulate the required number of credits towards high school graduation will be placed on an academic contract for the current semester. Students may be required to enroll in an online credit recovery program during the school day or after school to make up credits and will be required to attend Summer School. A student who does not achieve the necessary number of credits by the end of the probationary semester shall not be allowed to participate in extra-curricular activities the following semester.

AB167/216, AB 1806, AB 2121; may allow foster care, homeless, juvenile court, military family students, migratory students, and newly arrived immigrant students to be exempt from having to meet additional district graduation requirements and instead, can earn a diploma by meeting California state minimum graduation requirements. Please see Academic Counselors for further information regarding these exemptions.

California High School Proficiency Exam (CHSPE)

The California High School Proficiency Examination (CHSPE) is a program established by California law ([Education Code Section 48412](#)). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). You may take the CHSPE only if you meet one of the following requirements on the test date:

You are at least 16 years old

You have completed at least one academic year of the tenth grade or you are enrolled in the second semester of tenth grade.

For additional information about the CHSPE and when it is offered go to the following website: www.cde.ca.gov/statetests/chspe

ACADEMIC COUNSELING

Upon entering high school, each student is assigned a school counselor to help with all aspects of academic, career and personal planning. To see the assigned counselor, fill out the "Request to See Counselor" slip in the Counseling Office. The counselor will call the student in as soon as possible. School counselors are trained to help with academic planning, career decisions, interpretation of test scores, and personal concerns. Information of a personal nature shared with a counselor is confidential and not provided to anyone without the student's permission. Some exceptions to this are that a counselor must report (1) child abuse; (2) child neglect; (3) sexual molestation; (4) planned, attempted or perpetrated criminal activity; or (5) situations involving a clear and present danger. Be assured

that California law generally requires the counselor to keep certain information confidential, unless one of the legal exceptions applies or the student gives written permission for the counselor to reveal such information.

Class Change Policies

Most courses at Orosi High School are one year in length. Class changes will be made if requested during **the first five school days** of the semester for the following reasons **only**:

- A graduation requirement has been omitted from the schedule
- A college entrance requirement has been omitted from the schedule
- The student has been selected for a special program (i.e. band, choir, AP course, etc.)
- The student has not met the course requirements (i.e. grade of “C” or better in AP courses)
- The student has extenuating circumstances, an administrative decision will be reached after an individual student conference
- Parent request has been received **within the first five school days** of the semester
- Administration deems it necessary due to special circumstances

Auxiliary Counseling Services

Personnel who specialize in the areas of substance abuse, child abuse, and other problems of a psychological and/or emotional nature are available on a referral basis. This service is provided as part of our School Improvement program. If a student is in need of this kind of service, he/she should contact their school counselor. CONFIDENTIALITY is maintained in these cases except in those instances outlined above. Administration may assign students to such programs as a means of behavior intervention as well.

Student Assistance Program

Orosi High School believes that it is in the best interest of the community to take steps to promote a drug-free student body. Assistance and support for students at OHS include: Concern for others in class, drug/alcohol awareness and recovery programs. Contact the counselor for more information about these programs. Administration may assign students to such programs as a means of behavior intervention as well.

Unscheduled Students

Students in grade 12 may be unscheduled for one or two periods. To be unscheduled, students must have the appropriate number of credits towards graduation, and have a total GPA of 2.75 or higher. Hardship cases will be monitored individually and at the administrative level. Students that are unscheduled are to leave campus at the end of their last scheduled class. If unscheduled students wish to be on campus when they are unscheduled, they are to sign in to the library and remain in the library during periods. Unscheduled students must enter and exit campus via the front office.

School districts may not assign students in grades 9-12 to “course periods without educational content for more than one week in any semester, without written parent consent and related documentation. Similar requirements apply before a school district may assign students in grades 9-10 to take certain courses for the second time. "Course period without educational content" are defined to include course periods where 1) a student is released early from school, 2) a student is assigned to a service, instructional work experience or to a course to assist a certificated employee, but is not expected to complete curricular assignments, or 3) where the student is not assigned to any course during the class period. AB 1020

Course Placement

Students are enrolled in courses if they have met the prerequisites and/or are following the course sequences listed in the Course of Study Guide Book. Teachers and counselors can also make recommendations for course placement. When student and parent disagree with the recommendation/placement, a parent waiver must be signed, and a parent conference held before a student can be enrolled in a class out of sequence and /or for which they are not recommended.

Repeating a Course

Per Education Code section 51228.2 school districts cannot without written parent consent and related documentation, enroll students in classes they have previously completed and received a grade with a satisfactory to revive a high school diploma and to attend California public institutions of postsecondary education. There is an exception for courses that have been designed to be taken more than once because students are exposed to a new curriculum year to year and therefore are expected to receive educational value from taking the course again. A student can repeat a core academic or college admission requirement for credit only if they have received a D or F as a grade. Subject requirement is given for the higher grade and elective credit is given to the lower grade. Some vocational courses that teach different skills each year may be repeated for credit as well.

Student Assistant/TUTOR

A student can be a student assistant, AVID, English or Math Tutor for a teacher or for the office during grades 11 or 12. Students requesting to be an assistant must have a minimum gpa of 2.75, and be on track to graduate. If placed in the office, the student may be asked to be a student secretary during the senior year if he/she demonstrates exceptional skills. All student assistants are required to have a hall pass when walking on campus. Written parent consent and related documentation is needed per AB 1012.

EXTRA-CURRICULAR PARTICIPATION REQUIREMENTS

ACADEMIC GRADE POINT AVERAGE REQUIREMENT

A grade point average of 2.0 and no more than 2 “F” grades must be maintained in order for a student to participate in extra-curricular activities. Students who do not meet these requirements may not participate in any of the following:

- Athletics
- Academic competitions
- Attendance at sporting events
- Field trips
- Off campus lunch privileges
- School dances including prom
- Student government committees (2.5 GPA)
- Cheer
- Senior trips
- Rallies
- Lunch time activities
- Spring Fling
- ASB Activities such as Powder Puff/ Men’s Block Party
- Any other extracurricular activities

Eligibility:

To be eligible to participate in **extracurricular activities** students must demonstrate satisfactory educational progress in the previous weekly grade check, including but not limited to:

1. Maintenance of a minimum of a 2.0 grade point average on a 4.0 scale in all enrolled classes.
 - a. Orosi High School students with 1 or more F’s will be ineligible.
2. 95% attendance throughout the school year; including tardies (cumulative for off-campus lunch privilege).
3. No major discipline referrals or suspensions.
4. Be up to date with Community Service hours for off-campus privileges (Juniors and Seniors)

Eligibility Process:

1. School administrators download the eligibility list every Monday at 3:15 p.m.
2. Students are notified on Tuesdays (i.e. personal note and/or school bulletin) and an automated call will be sent to parents/guardians in the evening.
3. Ineligibility week starts Wednesday morning and ends the following Tuesday at 11:59 PM.

OHS Athletics:

1. Athletic Director will communicate eligibility with all students.
2. Student-athletes that do not meet eligibility for the first time, will not be able to participate in athletic competitions but may travel with the team. If ineligible for a second week the student athletes will not participate and will not travel with the team. If a student-athlete is ineligible again for the third consecutive week the student will be dropped from the team.

Extracurricular activities are defined as those activities which are not the components of academic curriculum but an integral part of the educational environment. Extracurricular activities comprise of athlete participation, clubs, cheer, drama, off-campus lunch privilege, and attending school activities (i.e. athletic events, dances and field trips).

Co-curricular refers to activities, programs and learning experiences that extends to all students in a course. Co-curricular activities are under the direction of a course instructor. It is expected that all students attending co-curricular activities are in positive academic standing. If a student has two or more F grades they might be given an alternative assignment in lieu of the co-curricular activity.

SCHOOL DANCES

Students and guests must obey the school rules and dress code. The following requirements are in effect:

- A valid ID card must be shown prior to entry.
- Students in grade 6 through 12 must be academically eligible and with a 2.0 GPA. Must be behaviorally eligible and not on the ineligible list.
- All guests need clearance from school administration. All guest passes must be cleared two days prior to the event. Only one guest per student is allowed. Guest and student must enter at the same time.
- Once a student/guest has entered the dance he or she must remain in the building. Students/guests will not be allowed to return once they have left the building.
- Eligible students who have permission from Alternative School may attend Orosi High School events with one Alt. Ed administrator present at the event.

LOSS OF PRIVILEGES DUE TO SUSPENSION

A student will lose extra-curricular/athletic privileges when he/she is suspended (in or out of school) for one or more days. Students **will lose their privileges for 5 school days following 1 day of suspension, ten school days for 2 days of suspension, 15 school days for 3-4 days of suspension and 45 school days for 5 days of suspension.**

A student will lose extra-curricular/athletic privileges and be placed on a confidential list for any of the following:

- More than three “unsatisfactory” citizenship grades
- Suspended for five (5) consecutive days
- Suspended twice within a 9 week period (45 school days)

All students who lose their privilege from an athletic team will **NOT** receive credit. All privileges will be withdrawn until the next regular reporting period.

CONFIDENTIAL LIST

The loss of privileges for students who are placed on the confidential list may include, but are not limited to the following:

- | | |
|--|--|
| <ul style="list-style-type: none"> • After-school recreation • Attendance at sporting events • Athletics • Graduation ceremony • Student government • Spring Fling • Public performances of music, dance, drama, speech | <ul style="list-style-type: none"> • Homecoming Activities • School clubs • Leadership class activities • Special field trips not part of regular classroom work • School dances including prom • Assemblies/rallies |
|--|--|

TRAVEL

When participating in extra-curricular/athletic activities, all participants must travel to and from the activity away from Orosi in school-provided transportation. The exceptions are:

- Injury or illness to the student which would require alternate transportation.
- Participant may be released to their parent(s)/guardian(s) for special circumstances only with the approval of a coach or advisor.

GENERAL STUDENT INFORMATION AND PROCEDURES

BUSES

Students must obey state transportation rules and cooperate with the bus driver at all times. The school district is not compelled by law to furnish transportation. The privilege of riding the bus may be denied to anyone at any time. The student has the privilege of riding as long as his/her behavior warrants it.

BICYCLES AND SKATEBOARDS

Orosi High School has a bicycle rack at the end of the 400 wing. Students are not allowed to ride skateboards on campus **at any time**. If students ride skateboards to school they are to check in their skateboards to the attendance clerk in the office every morning.

DAILY BULLETIN

The Daily Bulletin will be read during first period and is sent to all students and staff via their COJUSD email account. The Video Bulletin is also sent via students and staff COJUSD email account.

DISTRICT INTERNET AND E-MAIL RULES

All students will be required to sign a "positive use" permission slip to use the Internet at Orosi High School. This permission slip is included in the registration materials. Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The district reserves the right to monitor any on-line communication for improper use. The use of the district's system is a privilege, not a right, and inappropriate use shall result in a suspension or cancellation of the privilege or other disciplinary measure.

- Students are prohibited from accessing, posting, submitting, publishing, or displaying harmful matter or material that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, regional or political beliefs.

- Any vandalism, including intentional uploading, downloading, or creating computer viruses and/or any malicious attempt to harm or destroy district equipment, or materials, or the data of any other user.
- Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge other users' mail or files.

STUDENT PARKING LOT

Student parking areas are located on the north side of the campus adjacent to the multi-purpose building. Vehicles must be parked in the designated parking only. Cars are not to be used as "lockers" for the storage of books, etc. Students are **not permitted** to loiter around or in their vehicles during school hours. Cars are not to be operated between classes; however exceptions are given to seniors who are unscheduled and have walked out through the front office.

ISSUES REGARDING THEFT

Orosi High School is not responsible for the loss or theft of any items (i.e. skateboards or cell phones). Items of value **should not** be brought to school. Students bring such items at their own risk. The school will not be responsible for the damage or loss of electronic communication devices brought on campus or to school sponsored activities, regardless of whether the device is in the possession of a student or a school official. PE students **are required** to lock their belongings in their assigned locker to avoid theft. Students are advised never to leave their belongings unattended for any amount of time.

TEXTBOOKS

Students must check out textbooks in the library. A school ID is required to check out textbooks. Students are responsible for textbooks which are issued. If a student loses a book, the school assesses the replacement price of the text. Students should protect the books issued to them and not loan books to friends. Books that are stolen are the responsibility of the student. Another book should be issued when the book is either paid for or a payment plan is agreed upon. Any damage or removal of bar codes in textbooks will incur a \$5 fine. All books and or fees must be cleared by the Fall registration date. Students with outstanding books or fees will not be allowed to participate in extra-curricular activities including off campus privileges. See District Handbook for more information regarding Foster Youth.

LOST AND FOUND

A lost and found department is maintained in the front office for those who lose or find any article about the campus. Any articles found on or about the school must be turned into the office. Items not claimed by the end of school will be turned over to a charitable organization.

MESSAGES, BALLOONS, AND FLOWER DELIVERIES

Due to the disruptions in the learning environment the following are not permitted:

1. No personal messages between friends will be taken (e.g., boyfriend/girlfriend, non-OHS student, etc.).
2. Lunches or lunch money must to be delivered **to the office and not the side gates. Soda cannot be delivered to students due to no soda on campus rule.** Student can pick it at the end of the school day. Any soda not picked up will be thrown out.
3. Emergency messages from parents or guardians will be delivered, but these should be restricted to genuine emergencies.
4. Balloons, flowers, and gifts will not be delivered to students and/or such deliveries from vendors will not be accepted by the school. Additionally, COJUSD Transportation Department policies preclude the carrying of balloons or other large items on school buses.

NURSE'S OFFICE

Each student is expected to have on file in the nurse's office a current Emergency Contact Card signed by either his/her parent or guardian. Parents/guardians will be contacted for injuries of a serious nature or if a student is too ill to remain at school. Students must get a pass from their teacher in order to go to the nurse's office or the absence will be counted as unexcused. **Check into class first!**

PATRIOTIC OBSERVANCE

The Pledge of Allegiance to the United States flag will be observed school wide during first period classes. Students, while not required to participate, must refrain from disrupting or detracting from this observance.

STUDENT BODY TRANSACTIONS

Students may come to the main office to process their transactions prior to the first bell in the morning, during lunch and after school until 4:30 pm. They may not come in during class time or during passing time for any reason. The main office does not cash checks for students. Checks written to the school must be made out for the exact amount of purchase. The student's name must be on the check or it will not be accepted. Students should keep all transaction receipts.

STUDENT IDENTIFICATION

Students **must have current** I.D. cards in their possession at all times, including co-curricular activities (dances, games, etc). This is an important school safety precaution. Students are expected to present their I.D. cards when requested by a school employee. Students in grade 11 and 12 must provide their **current** I.D. cards with sticker to exit school grounds during lunch. Students will not be allowed to sign out in the front office for lunch if they do not have **current** I.D. with sticker. If a student loses his/her I.D. card, he/she should report to the College and Career Center for a replacement within two days. The fee will be \$5.00 for a new I.D. card.

TELEPHONES

The classroom telephones are for business only. Except in an emergency, students will not be permitted to use the classroom phones.

WORK PERMIT REQUIREMENTS

In order to obtain a work permit, students (Age 14+) must met the following requirements:

- Have a 2.0 minimum GPA
- Have "Satisfactory Grades" with no F's
- Be on track for **both** graduation ceremony and diploma
- Be on track with Community Volunteer Service Learning Hours
- Have satisfactory behavior
- Have satisfactory attendance

WORK PERMIT REQUIREMENTS CHART

SUMMARY CHART			
	Ages 16 & 17 Must have completed 7th grade to work while school in session. (EC 49112)	Ages 14 & 15 Must have completed 7 th grade to work while school in session (EC 49112)	Ages 12 & 13
SCHOOL IN SESSION*	4 hours per day on any schoolday** [EC 49112; 49116; LC 1391] 8 hours on any non-schoolday or on any day preceding a non-schoolday. [EC 49112; 49116; LC 1391] 48 hours per week [LC 1391] WEE students & personal attendants*** may work more than 4 hours on a schoolday, but never more than 8. See text. [EC 49116; LC 1391, 1392]	3 hours per schoolday outside of school hours [EC 49112, 49116; LC 1391] 8 hours on any non-schoolday 18 hours per week [EC 49116; LC 1391] WEE students may work during school hours & up to 23 hours per week. See text. [EC 49116; LC 1391]	May be employed only during school holidays and vacations (usually construed to include weekends). May never be employed on any schoolday, either before or after school. [EC 49111] See text. Daily and weekly work hour maximums while school is in session are not specified in statute, but may not exceed the maximum allowed when school is not in session or the maximum stated on permit. [EC 49111; LC 1391, 1392] See text. Not eligible for WEE programs. [EC 49113]
SCHOOL NOT IN SESSION	8 hours per day [LC 1391, 1392] 48 hours per week [LC 1391]	8 hours per day [LC 1391, 1392] 40 hours per week [LC 1391]	8 hours per day [LC 1391, 1392] 40 hours per week [LC 1391]
SPREAD OF HOURS	5 a.m. – 10 p.m. However, until 12:30 a.m. on any evening preceding a nonschoolday [LC 1391] WEE students, with permission, until 12:30 a.m. on any day [LC 1391.1] Messengers: 6 a.m. – 9 p.m.	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391]	7 a.m. – 7 p.m., except that from June 1 through Labor Day, until 9 p.m. [LC 1391]

If a student does not satisfy the requirements stated above while possessing a work permit, the work permit will be revoked. Student can acquire a work permit with the Work Based Learning Facilitator and or District Director of College and Career Lisa Castillo

How to Apply for a Work Permit

Students must have a job offer before they can get a work permit. After a student has been offered a job, they need to get a B1-1 form (Statement of Intent to Employ Minor and Request for Work Permit - Certificate of Age) filled out. That form must have the complete Social Security Number, the new job information, employer's, parent's and student's signatures.

B1-1 Request for Work Permit

If school is out for Thanksgiving, Winter, Spring or Summer break, contact the district office to turn in the Request for Work permit in order to get the permit or wait until school is in session again. The district office cannot generate work permits, when the High School Work Experience offices are open.

AGES: 16 – 17

When school is in session: Daily maximum 4 hours, Monday through Thursday. May work up to 8 hours on any non-school day or on any day that precedes a non-school day. May be permitted to work up to 24 hours per week. Work Experience Education program students may be permitted to work a maximum of 8 hours on a school day. May be permitted to work up to 40 hours per week.

When school is not in session: (Summer, Spring and Winter Break) Daily maximum 8 hours and weekly maximum 40 hours. Work must be performed between 5:00 a.m. and 10:00 p.m. Students in Work Experience Education programs may be authorized to work until 12:30 a.m.

AGES: 14 – 15

When school is in session: Daily maximum 3 hours, Monday through Thursday. Weekly maximum 18 hours.

May work 8 hours on Saturday and Sunday. When school is not in session: (Summer, Spring and Winter Break) Daily maximum 8 hours and weekly maximum 40 hours. May work from 7:00 a.m. to 7:00 p.m. any day of the week. May work from 7:00 a.m. to 9:00 p.m. when school is not in session. Younger than 14: Labor laws generally prohibit non-farm employment of children younger than 14. Special rules apply to agricultural work, domestic work, and the entertainment industry.

General Summary of Minors' Work Regulations

State child labor laws and the child labor provisions of the federal Fair Labor Standards Act (FLSA) govern most California employers. If federal laws, state laws, and school district policies conflict, the more restrictive law (that which is most protective of the employee) prevails. Generally, minors must attend school until age 18 unless they are 16 years or older and have graduated from high school or received a state Certificate of Proficiency.

Minors under the age of 18 may not work in occupations declared hazardous for young workers as listed below.

- | | |
|--|---|
| 1. Power-driven food slicing/processing | 11. Power-driven metal forming, punching, & shearing machines |
| 2. Explosives | 12. Feed box crusher |
| 3. Motor vehicle driving/outside helper | 13. Radiation exposure |
| 4. Power baking/dough making machines | 14. Coal mining |
| 5. Power-driven paper products/paper bailing | 15. Human Directional Sign |
| 6. Logging and saw-milling | 16. Power saws and shears |
| 7. Power-driven woodworking machines | 17. Wrecking, demolition |
| 8. Manufacturing brick, tile products | 18. Roofing |
| 9. Power-driven hoists/forklifts | 19. Other mining |
| 10. Excavation operations | |

For more information about hazardous occupations, contact the U.S. Department of Labor (Child Labor Bulletins 101 and 102) and the California Department of Industrial Relations, Division of Labor Standards Enforcement. Regional offices are located in several California cities. They are listed in the "Government Listings" sections of telephone directories.

Labor laws set the basic minimum age of 16 years for general employment. Persons younger than 16 years are allowed to work only in limited, specified occupations that exclude baking, manufacturing, processing, construction, warehouse, and transportation occupations.

Labor laws applicable to adult employees are also generally applicable to minor employees, including workers' compensation insurance requirements.

Child labor laws do not generally apply to minors who deliver newspapers or work at odd jobs, such as yard work and baby-sitting, or in private homes where the minor is not regularly employed.

Employers of minors required to attend school must complete a "Statement of Intent to Employ Minor and Request for Work Permit Certificate of Age" (form B1-1) for the school district of attendance for each such minor.

Employers must themselves have on file for each such minor a "Permit to Employ and Work" (form B1-4). Work permits (B1-4) must be open at all times for inspection by sanctioned authorities.

A work permit (B1-4) must be revoked whenever the issuing authority determines the employment is illegal or is impairing the health or education of the minor.

A day of rest from work is required if the total hours worked per week exceeds 30 or if more than 6 hours are worked on any one-day during the week.

STUDENT ACTIVITIES

SPIRIT DAY

- Every Friday is OHS Spirit Day. Show your Cardinal pride by wearing your school spirit shirt, student of the month shirt, class or club shirts. Be proud – you are a Cardinal!
- Every Thursday is College T-shirt day

"INVOLVEMENT" is a key word at Orosi High School. Every possible opportunity is provided for students to become involved in co-curricular activities. This section of the handbook will provide you with the information necessary to take advantage of our varied activity and athletic programs. Activities at Orosi High School include opportunities such as: club programs, class competitions, dances, student government, drama productions, athletics, music, traditional festivities such as Homecoming dress-up days and lunchtime competitions, school assemblies and rallies.

REASONS TO PARTICIPATE IN STUDENT GOVERNMENT & SCHOOL ACTIVITIES

1. Connect kids to school
2. Create lifetime memories
3. Develop understanding of various student backgrounds—Know the Story. Know the Person.
4. Learn how to Dream Big, Work Hard and Give Back
5. Become an advocate for students
6. Gain integral leadership characteristics such as; commitment, integrity, kindness, humility, and respect.
7. Be a servant leader. The work we do is far more important than ourselves.

STUDENT GOVERNMENT AND LEADERSHIP PROGRAM

The student government (also known as the Leadership Program) of the Orosi High School student body is comprised of a Student Council, consisting of elected Associated Student Body officers and appointed student leaders known as commissioners. The ASB officers meet regularly to discuss school-wide business including but not limited to activities and financial affairs of the current school year. Class officers and commissioners act as liaisons to the student body, and regularly hold meetings where they can get the input from their peers. The Class officers may report back to Student Council and make decisions based on the input from those attending class meetings.

Student body officers serve for the entire school year. To become a candidate for office, a student must file an appropriate petition; satisfy the citizenship and academic requirement. A plurality of votes cast is necessary for election. Students may request a copy of the Student Body Constitution or By-Laws from a member of Student Council or obtain copies from the Student Activities Director.

The advisor and authority derived from the OHS Administration of student government is the Activities Director. All meetings, work, and business of the Student Council are under his/her direction. Any student or organization with questions about student government, election procedure, or similar items may see the advisor or contact the Student Activities Director.

Associated Student Body (ASB) Officers	
President: Wendy Renteria Vice-President: Stephanie Figueroa Secretary/Treasurer: Elmer Berruenco Emcee: Daniel Frausto Spirit Officer: Rodrigo Hernandez Tech Officer: Noah Macareno Board Representative: Mila Altamirano	
Senior Officers - Class of 2021	Junior Officers – Class for 2022
President: Emily Aquino Vice-President: Ashley Valle Secretary/Treasurer: Melanie Davila & Zayra Spirit/Emcee Officer: Daniel Rosas & Edgar Dominquez Tech Officer: Laura Corpus & Edgar Rodriguez Board Representative: Diana Robles	President: Esteban Valencia Vice-President: Miryam Organes Secretary/Treasurer: Galilea Figueroa Spirit Officer: Yadira Adame Tech Officer: Jocy Carrion Emcee Officer: Natalie Almonte Board Representative: Melody Cervantes
Sophomore Officers – Class of 2023	Freshman Officers – Class of 2024
President: Gabriela Valencia Vice-President: Sarahi Ventura Secretary/Treasurer: Laura Salas & Estefany Nunez Tech Officer: Andrea Martinez Spirit Officer: Briana Tapia Emcee Officer: Joana Sanchez Board Representative: Carlos Chavez	TBD

CLASS ADVISORS

Senior Class	2021	Mrs. Delgado
Junior Class	2022	Mrs. Vega
Sophomore Class	2023	Mr. Roldan
Freshman Class	2024	TBD

CO-CURRICULAR ASSIGNMENTS

Academic Decathlon.....	Stephanie Marroquin
Activities Director.....	Vanessa Esquibel
Athletic Director.....	Ken Sawatzky
AVID Coordinator.....	Kathleen Giandrea
Band Director.....	Johnathan Gaspar
Choir Director.....	Mandi Bernal
FFA.....	Carlos Diaz
HOSA.....	Margaret Hartmann
MESA (Math, Engineering, Science Achievement).....	
Mock Trial.....	Glenn Webb
Pep & Cheer Director	
Science Olympiad.....	Virgilio & Susan Ang
Student Government.....	Vanessa Esquibel
Yearbook.....	Renee Gonzalez

CLUBS AND ORGANIZATION

Students may join a variety of clubs and organizations in which they will have fun, and make a difference. Below is a list of a few clubs. If you don't see something you are interested in, take the initiative to create a club. See Ms. Esquibel if you are interested in starting a new club.

- Art Club
- California Scholarship Federation (CSF)
- Math Club
- Pacific Islander Club
- Ecology Club
- The Rock
- Science Club
- Computer Science
- Leo Club
-

POLICY ON STUDENT FUNDRAISING ACTIVITIES and EVENTS

All student fundraising activities and organized events must be associated with an Orosi High School Club or Organization and must have prior approval from the Activities Director, Student Council, and OHS Administration.

HOMECOMING POLICIES

The Senior class and all clubs may nominate a senior boy and girl to run for Homecoming King and Queen. The Junior, Sophomore, and Freshmen classes nominate a boy and girl from their respective classes to run for Homecoming Prince and Princess. All students nominated must be on track for progress towards graduation requirement. The winners are crowned based on the following criteria:

20% Voting

- 30 points possible
- The number of points earned by each candidate will be based on their individual percentage of the vote.
- For example, if you earn 60% of votes $\rightarrow (0.6)(30) = 18$ pts

40% Interview

- The interview is conducted by members of the faculty and OHS Administration.
- After the scores have been added for interview, there will be various places. The following points will be awarded based on the scores earned for the interview.

<u>Overall King/Queen</u>		<u>Overall Prince/Princess</u>	
1 st	12 points	1 st	12 points
2 nd	9 points	2 nd	10 points
3 rd	6 points	3 rd	8 points
4 th	3 points		

25% Dress-up Days

- For each day of costumes, students will be judged and earn a placement and points based on that placement (1st, 2nd, 3rd, 4th, and 5th place). Judges are members of the faculty/staff.
- The points will be totaled on the last dress-up day. The following points will be awarded based on the points earned for the individual days.

<u>Overall King/Queen</u>		<u>Overall Prince/Princess</u>	
1 st	10 points	1 st	10 points
2 nd	7 points	2 nd	8 points
3 rd	5 points	3 rd	6 points
4 th	3 points		

15% Activities

- For each day of activities, candidates will receive points based on their place in the activity.
- On the last day of activities, all the points will be totaled. The following points will be awarded based on the points earned for the activities.

<u>Overall King/Queen</u>		<u>Overall Prince/Princess</u>	
1 st	7 points	1 st	7 points
2 nd	5 points	2 nd	5 points
3 rd	3 points	3 rd	3 points

STUDENT COUNCIL ELECTIONS

All Student Body Officers for the following year shall be elected by a regular election arranged by the President, prior to the End of the School year.

Nominations: Candidates for all offices shall qualify by means of a petition signed by 15% of the student body. Either the candidate or his/her friends may circulate the petitions, and the Student Council shall decide as to its validity. Petitions must be circulated and handed to the president no later than two weeks prior to the annual election.

Election Week: The President will declare the week prior to the election "Election Week." All candidates will participate in all activities set by the Student Council. In addition to those, each candidate can display posters, address the Student Body by giving a speech, or debate with an opponent, all of which are optional. A candidate's failure to comply with the set guidelines will result in removal from the election ballot. The President will oversee all activities and regulations. Juniors are eligible for ASB office effective election week April 23-26, 2018.

Declared Election: A student shall be declared elected President and Vice President based upon three metrics: Presidential/ Vice Presidential Debate, Interview and Popular Vote. The interview and debate account of 40 and 40% respectively, while popular vote counts for the remaining 20%.

Attendance: Any Student Body officer who is absent from meetings of the Student Council twice during the semester without a satisfactory excuse for the faculty advisory shall be dealt with at the discretion of the Activities Director and OHS Administration.

Grades: All student body officers must maintain a 3.0 GPA to maintain title.

Removal of Officers: If any officer fails to uphold the duties of his/her office as specified in the constitution, he/she is subject to removal from office. In addition, if a student fails to abide by the student conduct Code he/she will be subject to

removal from office. Removal of office will be at the discretion of the Activities Director and OHS Administration. Student body officers shall follow and be examples of good moral character.

ASB CARD

Students may purchase an ASB Card for \$20.00. This sticker/card allows students free admission to all home games (excluding playoffs), and other discounts to ASB sponsored events, dances, and activities throughout the year. ASB stickers are available on registration day and in the Assistant Principals office during the school year. If students lose their ID Card with ASB sticker, a \$5.00 replacement fee will be charged **for each.**

ATHLETICS

Orosi High School takes great pride in its athletic program. We strive for excellence and participation in all our athletic teams. We have an excellent group of highly trained coaches who are excited about working with all student athletes at Orosi High School. The following sports are offered at Orosi High School:

FALL

Girls Volleyball
Football
Boys Cross Country
Girls Cross Country
Girls Tennis

WINTER

Girls Basketball
Boys Basketball
Girls Soccer
Boys Soccer

SPRING

Boys Tennis
Baseball
Boys Track and Field
Girls Track & Field
Softball
Boys Golf

Quitting the Team:

Any athlete going out for any team will have 3 weeks or until the 1st practice game to notify their coach that he/she is quitting. After the 3 week/1st practice game grace period, any athlete quitting a sport without a written release from a coach will result in the athlete being ineligible to participate in the next sport they participate in for a period of nine weeks, beginning with the 1st day of official practice for that sport. Any athlete quitting a sport must meet with the coach & athletic director prior to being reinstated for the next sport that they participate in.

All equipment and/or uniforms must be turned in at the conclusion of the season. An athlete will not be allowed to participate in their next season of sport until all equipment/uniforms are turned in. Emergency cards must be signed by the coach to show the athlete is cleared. Failure to do so can result in the loss of off-campus privileges for the student athlete.

All athletes must maintain 95% attendance during their season of sport, this includes absences, tardies and “old hours.” If they fall below 95% they will be ineligible to participate until the 95% is achieved. Absences can be made up in Saturday School and tardies can be made up after school in the library or an academic class (not weight lifting). ***It is student's responsibility to keep and turn in a “Make up Hours log” for tardies and absences from a previous school year.*** They may continue to practice with the team but they may not participate in any CIF sanctioned contests. All varsity athletes must maintain eligibility throughout the playoffs.

ATHLETIC ELIGIBILITY AND SCHOLAR-ATHLETE TUTORIALS

All student athletes will be monitored and provided year round tutorial/homework support through weekly academic progress updates so that all student athletes remain eligible to participate in sports programs. **All student athletes, who have an “F” in any class or fall below a 2.0 GPA must attend mandatory teacher & content tutorials as assigned by the athletic director or administrative staff. Students cannot be cut from the team or benched from an upcoming game due to attending tutorial prior to practice.**

If eligibility expectations are not met, the following *Terms of Ineligibility* will apply:

TERMS OF INELIGIBILITY

- The athlete may not participate in any games the following week including Saturday.
- During the week of ineligibility, the athlete may practice with the team. Coaches may hold athletes out of practice until the athlete restores his/her eligibility.
- The athlete must attend mandatory After School Intervention Classes (weight room is not intervention). The expectation is that the athlete will attend tutorials 4 times per week from 3:30 – 4:30 p.m. and use the *Athletic Eligibility Log* form to record the date and time of attendance.

The following is the process for monitoring Athletic Eligibility Expectations:

Eligibility Process:

1. School administrators download eligibility list every Monday at 3:15 p.m.
2. Students are notified on Tuesdays (i.e. personal note and/or school bulletin) and an automated call will be sent to parents/guardians in the evening.
3. Ineligibility week starts Wednesday morning and ends following Tuesday at 11:59 PM.

OHS Athletics:

1. Athletic Director will communicate eligibility with all students.
2. Student-athletes that do not meet eligibility for the first time, will not be able to participate in athletic competitions but may travel with the team. If ineligible for a second week the student athletes will not participate and will not travel with the team. If a student-athlete is ineligible again for the third consecutive week the student will be dropped from the team.
 1. Must meet eligibility requirements.
 2. Every Monday, the Athletic Director will provide each Coach a grade report of all student athletes. Any student athlete who falls below academic expectations is required to follow the above Terms of Ineligibility.
 3. The athletic director will meet with the athlete and inform them of their (a) ineligibility status for the following week and requirement to attend an intervention class.
 4. The athlete will obtain an Athletic Eligibility Log from the athletic director and attend intervention from 3:30 – 4:30p.m. Athletes are required to have the tutorial teacher sign the Academic Eligibility Log each day along with the date and sign in/out time. The Academic Eligibility Log must be shown to the Coach prior to the start of each practice.
 5. Coaches are responsible to review and monitor Athletic Eligibility Logs each day and ensure students are complying with their Terms of Ineligibility. Coaches will report to Athletic Director the list of students who fail to comply thus resulting in consequences which include loss of playing time and participation in sports.

ATHLETES WILL CONTINUE TO BE INELIGIBLE TO PLAY IN GAMES UNTIL ACADEMIC EXPECTATIONS ARE MET ON A WEEK TO WEEK BASIS. STUDENTS THAT DO NOT MEET ACADEMIC EXPECTATIONS FOR 3 CONSECUTIVE WEEKS WILL BE DISMISSED FROM THE TEAM AND SUSPENDED FROM PARTICIPATING IN ATHLETICS FOR THE REMAINDER OF THAT SPORT'S SEASON.

P.E. CREDIT OPTIONS

All 9th grade students must be enrolled in and pass a Physical Education course (10 credits) and do not earn additional P.E. credits for sports participation. The second year of P.E. may be completed in grades 10-12 by taking a regular course or by participating in a school sponsored CIF interscholastic athletic program. Students must have passed the California Physical Fitness Test in any high school academic year prior to the school year in which the PE Credit/Athletic credit will be used.

Students must begin participation the first day of the season and successfully complete the season in order to receive credit. This must be verified by the Athletic Director. Any one of the items listed below will make the student *ineligible* to receive credit in this program.

- A student who is absent at practice or games more than 10% of the time will not be eligible for credit.
- A student who displays unsportsmanlike conduct will not be eligible for credit.
- Any violation of the OHS Athletic Code of Conduct will make the student ineligible for credit.
- Students must be academically eligible for the *entire* season to be eligible for credit.

Credit will be recorded as P (Pass). A-F letter grades not will be issued. A total of 5 credits may be earned each season and a maximum of 10 credits each year. A maximum of 30 credits is allowed in P.E. through participation in athletics. P.E./Athletic contracts may be obtained from the College and Career Center.

ROOTER BUS

Riding to games on a rooter bus is a privilege. All regular transportation regulations apply. Buses leave promptly at the announced time from a campus parking lot. Parental Consent Slips must be picked up, signed by parents/guardians, and returned before a student's name will be placed on the rooter's bus roster. These slips may be obtained from the Activities Office. Rooter bus tickets may be purchased after the permission slips are returned to the office. If students do not show up to ride on the rooter bus, money will not be refunded.

STUDENT CO-CURRICULAR CODE OF CONDUCT

The conduct of an Orosi High School student involved in a co-curricular activity is closely observed by many people. Each student that participates in any co-curricular activity is a representative of their activity, school, and community. With this in mind, it is important for every co-curricular student to maintain the highest standards in all aspects of young adult life.

PARENT/GUARDIAN CODE OF CONDUCT & EXPECTATIONS

The purpose of the Parent/Guardian Code is to develop support and positive role models in all co-curricular activities. In the tradition of excellence, the purpose of all co-curricular activities at Orosi High School is to promote the physical, mental, moral, social and emotional well-being of each student. **Parents/guardians are an integral part of this process.**

EXPECTATIONS OF THE PARENT CODE OF CONDUCT:

As an Orosi High School parent/guardian, I agree to:

- be a positive role model for my student, the school, and community;
- display a positive attitude and behavior;
- show respect for all participants, officials/judges and advisors/coaches;
- assist in providing for student safety and welfare at all times;
- encourage my student to attend school regularly and excel academically;
- inform my student of the dangers of using and discourage the use of any illegal drugs, alcohol, or tobacco;
- abide by the COJUSD regulations regarding tobacco, drugs and alcohol;
- encourage involvement and partnerships from the community.

GRIEVANCE PROCEDURE

It is Orosi High School's policy that grievances should not be addressed during or immediately following any practice or activity. If a situation arises where a parent/guardian wishes to meet with an advisor/coach, or address a specific issue or complaint, the following steps should be followed:

1. Request a meeting at school with the advisor/coach.
2. If your problem is unresolved, arrange an appointment with the Athletic Director that is in charge of the specific program.
3. If your problem is still unresolved, the appeal process outlined in District Policy will apply (see the COJUSD: Student and Parent Rights and Responsibilities for policies and procedures).

PROCESSING SERIOUS VIOLATIONS OF COJUSD'S ATHLETICS/ACTIVITIES CODE OF CONDUCT

1. "SUSPENDABLE / EXPELLABLE" OFFENSES WITHIN EDUCATION CODE JURISDICTION

When a student engages in conduct for which a student may be subject to suspension or expulsion from school under the applicable provisions of the Education Code (see 48900, et seq.), any such conduct shall also constitute a separate violation of the District's Athletic/Activities Code of Ethics. Accordingly, in addition to such discipline, if any, as may be imposed on the student pursuant to the Education Code (e.g., suspension from school), such conduct also may be the basis for imposition on the student of separate discipline, may include the placement of restrictions on the student's involvement in co-curricular activities, up to and including exclusion of the student from participation in athletics and other co-curricular activities, for a period of up to one (1) year.

2. "SUSPENSION / EXPELLABLE" OFFENSES OCCURRING OUTSIDE OF EDUCATION CODE JURISDICTION

When a student engages in conduct for which a student may have been subject to suspension or expulsion, if not for the fact that such conduct occurs outside the jurisdiction of the Education Code (e.g., on a weekend and not at a school-related or school-sponsored function), then any such conduct shall nevertheless be deemed to constitute unacceptable behavior within the meaning of the District's Athletic/Activities Code of Conduct. Accordingly, such conduct may be the basis for imposition on the student of appropriate discipline for engaging in such behavior in violation of the Code of Conduct. Such discipline may include the placement of restrictions on the student's involvement in co-curricular activities, up to and including exclusion of the student from participation in athletics and other co-curricular activities, for a period of up to one (1) year.

3. ACTION OF ATHLETIC/CO-CURRICULAR BOARD

Alleged violations of the District's Athletic/Activities Code of Conduct, which arise under either of the immediately preceding two paragraphs, shall be processed as follows:

3.1 The Athletic Director or Co-Curricular Board (hereinafter "Board") may suspend the student from participation in athletics and other co-curricular activities. The parent/guardian has the right to appeal the board's decision.

POLICY ON CONFLICTING SCHOOL ACTIVITIES

Student participation in activities is recognized to be an integral part of the total educational program. Occasionally a conflict in schedules may arise. In such cases, the following policy shall apply:

Responsibility of the Students:

1. To inform the coaches/advisors involved of any potential conflict as soon as possible.

2. The student should request that the coaches/advisors meet to rectify the conflict.

Responsibility of the Coaches and Advisors:

1. Coaches/advisors shall make the schedule of activities known to the students involved as soon as possible.
2. Involvement in both activities shall be encouraged.
3. Coaches/advisors shall make students fully aware of obligations to themselves and to other students involved and will make every attempt to resolve potential conflicts.

Note: Any conflicts unresolved will be decided by the appropriate administrator.

WEST SEQUOIA LEAGUE CODE OF CONDUCT

STATEMENT OF PURPOSE

To achieve the proper goals of athletics, the school and the public must be informed concerning the role of athletic education. School athletics are part of the education of each student, whether students are participants or spectators. We, in the East Sierra League (ESL), are in a position to utilize athletics as a part of the educational program by continuing to develop responsibilities which belong to the league, the school, and the public. We encourage all students in each member school to learn the fundamentals of each game and to participate in each sport to the limit of their abilities. We further encourage all students to learn and understand the rules of fair play and good sportsmanship, as well as the rules of the games so that they may enjoy athletics in the future, as well as the present, as good spectators. There is every reason to believe that interschool athletics can aid in all efforts to stimulate and motivate the establishment of sound policies and wholesome practices for the member schools of ESL.

SPECTATOR CODE OF CONDUCT

The following is designed to help achieve our goals of athletics:

1. Spectators are an important part of the game and should at all times conform to accepted standards of good sportsmanship and good behavior.
2. Spectators should at all times respect officials, coaches and players as guests in the community and extend all courtesies to them.
3. Enthusiastic and wholesome cheering is encouraged.
4. Booing, stamping of feet and disrespectful remarks should be avoided at all times.
5. Bells, whistles or noisemakers of any kind are not acceptable for athletic events.
6. As adult behavior affects student behavior, spectators should encourage all people to observe the LEAGUE'S CODE OF CONDUCT. Those who do not respond should be reported to the proper school authorities immediately.

ATTENDING EVENTS

The Orosi High Student Body attending athletic activities and co-curricular events are expected to support teams representing our school and to provide a positive expression of our school spirit and enthusiasm. Orosi High School students are expected to comply with the following behavioral expectations:

1. All cheers, signs, etc. are to be positive in nature and supportive of our teams. Our expressions should not degrade the opposing school, players, or Pep/Cheer.
2. Attire in school colors is encouraged. Acceptable spirit items are those sold through the school or recognized school organizations. Students must be within the dress code unless pre-approved special spirit attire is granted e.g. painted face and hair color.
3. No items are to be thrown within the stands or toward the field.
4. Any sign must be cleared through the student activities director in advance or administration on duty.
5. We expect Orosi High students to demonstrate positive sportsmanship and behavior at all times.
6. Violation of any of the above provisions may result in the violator being removed from the activity. The violator will be referred to the office for appropriate disciplinary action (which may include losing the privilege of attending school-related activities).

STUDENT CONDUCT

GENERAL INFORMATION

It is the goal of the administration of Orosi High School to provide each student on the campus with a safe and positive learning environment. To ensure this, a number of procedures have been put into place, including active supervision by school staff; an efficient communication system; occasional use of video cameras at key locations on campus; occasional use of hand-held camcorders used by the campus supervisors; and an effective relationship with campus police, fire and emergency services in the communities of Cutler & Orosi. **The learning of self-discipline and taking responsibility for one's actions** are among the most important goals of education, and all students will be held accountable for their behavior, with appropriate conduct expected at all times. Misconduct that interferes with the educational process will not be tolerated. Students are expected to cooperate and be respectful of each other and of all members of the school staff, which includes administrators, security personnel, teachers, secretaries, cooks, custodians, grounds personnel, instructional aides, and campus supervisors. Every effort will be made to afford the student, parent, and staff member "due process" at all times. Students and parents have the right to appeal any disciplinary action to the principal or designee. Students will:

- A) Respect the rights and property of others.
- B) Follow directions of all staff.
- C) Remain in designated areas.
- D) Observe the dress code.
- E) Be in class on time and ready to learn.
- F) Have ID cards in possession and present them to staff when requested.

Consequences for disregarding these rules will be a referral to the Assistant Principal for disciplinary action, which may include after school detention, lunch detention, campus beautification, community service, in-school suspension, suspension at home, placement in an alternative educational program, or expulsion from the school district.

CLASSROOM DISCIPLINE

All students have a right to learn and all teachers have a right to teach. The student's responsibilities are:



Each teacher will develop a classroom code of conduct based upon the above foundation. Any violation of the classroom code of conduct will result in consequences described on the "step form." Major infractions of the education code will result in immediate temporary removal from classroom and be dealt with by the Principal or Assistant Principal.

STUDENT CODE OF DRESS

The purpose of dress regulations is to help each student set a standard for his/her personal appearance that is appropriate within the accepted standards of Cutler-Orosi Joint Unified School District. The high school student is expected to demonstrate pride in his/her personal appearance, because it reflects individually on him/her and collectively on the school he/she attends. Daily attire need not be expensive to be attractive and entirely acceptable. Dress code apparel allows us to distinguish between OHS students and non-OHS students, helping us to promote school safety. All apparel must comply with COJUSD Dress Code. **The dress code shall be in effect at all school-related activities both on and off campus.**

The Governing Board recognizes that students' mode of dress and grooming is a manifestation of their personal style and individual preference. The board will not interfere with the right of students and their parents to make decisions regarding appearance except

when choices affect the educational program of the schools. It is recognized that any apparel that draws **undue attention to the wearer** tends to detract from the educational process and is, therefore, inappropriate.

Good taste and good grooming are a part of learning for both boys and girls. It is a mark of maturity when students can freely choose apparel that demonstrates individuality without deviating from the standard of appropriateness. The Governing Board authorizes regulations that prohibit student dress or grooming practices which:

1. Present a hazard to the health or safety of the student himself or others in the school.
2. Prevent the student from achieving his/her own educational objectives because of blocked vision or restricted movement.
3. Used to identify groups or gangs whose purpose is to intimidate or harass.
4. Distract because of their extreme style or that is too revealing.

DRESS CODE POLICY

The Cutler-Orosi Joint Unified School District Governing Board has adopted the following Dress Code Policy. The policy supports efforts to ensure a safe and orderly school setting conducive to a positive learning environment.

Student Dress Code Policy: The following clothing is **not allowed**. Judgment **is determined** by the school official. **In an effort to be proactive with our dress code policy, we have listed Orosi High School's definitions of the Dress Code.**

- Gang-type clothing, haircuts/fashion, and accessories (rosaries) including, but not limited to gang colors, baggy pants, baggy shorts with long socks, gang type belts/buckles or jewelry, may not be worn by identified gang members or associates. If school officials have concerns about the student's suspected gang behavior, a call will be made notifying parents of the concern and additional restrictions may be enforced.
 - *Excessively baggy or oversized pants or shorts are not allowed. Oversized clothing that presents a safety concern or reflect a gang-style image are not acceptable. Shirts that hang below fists will be considered oversized.*
 - *Excess pant material **cannot exceed 5 inches** when measured at the kneecap of the straightened leg. Pants must fit and be worn at the **natural waist**.*
 - ***Solid Red, Blue, or Brown shirts are not allowed. Red, blue and brown shirts with logo smaller than a hand fist will not be allowed. Jackets or other apparel depicting college or universities are acceptable unless such team designations are associated with gangs or otherwise conflict with the standards for acceptable apparel.***
 - ***No professional sports team apparel allowed unless it is certain spirit days.***
- Miniskirts or shorts that are too short;
 - *When standing straight with hands at your sides, skirts or shorts must not be shorter than the tip of your middle finger.*
- See-through shirts or blouses, large mesh shirts, half shirts, off-the shoulder blouses (unless it has a 2" shoulder strap), spaghetti straps, oversized or undergarment tee shirts, ragged tee shirts, torn jeans that expose thighs, tube tops; halter tops, or revealing tank tops.
 - *When standing straight with hands at your sides, shirts must be no longer than your fists.*
 - *When standing straight with hands in front of your legs, holes in pants cannot be any higher. Torn jeans must be worn with tights, leggings or shorts underneath so that thighs are not exposed.*
- Shirts or blouses revealing bare midriffs;
- Shirts or blouses that are low cut and/or revealing;
 - *Tank tops straps must be two inches wide. **One shirt by itself must have 2" shoulder straps** not a combination of shirts.*
 - *Shoulder straps on tops and dresses worn by females must not be less than two inches (2") in width, and any apparel determined to be too revealing is not acceptable.*
 - *Any shirt or blouse where cleavage is visible will be considered low cut.*
- Clothing with profane or inappropriate sayings or pictures of clothing with alcohol, drugs, or tobacco promotions and/or pictures of known criminals, or Old English writing. Shirts that contain pictures of people breaking dress-code (i.e. images of people with reveling clothing).
 - *In memory shirts shall not be worn.*
 - *Medical Marijuana brands and advertisement shall not be worn.*
- Inappropriate footwear. **The district advises that it is dangerous to wear shoes that can cause harm to the individual; the district is not liable to injuries due to unsafe shoes.**

- **Facial Protective Gear (Masks):** red, blue and brown bandanas are not allowed as masks. Masks must adhere all dress code policies above.

Students are allowed to wear hats with official school logo only and must be worn with bill facing forward. Plain full-brimmed hats are allowed (No solid red or blue). No hats or caps of any kind are allowed to be worn indoors including hoods from apparel.

Consequences

1 st : Change of clothing/ warning	2 nd : Change of clothing/ parent contact/ detention	3 rd : Change of clothing/ parent contact/ detention	4 th : Change of clothing/ parent meeting/ detention
--	--	--	--



Examples of items of clothes that are NOT ALLOWED at Orosi High School.



spaghetti straps, off-the-shoulder, torn jeans



midriff



racerback



short shorts



clothes with inappropriate pictures (i.e. guns, alcohol... drugs, etc.)

North or South California or any abbreviation of it

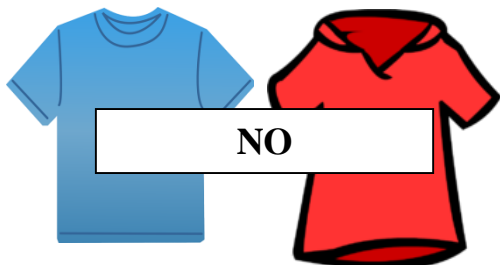


No red/blue



oversized t-shirts cannot be longer than fists

No solid red/blue shirts or masks: must have logo larger than fist



pants hanging below waist or saggy/ baggy pants

ONLY HATS WITH OFFICAL OROSI LOGOS



ATHLETIC DRESS CODE: Uniforms or team apparel, with the exception of headwear, may only be worn on game days and only by the athlete.

Items not allowed on campus, or items being used improperly that are confiscated by the school personnel will be returned to student at the discretion of administration and/or may require a parent to pick up the item(s). **The school assumes no responsibility for the confiscated item(s).** Confiscated items will be discarded at the end of the last day of school.

IN-SCHOOL SUPPORT

Certain violations of behavior policies may result in students being assigned to the on-campus In-School Support, our alternative learning environment. Other violations (such as fighting or use of alcohol or drugs) may require mandatory removal from school. Students assigned to In-School Support will work on class assignments, an additional assignment may be given during their stay and may receive counseling to modify negative behavior patterns. Students who are disruptive in the In-School Support will receive an out of school suspension.

JUNIOR/SENIOR PRIVILEGES

Juniors/Seniors are eligible for off-campus lunch privileges if they maintain a 2.0 GPA, meet the 95% attendance and are on-track with Community Service hours. Juniors and Seniors may lose their off-campus privileges or have them revoked based on problems related to tardiness, poor attendance, behavior, or academic standing. This same criteria can be applied to senior activities such as the Prom, Grad Nite, etc. Students who leave campus without an ID card will face disciplinary action up to suspension. Students who are 18 years of age cannot check themselves out of school during lunch if they are ineligible or during "closed campus."

Supervising team will alert administration of students who don't return on time. Students who return after the tardy bell has rung will lose their off-campus privilege as follows:

- 1st offense-** 1 day
- 2nd offense-** 3 days
- 3rd offense-** 1 week
- 4th offense-** remainder of the semester

NON-JUNIORS/SENIORS AND OFF CAMPUS

Only juniors and seniors are eligible for off-campus lunch privileges. Any underclassmen (Grades 9 – 10) who are off campus at lunch may be considered truant and in violation of Governing Board Policy. Non-Juniors/Seniors caught off campus at lunch will be assigned detention or other form of discipline. Habitual or repeat offenders could lose their own future junior/senior off-campus privileges, as well as face suspension. Please see discipline guidelines for more details.

BRUNCH

Students are not allowed to leave campus during brunch. Students caught leaving or returning will face disciplinary action.

TRASH/LITTER

All students are responsible for keeping the campus clean and free of litter. Please ensure that you throw your trash in the trash cans. **This is your responsibility.**

Students must keep food and drink in the following areas:

1. Cafeteria

2. North Snack Bar Area and Big Top
3. South Snack Bar Area and Small Top
4. Other areas as determined by administration

Students that have meetings during lunch are allowed to take their food to the classroom where the meeting is being held, however they must wait to eat their food until they arrive to the classroom where the meeting is being held. Failure to do so may result in disciplinary action.

Students that have food outside the designated areas will have the following consequences:

- 1st offense-** Lunch detention
- 2nd offense-** Lunch detention and parent phone call
- 3rd offense-** Remainder of the day in school suspension
- 4th offense-** Full day suspension

Students who go off campus during lunch must eat their food in a designated area before the final bell rings for the next class. Absolutely, **NO food or drink is allowed inside classrooms.** All food and drink containers must be disposed of in outside trash containers. No food is allowed in the gym during school hours. **No fountain drink or styrofoam cups allowed on campus during school hours.**

RESTRICTED AREAS

Some specific areas of campus are restricted to student access (see map on page 45)

Students are not permitted:

1. In the 500 wing during brunch and lunch.
2. Near the old career center on the south east corner of the campus.
- 3. To loiter around, in front of, and near all restrooms.**
4. To walk through the office without a hall pass.
5. In the Faculty Lounge and Work Room without administration permission.
6. To pass through the **Cutler-Orosi Elementary/Middle School** grounds.
7. To loiter in the parking lots.
8. To loiter in the area around the stadium or around baseball diamonds or tennis courts.
9. To loiter in the area behind the band and choir rooms.
10. To walk through the Ag Farm.
11. To loiter behind the 600 and 900 wing.
12. To loiter in front of the school and administration office.

PHYSICAL EDUCATION DRESS CODE POLICY

Physical Education is a class which emphasizes physical participation. Students are required to wear appropriate clothes and shoes for the exercises and activities. Athletic shoes are required for participation. The approved PE uniform is recommended for participation and consists of a grey t-shirt with the cardinal logo and black shorts with the cardinal logo. The sweats are black with white lettering. The uniform can be purchased in the front office at the following prices:

- T-shirt - \$ 8.00
- Shorts – \$12.00
- Sweatshirt - \$11.00
- Sweatpants - \$15.00

If you are unable to purchase the uniform, you may bring athletic shorts, sweats, and a plain t-shirt with no writing on it. The colors of the shorts, sweats, and t-shirt must be black, grey, or white. This exception must be cleared by P.E. teacher.

P.E. MEDICAL EXCUSES - SHORT TERM PROCEDURES

- A) **Parent notes are accepted for up to 2 days per semester.**
- B) **Any medical excuse that will exceed 2 days will require a doctor's note.**
- C) Students will be required to dress out with the excuse unless otherwise stipulated. Instructors will use common sense with weather conditions and/or severity of the problem.
- D) Under no circumstances are students to go to the Nurse's Office for short-term excuses.
- E) Daily and/or test points may be made up. See your instructor.

P.E. LOCKERS

To ensure the security of the personal possessions of Orosi High School students and to protect school property, the following rules will be strictly enforced:

1. Students are provided with lockers to be used during their P.E. period only. Lockers are not to be used as storage for other classes or personal items. **The school is not responsible for lost or stolen articles: LOCK YOUR LOCKER!**
2. Students are warned:

- a) Not to leave their possessions unsecured at any time.
 - b) Not to let their combinations be known to anyone.
 - c) To be careful that they are not observed while using their combination.
 - d) Not to leave money or other valuables in the locker.
 - e) Any theft that occurs in P.E. must be reported to their teacher and the office immediately.
3. Students are not allowed in the locker room at any time unless they are under the direct supervision of a teacher.
4. Disciplinary action will be taken against any student:
- a) Found unattended inside the locker room
 - b) Vandalizing school or personal property in the locker room area.

DRESSING OUT FOR P.E.

Students must change during the few minutes of class. Students arriving late to class will not be allowed to change after teacher has left the locker room.

PERSONAL STUDENT CONDUCT

During the time students are in school, they should use good judgment in their relationships with other students. Holding hands is permitted, but the following behavior is not permitted:

1. Prolonged embrace
2. Kissing
3. Lying or sitting together in an inappropriate manner
4. Any other act that is not in good taste

ELECTRONIC DEVICES

Use of certain electronic devices such as cell phones **is not permitted** in any Orosi High School classroom or instructional setting. Students' first offense will require parent pick up. Refusal to relinquish an electronic device after a violation will be deemed as defiance and will be subject to further disciplinary actions. The school assumes no responsibility or liability for theft, loss, or damage to a device or for the unauthorized use of any such device or devices on school grounds, including, but not limited to devices left on school property including locker rooms or items in automobiles. **Students bring these devices to OHS at their own risk.** The following steps will be enforced by the administration when a cell phone violation occurs:

First Offense - Phone/Electronic Device will be confiscated and will require parent pick-up.

Second Offense - Lunch detention, teacher sends parent messenger and phone/electronic devices given back to parent at the end of the school day.

Third Offense - Two lunch detentions, teacher makes parent phone call and parent must come to the office at the end of the school day to pick up phone/electronic devices. A parent conference with an administrator. Review phone/electronic devices contract.

Fourth Offense - One week of lunch detention. Ineligible for off campus privileges and extra-curricular activities for one week. Parent phone call and parent must come to the office at the end of the school day to pick up phone/electronic devices. Meeting with an administrator.

Fifth Offense - Other means of correction

Speakers

1. The use of speakers in or out of class **are not permitted** by students.
2. When listening to music on campus (out of class), students **must always** use earbuds/headphones.

The school assumes no responsibility or liability for theft, loss, or damage to a device or for the unauthorized use of any such device or devices on school grounds, including, but not limited to devices left on school property including locker rooms or items in automobiles. **Students bring these devices to OHS at their own risk.**

Unauthorized use of any electronic device will result in the item being confiscated by teachers, campus supervisors, or administrators. **Confiscated items must be picked up in the office by the parent at the end of the school day unless otherwise stated by administration.** Refusal to relinquish an electronic device after a violation will be deemed as defiance and will be subject to further disciplinary actions which include but may not be limited to a suspension. Please see discipline guidelines for more details.

Bicycles/Skateboards/Roller blades: Students may ride to school on bicycles or skateboards, but may not ride them on campus. Once on campus, skateboards must be stored in the office. Students who ride bikes/skateboards on campus will have them

confiscated and the same guidelines as electronic devices will apply. Students must use bike racks to secure bicycles. **OHS is not responsible for lost or stolen items.**

Bus Conduct: Disciplinary action may result from improper conduct while using school transportation. Please reference COJUSD Parent and Student Handbook.

Orosi High School utilizes community service that may be assigned in addition to or in lieu of other disciplinary actions. Community service is performed on campus, or off campus with parental permission. This may include graffiti removal, removing trash from the school grounds, assisting night custodial staff with cleaning duties and other such activities supervised by custodial staff. (*Education Code section 48900.6*)

DISCIPLINARY GUIDELINES

District and school rules pertaining to student discipline are available to parents or guardians of District students in the school office. In particular, Board Policy (BP) and Administrative Regulation (AR) 5144 addresses student discipline, generally, and BP/AR 5144.1 and 5144.2 describe the procedures for suspension and expulsions. Written notice of these discipline rules and procedures will be sent at the beginning of the school year to continuing students and be given to transfer students and their parents/guardians at the time of their enrollment. Teachers may require parent/guardian to attend their student's class if the student is suspended for an act of obscenity, profanity, or vulgarity, a disruption of school activities, or willful defiance.

- Gang-related affiliation, behavior, and activities will not be tolerated. All schools are gang-free zones. Such behavior will result in a warning, suspension, expulsion, referral to SARB, or transfer to alternative or Community Day schools. Students may be referred to the Tulare County Sheriff's Gang Task Force. A letter will be sent to parents detailing the concerns of the schools regarding the student's suspected gang behavior.
- Hate-motivated behavior will not be tolerated and is subject to disciplinary action, including suspension, expulsion, and school transfer.
- Inappropriate display of affection will not be tolerated and is subject to parent notification. Continued inappropriate behavior may result in suspension.
- Sexting is sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or other digital device. It can be considered child pornography and the offender, student or adult, can be charged with a state or federal felony and would have to register as a sex offender. Electronic devices may be confiscated by law enforcement and may not be returned.
- Consistent with Education Code section 48901.7, the District has determined that, with the exception of those circumstances listed below, use of cell phones on any school site is prohibited. Students are not permitted to use their cell phone in a manner that causes disruption to the educational environment and such violations may result in limited confiscation of the device to address the disruption. Students' use of cell phones on any school site must be limited to the following circumstances:
 - In the case of an emergency, or in response to a perceived threat of danger;
 - When a District teacher or administrator grants permission to possess and use a cell phone, subject to any reasonable limitation imposed by that teacher or administrator;
 - When a licensed physician and surgeon determines that the possession or use of a cell phone is necessary for the health or well-being of the student; or
 - When the possession or use of the cell phone is required by the student's individualized education plan (IEP)
- The school assumes no responsibility or liability for theft, loss, or damage to a device brought onto school grounds by a student, or for the unauthorized use of any such device including, but not limited to devices left in locker rooms, busses, or classrooms or items in automobiles. Students bring these devices to school at their own risk.

Bullying:

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Bullying is defined as unwanted, aggressive behavior that consists of the following:

1. An intention to harm: intention suggests that the harm caused by bullying is deliberate, not accidental.
2. Repetition: bullying is persistent; it happens more than once or has the potential to occur multiple times.
3. Power inequity: definitions of bullying often state that bullying includes a real or perceived imbalance of power between the bully and the victim.

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, students may report threats or incidents confidentially and anonymously through the Sandy Hook Promise “Say Something”

Sandy Hook Promise “Say Something” is an anonymous reporting hotline to report any kind of crime or other community or school concern. This is a safe way to report bullying, safety or drug concerns. When a person really needs help we hope you will step up and make a call to report it. All reports are anonymous and can be made 24 hours a day in English or Spanish.

The following are ways to make an anonymous report:

- Submit a Tip at <http://www.p3campus.com/tipform.aspx?ID=3000>
- Call the Hotline 1-844-5-SAYNOW
- Get the App “Say Something SHP” On Google Play and/or the Apple Store

The following is a list of safety concerns that can be reported:

- Bullying, harassment or intimidation at school
- Bullying, harassment or intimidation outside of school
- Cyberbullying: Facebook, You Tube, Text Messages, Instant Messaging, Snapchat, Twitter, Instagram, KIK
- Fights, drugs, alcohol or weapons at school
- Friends who talk about hurting themselves

For more information on Bully Prevention, please visit the California Department of Education website at;

- <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>

Consequences:

Grounds for Suspension and Expulsion:

Student conduct-whether occurring on school grounds, during lunch on or off campus, while going to or from school, at a school function, or off campus if it is reasonably likely to cause or causes a substantial disruption of a school activity or attendance – may result in suspension and/or expulsion when: (1) other means of correction have failed to bring about proper conduct; (2) the student’s presence causes a danger to themselves or others; and/or (3) as required or permitted by law. Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

“Suspension” means removal of a pupil from ongoing instruction from adjustment purposes. Suspensions may be made by a teacher, principal or a school administrator, the Superintendent, or the Board. A suspension which removes a student from campus will be for one to five days, after which time the student may return, unless the suspension is extended. A suspended student is expected to be under the supervision of a parent during school hours when serving suspension days at home. (7:00 a.m. – 4:30 p.m.) Additionally, during this time, the student is not to attend any school event or be on any school campus during suspension.

An in-school suspension may be available to some students who have committed a suspendable offence that is not violent in nature. The site administrator will determine if the in-school suspension is an adequate disciplinary action. Parents will be notified of the suspension and a written suspension form will be completed. “In-school” suspension is located at Orosi High School.

Students will report to the Orosi High School office and wait to be escorted to the in-school suspension room.

School staff have the discretion to offer alternatives to suspension, which may be counseling and/or community service. In School Support at the secondary level is an alternative to out of school suspension. In School Support students will be provided curriculum education with social-emotional supportive measures, are completely separated from the student body for the specified days, and may not participate in any extracurricular activities. The class climate will be strictly business and students will be required to work the entire time they are in School Support. The rules are simple: students will do assigned work without talking, sleeping, or leaving desks. Lunch and breaks will be controlled and supervised. Failure to comply with the rules may result in an out-of-school suspension.

Expulsion by contrast, is a formal process, which entails a suspension and a hearing at the District Office to

determine if a student will be expelled from his/her current educational setting. Students who have been expelled by the District may not attend any regular comprehensive school or program operated by the Cutler-Orosi Joint Unified School District until the expulsion term has ended. Expulsions can be extended if the student's rehabilitation plan has not been satisfied or the student still poses a danger to the school, staff, and other students.

The following are some of the GENERAL grounds for suspension or expulsion of students from school for acts committed at school or at a school activity off grounds (dances, football games, open houses, or any school sponsored event according to the law). As an alternative to suspensions, the administrator or designee may utilize one or more of the following measures:

1. Reteach the expected behavior with multiple examples, teach where the problems are occurring, give frequent practice opportunities through counseling services.
2. Provide positive feedback when behavior expectations are met.
3. Prevent problem behavior by increasing supervision and restricting student privileges.
4. Parent/caregiver contact.
5. Allow student to restore the environment and relationships which were affected by his or her behavior in the form of Restorative Practices and detention/campus beautification.
6. Refer student for a Student Success Team (SST) meeting at the site.

If student fails to comply with an alternative, a new incident will be recorded and the original consequence will be assigned. *The principal/designee is responsible for implementing the penalties suggested below according to state law. Seriousness of the offense, conditions under which it occurred, and the student's past record are factors that will be considered in each case. The school site administration reserves the right to decide what course of action will be taken and may increase or decrease the disciplinary consequences as deemed necessary. In some cases, law enforcement agencies will be involved. If a student commits a crime on campus, school discipline and the involvement of law enforcement will apply.

A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- (1) While on school grounds.
- (2) While going to or coming from school.
- (3) During lunch period whether on or off the campus.
- (4) During, or while going to or coming from, a school sponsored activity. (E.D. 48900.Q)

Loss of Privileges

The loss of privileges may include the following extracurricular activities: school clubs, student government or committees, public performances of music, dance, drama and speech, leadership class activities (not as part of a class grade), special field trips not part of regular classroom work, school dances and assemblies, athletics, 12th grade graduation ceremony, spirit/rally performances, assemblies, Spring Fling, school dances, including Prom and Winter Formal, senior trips, enrollment in a Leadership Class, enrollment in AVID class, school events as spectator, Homecoming activities, off-campus privileges at lunch time, other extracurricular activities not related to grades and Powder Puff football.

Penalty for Being in the Vicinity:

Student in the vicinity (part of an identified group) when an illegal activity takes place, will be held accountable. Students suspected of being under the influence of a controlled substance may be subject to further evaluation and/or searched. consuming alcohol may have their breath analyzed. Students may be searched.

INTERVENTIONS (K-12):

A. Saturday School is used:

1. To make up absences/tardiness;
2. In lieu of suspension for minor infractions;
3. As discipline for classroom or campus disturbances;
4. For other reasons as determined by school administrators.

Parents and students will be notified 48 hours in advance. It is the student's responsibility to have work to do.

If the student does not work or is disruptive, he/she will receive no credit for the day and will be assigned another day or suspended from school. Students must provide their own transportation. A snack/lunch is provided.

PARENT/GUARDIAN APPEAL PROCESS

Each parent/guardian has the right to appeal any discipline action taken by the school against their son or daughter. The appeal process is outlined below and must be followed. Following a suspension, the parent/guardian may request a meeting with the Principal or Assistant Principal and staff regarding the infraction. The parent/guardian will be advised of the appeal process if they feel the punishment is not justified. The district administration, including the school board, will require that either party follow the appeal process at the high school prior to any action on their part. The appeal process is outlined below and will try to accommodate the needs of the parent/guardian and what is best for the students of Orosi High School. As part of the process, a written folder of documentation will accompany each step of the appeal. This is done to insure that, at each level of the appeal, all parties are informed of the rationale for the prior decisions.

Step 1: Appeal to the Disciplinary Appeals Panel

If the parent/guardian and student wish to appeal the decision of the Assistant Principal, the parent/guardian will request a meeting with the Principal through the Assistant Principal. The meeting with the Principal will consist of the Assistant Principal, the parent/guardian, and the student. The meeting will convene within two school days of the notification of the appeal. The Assistant Principal who administered the discipline will present the information regarding the action. After hearing the circumstances surrounding the discipline action, the Principal will make the effort to resolve the issue and accommodate the students of Orosi High School. The Principal will:

- A) Deny the appeal or
- B) Reduce the penalty or assign an alternate penalty or
- C) Approve the appeal and remove the penalty

Step 2: Appeal to the Superintendent of Cutler-Orosi Unified School District

If the appeal process at the high school level has been exhausted and the parent/guardian is still not satisfied with the results, they may appeal to the COJUSD Superintendent. All documentation will be forwarded to the COJUSD Superintendent for review.

**Please see District Handbook for additional information.

Orosi High School Four-Year Planner 2020-2021

NAME: _____ ID # _____ GRADE: _____

CAREER GOAL: _____ COLLEGE: (4-Year University) (2-Year) (Vocational)

Orosi High School Graduation Requirements 1 year =10 credits

English.....4 Years (40)
 Math.....3 Years (30)
 Science.....2 Years (20)
 Social Science.....3 Years (30)
 Fine Arts/Foreign Language.....1 Year (10)
 Physical Education2 Years (20)
 Electives.....(110)
 Total Credits.....(260)

California State University and University of California A-G Requirements

(A) History Social Science.....2 Years Required
 (B) English.....4 Years Required
 (C) Mathematics.....3 Years Required
 *Including Algebra 1, Geometry, and Algebra 2
 *4 Years Recommended
 (D) Laboratory Science.....2 Years Required
 *Including CP Biology and Chemistry
 *3 Years Recommended
 (E) Foreign Language.....2 Years Required
 *3 Years Recommended
 (F) Visual and Performing Art.....1 Year Required
 (G) College Prep Electives.....1 Year Required

All A-G classes must be completed with a grade of C or better.

9th Grade – Freshman Year

Courses	Grades		Credits
English 1			
Math 1			
Co-Ed PE 1			
Freshmen Requirements			
Science (Conceptual Physics/Princ of Bio)			
Elective:			
Elective:			

10th Grade – Sophomore Year

Courses	Grades		Credits
English 2			
Math 2			
World History			
Biology			
Co-Ed PE 2 (if not playing sports)			
Elective:			
Elective:			

11th Grade – Junior Year

Courses	Grades		Credits
English 3/AP English Language			
Math 3			
US History/AP US History			
Elective:			
Elective:			
Elective:			
Elective:			

12th Grade – Senior Year

Courses	Grades		Credits
ERWC/AP English Literature			
Economics/Civics or AP Government			
Elective: Math recommended			
Elective:			
Elective:			
Elective:			

NOTES



Dream Big - Work Hard - Give Back

Successful people not only have dreams, but they also have plans to realize their dreams. They set goals that guide them to making decisions and choosing courses of action that support these plans.

DREAM BIG = GOAL (*what do you want to accomplish?*)

My three favorite activities are _____

I really want to get good at _____

I want to learn more about _____

I would like to work as _____

I would like to live in _____

I would like to drive _____

I would like to own _____

I would like to travel to _____

I would like to help _____

I would like to (anything else) _____

WORK HARD = PLAN and ACTION

To achieve my goals, I'll need to _____

I'll learn to cope with failure by _____

I'll work on having more self-discipline by _____

To gain confidence, I'll have to _____

To stay focused, I'll need to _____

GIVE BACK = CITIZENSHIP and CHARACTER

How can you help:

family and friends? _____

your school? _____

Abilities - (volunteer to) _____

Wealth (raise money to help others) _____

Name: _____ Grade: _____ Date: _____



BEGIN WITH THE END IN MIND

From the book, The 7 Habits of Highly Effective Teens, by Sean Covey

*“Control your own destiny or Someone Else Will
Define your mission and goals in life.*

Habit 2 is based on imagination--the ability to envision in your mind what you cannot at present see with your eyes. It is based on the principle that all things are created twice. There is a mental (first) creation, and a physical (second) creation. The physical creation follows the mental, just as a building follows a blueprint. If you don't make a conscious effort to visualize who you are and what you want in life, then you empower other people and circumstances to shape you and your life by default. It's about connecting again with your own uniqueness and then defining the personal, moral, and ethical guidelines within which you can most happily express and fulfill yourself. Begin with the End in Mind means to begin each day, task, or project with a clear vision of your desired direction and destination, and then continue by flexing your proactive muscles to make things happen.”

Below are the expectations for this coming school year. Think about each one. How will you accomplish them? What is your plan for success this year? What will the end of the school year look like for you?

1. **ATTENDANCE:** Maintain an average of 95% attendance. No more than 9 absences (excused or unexcused) during the entire year. (page 8)

How will I make sure I reach the goal? _____

2. **TARDIES TO CLASS:** No more than 35 total unexcused tardies over the course of the year. (page 9)

How will I make sure I reach the goal? _____

3. **READY TO LEARN:** Bring binder, planner, and school supplies every day. (page 10)

How will I make sure I am prepared? _____

4. **COMPLETING ASSIGNMENTS ON TIME:** All work needs to be turned in on or before the due date. Late assignments will only be accepted if students stay after school for tutorials. (page 10)

How will I make sure I turn in all assignments on time? _____

5. **GRADE POINT AVERAGE:** Maintain a GPA of 2.0 (“C” average) (page 11, 20)

GPA GOAL: _____ How will I make sure I maintain my gpa? _____

Student Handbook

Policies and Procedures

I have received a copy of the OHS Student Handbook for 2020-2021. I have reviewed the policies and procedures and will abide by all of them. I understand that the policies and procedures have been implemented to create a learning environment that will help me maximize my high school experience. There are consequences if I do not follow school behavior expectations.

Student Responsibilities:

- Be on time and prepared to work every day.
- Be prepared for each class with appropriate materials (binder, pen, paper, and agenda) and assignments.
- Pay attention. Follow instructions the first time they are given.
- Exhibit Cardinals CARE.
- Please dispose of trash in the trash cans not the desks or ground.
- When the bell rings, your work area is to be clean for the next student and your chair is to be pushed in.
- The teacher dismisses the class, not the bell. **Do not gather around the door** or you will not be allowed to leave.
- Respect the school's and fellow students' property.
- School rules are enforced at all times.
- No cell phone use during class time.
- Schoolwide Honesty Policy is in effect. No copying, cheating, or plagiarism on homework, class assignments, or tests.
- No foul language. No food, drink, or gum. Stay in your seat, unless otherwise directed, and no make-up or grooming in classrooms.

I have read and understand the Course Syllabus for each of my classes and the Student Handbook. I understand that I am responsible for my education and for my behavior. I will endeavor to contribute to a positive learning environment by showing respect, making responsible decisions, and solving problems in a constructive manner.

Student Name (Printed) _____ ID# _____ Grade: _____

Student Signature _____ Date _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: **CONSENT**

AGENDA ITEM: **DISPOSAL OF OBSOLETE E-WASTE**

ATTACHMENTS: **E-WASTE LIST OF ITEMS**

DISCUSSION:

The attached list of items are no longer functional or are obsolete. They are to be disposed at Pena's Recycle Center. All computers listed have had their respective hard drives removed.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig Drennan, Assistant Superintendent

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approve the disposal of obsolete E-waste items.

PROPOSED ACTION:

APPROVE

Item #: 9

District Office (Lovell-FEC-DO) E-Waste Items

#	Description	Number
1	Computers	55
2	Printers	9
3	TVs	1
4	PA System	1

Golden Valley School E-Waste Items

#	Description	Number
1	Computers	16
2	Printers	2

Cutler School E-Waste Items

#	Description	Number
1	Computers	22
2	Printers	2

Palm School E-Waste Items

#	Description	Number
1	Computers	17
2	Printers	1

El Monte School E-Waste Items

#	Description	Number
1	Computers	23
2	Printers	2
3	TVs	1

Orosi High School E-Waste Items

#	Description	Number
1	Computers	42
2	Printers	6
3	TVs	1

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: CONSENT

AGENDA ITEM: GROWING STRONG LEARNERS AGREEMENT

ATTACHMENTS: TERMS AND CONDITIONS AGREEMENT FOR GROWING STRONG LEARNERS

DISCUSSION:

This agreement is between the James B. McClatchy Foundation (“JBMF”) and COJUSD. This agreement is valid July 1, 2020 through June 30, 2022. The James B. McClatchy Foundation awards COJUSD in the amount of \$1,184,000 for two consecutive years. This agreement will be awarded in four instalments. The grant is only for the project and the charitable purposes specified in the proposal submitted to the James B. McClatchy Foundation.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Leticia Trevino, Early Education Administrator

BOARD GOAL:

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board Approve the Growing Strong Learners Agreement.

PROPOSED ACTION:

APPROVE

Item #: 10



THE JAMES B. MCCLATCHY FOUNDATION
1900 Point West Way, Ste. 261
Sacramento CA 95815

TERMS AND CONDITIONS AGREEMENT
FOR
GROWING STRONG LEARNERS

Please sign and return this Terms and Conditions Agreement (this "Agreement") to the online grant management system by July 15, 2020. Thank you.

"Grantee":	Cutler Oroshi Joint Unified School District
"Project":	Growing Strong Learners Pre-K Expansion Project
"Start Date":	July 1, 2020
"Grant Period":	Two years beginning on the Start Date and ending on June 30, 2022
"Grant Amount":	\$1,184,000

THIS AGREEMENT is made as of the Start Date by and between The James B. McClatchy Foundation ("JBMF") and Grantee.

WHEREAS, JBMF wishes to award a grant to Grantee in the amount of the Grant Amount, subject to the terms and conditions of this Agreement; and

WHEREAS, Grantee wishes to receive such grant, subject to the terms and conditions of this Agreement.

NOW, THEREFORE, JBMF and Grantee agree as follows:

- 1. GRANTEE STATUS:** Grantee represents, warrants and covenants to JBMF that it is as of the Start Date, and will be at all times during the entire Grant Period, recognized: (i) by the Internal Revenue Service as a tax-exempt organization within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or (ii) as a local government institution such as a school district.
- 2. THE GRANT:** Subject to the terms and conditions of this Agreement, JBMF agrees to

provide Grantee with a grant in the amount of the Grant Amount (the "Grant"), payable to Grantee as set forth below.

Lump Sum Payment equal to the Grant Amount on or before [Date].

In Installments as follows:

First: \$414,400 on or before July 31, 2020

Second: \$177,600 on or before February 19, 2021.

Third: \$414,400, less the unexpended portion of all prior installments of the Grant Amount (if any) on or before July 31, 2021.

Fourth: \$177,600, less the unexpended portion of all prior installments of the Grant Amount (if any) on or before July 31, 2022.

JBMF may withhold or delay any installment payments hereunder in the event: (i) a report required by Section 18 of this Agreement (if any) is not received or is not approved by JBMF; (ii) there is a material delay in completing the Grant Purposes; or (iii) Grantee breaches any of the terms or conditions of this Agreement.

3. **USE OF FUNDS:** Grantee will use the Grant only for the Project and the charitable purposes specified in Grantee's proposal submitted to JBMF (collectively, the "Grant Purposes") as attached hereto as Exhibit A (the "Proposal") and in accordance with the itemized final budget as attached hereto as Exhibit B (the "Final Budget").

Grantee will neither use any portion of the Grant for any purpose other than the Grant Purposes nor make any material changes to the Final Budget without JBMF's prior written consent. For purposes of the preceding sentence, a "material change" to the Final Budget is any change or series of changes to budgetary allocations that amounts to more than 10.0% of the total budget or any change to a single line item category in the budget by more than 10.0%.

Notwithstanding anything to the contrary in the Final Budget, no portion of the Grant may be used to reimburse any expenses Grantee incurred prior to the Start Date.

4. **COMPLETION OF GRANT PURPOSES:** Grantee will complete the Grant Purposes prior to the expiration of the Grant Period.
5. **UNEXPENDED FUNDS:** Any portion of the Grant Amount (including any investment earnings thereon) that has not been used by the expiration of the Grant Period or termination of this Agreement must be returned by Grantee to JBMF promptly following such expiration or termination.
6. **INVESTMENT OF GRANT FUNDS:** If Grantee invests the Grant Amount, or any portion thereof, all such investments must be highly-liquid investments with the primary objective of preservation of principal (e.g., an interest-bearing account or a registered money market mutual fund) so that the entire Grant is available for carrying out the Grant Purposes. Furthermore, any investment earnings on the Grant Amount will be used by Grantee in furtherance of the Grant Purposes.

- 7. SUBGRANTEES AND SUBCONTRACTORS:** Grantee has the exclusive right to select subgrantees and subcontractors to assist Grantee in carrying out the Grant Purposes. Grantee will inform any such subgrantees and subcontractors in writing of Grantee's obligations under this Agreement, including the JBMF Publicity and Brand Guidelines attached hereto as Exhibit C. Grantee will be entirely responsible for such subgrantees' and subcontractors' acts and omissions and ensuring they comply with the terms and conditions of this Agreement as set forth in Section 9 below.
- 8. RELATIONSHIP OF PARTIES:** The relationship between the parties hereto is that of independent contractors. Nothing contained in this Agreement shall be construed as creating any agency, partnership, joint venture or other form of joint enterprise, employment or fiduciary relationship between the parties, and neither party shall have authority to contract for or bind the other party in any manner whatsoever.
- 9. RESPONSIBILITY FOR OTHERS:** Grantee is solely responsible for all acts and omissions of any of Grantee's trustees, directors, officers, managers, employees, independent contractors, subgrantees, subcontractors, agents, and affiliates assisting with the Grant Purposes and ensuring their compliance with the terms and conditions of this Agreement.
- 10. REPRESENTATIONS AND WARRANTIES OF GRANTEE:** Grantee represents and warrants to JBMF that: (i) the information contained in the Proposal is, and all information contained in reports delivered by Grantee to JBMF hereunder will be, true, accurate and complete in all material respects; (ii) it is in compliance, and will at all times perform hereunder in compliance, with all applicable federal, state and local laws, regulations and rules, including, without limitation, by maintaining all requisite licenses, permits and registrations; (iii) Grantee will receive good and valid title to any and all Work Product (as defined below), free and clear of all encumbrances and liens of any kind; (iv) none of Grantee's performance hereunder, Work Product and JBMF's use thereof will infringe, misappropriate, or violate the intellectual property, privacy, or publicity rights of any third party; and (v) none of the following is as of the Start Date, nor will be at any time during the Grant Period, a country, territory, individual or entity named on the OFAC lists of Sanctioned Countries or Specially Designated Nationals: Grantee, any person or entity controlling or controlled by Grantee, any person or entity having a beneficial interest in Grantee, or any person or entity for whom Grantee is acting as an agent or nominee in connection with this transaction.
- 11. TERMINATION:** JBMF may terminate this Agreement effective immediately upon written notice to Grantee and without any liability to Grantee, if:
- a. JBMF is not reasonably satisfied with Grantee's progress on the Project;
 - b. The occurrence of one or more changes, events, problems, delays, or adverse conditions, that JBMF reasonably believes may materially impact the progress or outcomes of, or Grantee's ability to achieve, the Grant Purposes; or
 - c. Grantee breaches this Agreement.

- 12. LOBBYING AND ELECTIONEERING PROHIBITION:** No portion of the Grant may be used to:
- a. participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of (or in opposition to) any candidate for public office; or
 - b. carry on any lobbying activities within the meaning of Section 501(c)(3) of the IRS Code and the regulations thereunder.
- 13. INTELLECTUAL PROPERTY:** All intellectual property rights in and to all documents, work product and other materials that are delivered to JBMF hereunder or prepared by or on behalf of Grantee in the course of performing hereunder, including any items identified as such in the Proposal, except for any confidential information of Grantee or Grantee's materials (collectively, "Work Product"), shall be owned exclusively by JBMF. Grantee agrees, and shall cause its employees, independent contractors, subcontractors, subgrantees, and agents to agree, that with respect to any Work Product that may qualify as "work made for hire" as defined in 17 U.S.C. Section 101, such Work Product are hereby deemed a "work made for hire" for JBMF. To the extent that any Work Product does not constitute a "work made for hire," Grantee hereby irrevocably assigns, and shall cause its employees, independent contractors, subcontractors, subgrantees, and agents to irrevocably assign, to JBMF, in each case, without additional consideration, all right, title and interest throughout the world in and to such Work Product, including all intellectual property rights therein. Grantee shall cause its employees, independent contractors, subcontractors, subgrantees, and agents to irrevocably waive, to the extent permitted by applicable law, any and all claims such employees, independent contractors, subcontractors, subgrantees, and agents may now or hereafter have in any jurisdiction to so-called "moral rights" or rights of droit moral with respect to Work Product.
- 14. RECORD KEEPING; AUDIT RIGHT:** Grantee will keep all receipts relating to the expenditure of the Grant and maintain adequate accounting records, in a form reasonably acceptable to JBMF, that show the use of the Grant being used exclusively for the Grant Purposes and otherwise in accordance with this Agreement. Grantee shall maintain such records for at least five (5) years after the end of the Grant Period. JBMF shall have the right, upon reasonable notice, to conduct on-site visits and to audit Grantee's records relating to expenditure of the Grant up to three (3) years after the end of the Grant Period.
- 15. SEVERABILITY:** If any term or provision of this Agreement is invalid, illegal or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.
- 16. ASSIGNMENT:** Grantee may not assign, or transfer by operation of law or court order, any of Grantee's rights or obligations under this Agreement without JBMF's prior written consent. Any assignment or transfer in violation of the foregoing shall be deemed null and void. JBMF may freely assign, or transfer by operation of law or court order, its rights and obligations hereunder at any time. Subject to the limits on assignment and transfer stated above, this Agreement will be binding on, and inure to the benefit of, and be enforceable against each of the parties hereto and their respective successors and assigns.

17. INDEMNIFICATION: Grantee shall indemnify, defend, and hold harmless JBMF and its officers, directors, employees, independent contractors, agents, and affiliates from and against any and all claims, liabilities, damages, losses, expenses, demands, suits, and judgments, including, without limitation, reasonable attorneys' fees and costs, arising from, resulting from or relating to:

- a. Grantee's performance of this Agreement or Grantee's breach of any representation, warranty, covenant or other obligation under this Agreement; or
- b. the intentional misconduct or negligent acts or omissions of Grantee or its employees, independent contractors, agents, subgrantees and subcontractors in connection with the performance of Grantee's obligations under this Agreement.

18. REPORTS: Grantee will submit to JBMF in writing the following reports:

- a. **Interim Reports.** On or before the dates shown below, Grantee shall submit to JBMF interim reports in the form provided by JBMF to Grantee, regarding the use of the Grant, compliance with the terms of this Agreement, and the progress made toward achieving the Grant Purposes. If the interim reports are not received by JBMF on the dates specified or are not approved by JBMF, then JBMF may, in its sole discretion, withhold further Grant payments (if applicable) until the interim report is received and/or approved.

First Interim Report due [January 29, 2021].

Second Interim Report due [July 16, 2021].

Third Interim Report due [January 28, 2022].

- b. **Final Reports.** On or before [July 15, 2022], Grantee shall submit to JBMF a final report in the form provided by JBMF to Grantee, detailing the use of the Grant and the progress made toward achieving the Grant Purposes.
- c. **Other Reports.** In addition to the interim and final reports, Grantee shall comply with reasonable requests of JBMF for other reports. Furthermore, at the reasonable request of JBMF, JBMF shall be granted access to Grantee's employees, independent contractors, subcontractors, subgrantees, and agents, in matters that include Project expenditures, records, performance data, and outcomes hereunder.

19. EVALUATION¹: Grantee agrees to notify JBMF and provide copies of any reports or findings if Grantee conducts or commissions any research or evaluation regarding the Project. If Grantee is selected to participate in Foundation-funded research or evaluation relating to the Project, Grantee agrees to:

- a. designate a primary point of contact;
- b. cooperate with the Foundation's evaluation partner as reasonably required to implement an evaluation plan;
- c. provide or facilitate the collection of data as reasonably required; and
- d. permit dissemination of resulting reports or findings.

- 20. PUBLICITY:** JBMF may include information about the award of the Grant hereunder, including Grantee's name, on its website and as part of press releases, public reports, speeches, newsletters, tax returns, and other public disclosures of JBMF. Any public disclosure by Grantee or Grantees' subgrantees, subcontractors, employees, independent contractors, agents, or affiliates with respect to the award of the Grant hereunder or the Grant Purposes must be made in accordance with JBMF's Publicity and Brand Guidelines attached hereto as Exhibit C.
- 21. NOTICE:** If there is a change in Grantee's tax-exempt status or if there are any significant changes, events, problems, delays, or adverse conditions that may materially impact the progress or outcomes of, or Grantee's ability to achieve, the Grant Purposes (including, without limitation, changes to Project staff or key Project personnel), then Grantee will promptly notify JBMF (but, in any event, within ten (10) business days) of such changes, events, problems, delays or adverse conditions (together with proposed Grantee actions to address such changes, events, problems, delays or adverse conditions).
- 22. INSURANCE:** During the Grant Period, Grantee shall maintain in force adequate workers' compensation, commercial general liability, errors and omissions, and other forms of insurance, in each case with insurers reasonably acceptable to JBMF, with policy limits sufficient to protect and indemnify JBMF and its officers, directors, employees, independent contractors, agents, and affiliates from any losses resulting from Grantee's acts or omissions or the acts or omissions of Grantee's agents, contractors, or employees.
- 23. NO FURTHER SUPPORT:** Grantee acknowledges that neither JBMF nor any of its employees, officers, directors, or other agents has made an actual or implied promise of funding except with respect to the Grant hereunder. Grantee acknowledges and agrees that JBMF has no obligation whatsoever to provide any additional or other support to Grantee, whether financial or otherwise, for the Grant Purposes (as defined below) or for any other purpose.
- 24. NOTICES GIVEN HEREUNDER:** All notices, requests, consents, claims, demands, waivers, and other communications (each, a "Notice") shall be in writing and addressed to the parties hereto at the addresses set forth on the signature page of this Agreement (or to such other address that may be designated by the receiving party from time to time in accordance with this Section). All Notices shall be delivered by personal delivery, nationally recognized overnight courier (with all fees prepaid), email (with confirmation of transmission), or certified or registered mail (in each case, return receipt requested, postage prepaid). Except as otherwise provided in this Agreement, a Notice is effective only if (a) the receiving party has received the Notice, and (b) the party giving the Notice has complied with the requirements of this Section.
- 25. ENTIRE AGREEMENT; AMENDMENT, MODIFICATION, AND WAIVER:** This Agreement, together with the exhibits attached hereto (which are hereby incorporated into and made a part of this Agreement), sets forth the sole and entire agreement of the parties to this Agreement with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations and warranties, both written and oral, with respect to such subject matter. This Agreement may be amended,


modified or supplemented only by an agreement in writing signed by an authorized officer of each of Grantee and JBMF, and any of the terms of this Agreement may be waived only by a document in writing signed by the party or parties waiving compliance.

- 26. SURVIVAL:** The terms and conditions of Sections 3, 5-10, 13-18, 20, and 23-30 shall survive the expiration or termination of this Agreement.
- 27. GOVERNING LAW:** This Agreement and all matters arising out of or relating to this Agreement are governed by, and construed in accordance with, the laws of the State of California, without giving effect to the conflict of laws provisions thereof to the extent such principles or rules would require or permit the application of the laws of any jurisdiction other than those of the State of California.
- 28. NO THIRD-PARTY BENEFICIARIES:** This Agreement is for the sole benefit of the parties hereto and their respective successors and permitted assigns and nothing herein, express or implied, is intended to or shall confer upon any other person or entity any legal or equitable right, benefit, or remedy of any nature whatsoever under or by reason of this Agreement.
- 29. ATTORNEYS' FEES:** In the event that any party institutes any legal suit, action, or proceeding against the other party arising out of or relating to this Agreement, the prevailing party in the suit, action, or proceeding shall be entitled to receive, in addition to all other damages to which it may be entitled, the costs incurred by such party in conducting the suit, action, or proceeding, including reasonable attorneys' fees and expenses and court costs.
- 30. TIME IS OF THE ESSENCE:** Time is of the essence in the performance of each obligation under this Agreement.
- 31. COUNTERPARTS:** This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, email, or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

[Signature page follows]

IN WITNESS WHEREOF, the parties hereto have executed this Terms and Conditions Agreement as of the Start Date.


THE JAMES B. McCLATCHY FOUNDATION

By:  Date: July 10, 2020
Priscilla Enriquez On or after July 1, 2020
Chief Executive Officer

Address: 1900 Point West Way, Suite 261
Sacramento, California 95815
Attn: Priscilla Enriquez, CEO

Email: penriquez@centralvalleyfoundation.org priscilla@jbmclatchyfoundation.org

[GRANTEE NAME]

By:  Date: 7/7/2020
On or after July 1, 2020

Name: Uplanda Valdez

Title: Superintendent

Date: 7/7/2020

Address: 12623 ave 416

Attn: _____

Email: yvaldez@cojusd.org

EXHIBIT A
THE PROPOSAL

(refer to Foundant, the online grant management system)

EXHIBIT B
FINAL BUDGET

(refer to Foundant, the online grant management system)

EXHIBIT C
PUBLICITY AND BRAND GUIDELINES

To properly acknowledge the work of the Grantee and JBMF, the following guidelines shall be adhered to per item 20 in the Terms and Conditions:

1. Naming of the Foundation: all references to JBMF shall be designated as
"The James B. McClatchy Foundation"
2. Naming of the Fund: all references to the initiative shall be designated as
"The Growing Strong Learners Initiative"
3. Naming of both Foundation and the initiative: all references to a combined name shall be designated as
"The Growing Strong Learners Initiative of The James B. McClatchy Foundation"
4. Use of logos and other brand assets: For any public document, whether used digitally or in print, that acknowledges this grant, the proper use of the JBMF logo will not be accessed from a "copy" function from the JBMF website, social media accounts, or other publicly-accessed sites. To access the logos, please contact Elise Spang at elise@ibmccclatchyfoundation.org and request a JPG, EPS, or PNG file.
5. Copies of any collateral materials created for marketing and publicity purposes shall properly acknowledge this grant, per items 1-3. Please mail or email collateral to JBMF.
6. Online acknowledgment via social media platforms and the organizational website shall properly acknowledge this grant, per items 1-3. When possible, please tag JBMF using @JBMcClatchyFdn (Twitter) or facebook.com/JBMcClatchyFdn (facebook).
7. No quotes of JBMF employees or board members shall be created without the expressed consent, review, and approval by JBMF. Please submit a request for quotes at least 2 weeks in advance of use.

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: **CURRICULUM/INSTRUCTION**

AGENDA ITEM: **EL MONTE MIDDLE SCHOOL INTEGRATED SCIENCE ADOPTION GRADES 6-8**

ATTACHMENTS: **EL MONTE MIDDLE SCHOOL SCIENCE CURRICULUM ADOPTION PROCESS 2020-2021**

DISCUSSION: El Monte Middle School's contract with Amplify Science expires at the close of the 2019-2020 school year. Teachers have requested to adopt a new core curriculum for Integrated Science. Teachers piloted curricula during the school year. A quote was requested for the selected curriculum (Elevate) in March 2020. Recent budget cuts effected the purchase of the recommended curriculum. Teachers researched Open Education Resources. Teachers critiqued two curricula, Stanford NGSS Integrated Curriculum and OpenSciEd. . Teachers then voted for and recommended the Stanford curriculum as core curriculum. Stanford units are performance based and align with the current Next Generation Science Standards. Students use their science knowledge to make sense of the world around them, solve problems, and design solutions. Units are designed to elicit and develop an understanding of all three dimensions—disciplinary core ideas, science and engineering practices, and crosscutting concepts—as students tackle complex real-world issues. The curriculum framework provides a range of language supports and opportunities for structured group work. Teachers agreed to use components of OpenSciEd as Board Approved supplemental materials.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning*

BOARD GOAL:

<input checked="" type="checkbox"/>	1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
<input checked="" type="checkbox"/>	2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
<input checked="" type="checkbox"/>	3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board accept El Monte Middle School Integrated Science Adoption Grades 6-8**

PROPOSED ACTION: **ACCEPT**

Item #: 11

El Monte Middle School Science Curriculum Adoption Process 2020-2021

Curriculum for Review Criteria:

- OER Open Educational Resources - freely accessible, openly licensed text, media, and digital resources for teaching and learning.
- NGSS and CA aligned
 - Coherence
 - Alignment to standards
 - Rigor
 - Engagement
 - Usability/Readability

	Description	Resources	Timeframe
STEP 1	Review NGSS Content Standards **On your own to review your grade level standards	6th grade integrated by topic 7th grade integrated by topic 8th grade integrated by topic	Today
STEP 2	Stanford Primarily PBL lessons Full curriculum available now	Stanford Curriculum	Thursday 5/21
STEP 3	OpenSciEd Not all units have been released, additional will come out this summer.	OpenSciEd Curriculum	Friday 5/22
Step 3.5	Additional sources found We are still searching for other options and we are happy to hear about anything you have found.	none	Next Week as needed
STEP 4	Pro/Con Discussion Rank the Curriculum (Google Form)	Voting form: Link https://forms.gle/mJqjTHd9xUPLWzjD8	Thursday 5/28

Curriculum Notes

	Pros	Cons
Stanford	<p>There are some good activities and it is generally aligned with the standards (I liked some of the parts explaining kinetic / potential energy and the nervous system).</p> <p>I like the way students are required to address/tie together multiple standards when working on projects.</p> <p>The teacher layout is easy to follow.</p> <p>There is a slidedeck for each unit but I don't know if it can be copied and changed.</p>	<p>Is centered around projects requiring collaboration. Will be difficult to rely on this curriculum if we go online next year/are subject to social distancing</p> <p>I didn't feel there was much background info/general information provided related to standards. My students will struggle with these activities in groups and will be lost if I give them these activities to do at home alone. Not sure how much of this curriculum I will be able to use.</p> <p>Not much on MS-LS1-2</p> <p>Not many visuals included.</p> <p>Very Rigorous for students, considering they may need to complete work independently.</p> <p>Student work was dry to look at.</p>
OpenSciEd	<p>I like the hands-on activities and it has some great simulations.</p> <p>Videos are great visuals for doing distance learning.- VERY DRY</p> <p>Simulations are great</p> <p>There are some great visuals</p> <p>The whole unit can be saved to the drive!!!!</p>	<p>Is very collaborative which will not work for distance learning Not all units provided</p> <p>Videos are great visuals for doing distance learning.- VERY DRY</p> <p>I am not sure how we can assign the simulation to the students. It may have to be recorded with us through screencastify and then turned into an edpuzzle-- A lot of teacher work</p>

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: CURRICULUM/INSTRUCTION
AGENDA ITEM: EL MONTE MIDDLE SCHOOL MATH ADOPTION GRADES 6-8
ATTACHMENTS: EL MONTE MIDDLE SCHOOL MATH CURRICULUM ADOPTION PROCESS 2020-2021

DISCUSSION: El Monte Middle School's contract with Digital Techbook by Discovery Math expires at the close of the 2019-2020 school year. Teachers have requested to adopt a new core curriculum for Mathematics. Teachers engaged in a process to evaluate two programs available as Open Educational Resources: Open Up Resources Math and Eureka Math. Teachers unanimously voted for Open Up Resources Math. Open Up Resources Math has entered an agreement with Illustrative Math (IM) to allow free access to curriculum online. IM is a problem-based core curriculum designed to address content and practice standards to foster learning for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language. Teachers can shift their instruction and facilitate student learning with high-leverage routines to guide learners to understand and make connections between concepts and procedures.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning*

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board accept El Monte Middle School Math Adoption Grades 6-8**

PROPOSED ACTION: **ADOPT**

El Monte Middle School Math Curriculum Adoption Process 2020-2021

Video conference - Monday, May 18 from 9:00-9:55 am

Curriculum for Review Criteria:

- State Adopted
- OER Open Educational Resources - freely accessible, openly licensed text, media, and digital resources for teaching and learning.
- <https://www.edreports.org/compare/results/math-k8>
 - Score a Green for Focus and Coherence
 - Score a Green for Rigor and Mathematical Practices
 - Score a Green or Yellow for Usability

	Description	Resources	Timeframe
STEP 1	<p>Build Content Standards Knowledge</p> <ul style="list-style-type: none"> - Review your grade level essential standards - Review the 8 mathematical practices - Review Achievement Level Descriptors- SBAC Mathematics Item Specifications and sample items - Review sample items on SBAC Interim Assessments (IAB/FIAB/ICA) 	<p>6th grade Math Essential Standards 7th grade Math Essential Standards 8th grade Math Essential Standards</p> <p>Mathematical Practices Breaking down the Common Core's 8 Mathematical Practice Standards</p> <p>https://www.ccsmathactivities.com</p> <p>http://www.caaspp.org/</p>	Mon-Tues May 18-19
STEP 2a	<p>Illustrative Mathematics Curriculum</p> <p>Curriculum Exploration using the Quality Instructional Materials Tool as a guide</p> <p>Ed Reports and OER Focus and Coherence Rigor and Mathematical Practices Usability</p>	<p>https://openupresources.org/math-curriculum/</p> <p>https://learnzillion.com/signup</p> <p>https://www.khanacademy.org/math/illustrative-math</p>	Wed - Thurs May 20-21
STEP 2b	<p>Eureka Math</p> <p>Curriculum Exploration using the Quality Instructional Materials Tool as a guide</p> <p>Ed Reports and OER Focus and Coherence Rigor and Mathematical Practices Usability</p> <p>the materials do not provide strategies for gathering information about students' prior knowledge within and across grade levels. Also,</p>	<p>https://greatminds.org/math</p> <p>https://www.khanacademy.org/math/engageny</p> <p>https://embarc.online/</p>	Fri - Tues May 22, 26

	the materials do not meet expectations for differentiated instruction. There are limited notes in the margins and boxes in the teacher materials that provide teachers with strategies for meeting the needs of a range of learners, and a variety of solution strategies are not always encouraged.		
STEP 2c	?? EdGems Math 2018 Not OER \$?? Carnegie Learning 2018 (\$) ?? Go Math (\$) Rigor and MP		Wed May 27
STEP 3	Pros/Cons Discussion (See the tables below to guide our discussion) (video conference)		Wed May 27
STEP 4	Rank the Curriculum (Google Form)		Thurs May 28

Pro/Con Discussion Tables

Learnzillion	Khan Academy	Open - up
<p>Pros:</p> <ul style="list-style-type: none"> • A lot of assignments are student friendly. • Vary types of answer methods. • Some of the concepts are taught similar to our methods. • Videos, practice problems and full lessons. <p>Cons:</p> <ul style="list-style-type: none"> • Can't name the assignment. • Grading isn't user friendly. • Some math Tools did not work • Some of the warm-ups are out there lol 	<p>Pros:</p> <ul style="list-style-type: none"> • student assignments has start button. • Students can check answers. • Shows students when done with assignment. • Can link to Google Classroom. <p>Cons:</p> <ul style="list-style-type: none"> • Videos are too complex. • Not an actual lesson. Warm-up etc. • Students can bypass videos. • Students can access everything. • Titles can't be changed. 	<p>Pros:</p> <p>Cons:</p> <ul style="list-style-type: none"> • Layout is confusing. • Hard to navigate. • Units don't align. • Only has printable resources. • Can't assign activities. • Lessons are not accessible by students. • No EL material support. •

Illustrative Mathematics	
Pros/Strengths	Cons/Weaknesses
Linked to khan academy videos/resources	Learnzillion was difficult to navigate
Assessments available	Learnzillion full video collection is only available during school closure.
Covid - 19 Resources for Open Up Resources 6-8 Math	Learnzillion- a subscription required for assessments.
Mr. Morgans Help - Page full of all the resources to help students per each unit.	
There are additional resources in Open Up called, " Community Created Resources ." If you click on that link, there are slides already made for each lesson along with videos for the "hook."	
Open Up- Family Resource pages would be helpful for parents during distance learning. It is in spanish and English	
Open Up- The whole website can be translated into spanish!!!!	
Learnzillion- The lesson plans are well laid out if you were in the classroom.	
Learnzillion- Leveled worksheets.	
IM Talking Math grades 6-8 https://illustrativemathematics.blog/2020/04/08/im-talking-math-6-8-resources-for-weekly-re-engagement/	
https://new.assistments.org/content	

<p>https://docs.google.com/spreadsheets/d/1ydCUOFID4xz49-4_VTHYS9ryu6O_G7HaspNkp2pQLHU/edit?usp=sharing</p> <p><u>Here is a sheet that helps organize all the information for all grade levels 6th - 8th grade. Take a look at it and modify if however you want.</u></p>	
--	--

Eureka Mathematics	
Pros/Strengths	Cons/Weaknesses
	Digital Suite Free until June 30th Print Material- Quote needed
	Very lengthy and too much explanation
	Exact same as Engage NY
	Dashboard was not helpful
	Dry content and not engaging
	The elementary schools use it but do not like it.

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: CURRICULUM/ INSTRUCTION
AGENDA ITEM: NEW COURSE AT EL MONTE: INTERMEDIATE BAND
ATTACHMENTS: ADVANCED BAND/INTERMEDIATE BAND NUMBER AND INTERMEDIATE BAND COURSE OUTLINE

DISCUSSION:
El Monte Middle School Music department has seen the department grow over the last few years. This year, we have over 90 students that are eligible for Advanced Band. Under the guidance of Mr. Hernandez and Mr. Gaspar, the department feels it is in the best interest of student learning to create an Intermediate Band class. This class would prepare students, who excelled in Beginning Band, into a transition class before the Advanced class.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning*

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board approve the New Course at El Monte: Intermediate Band**

PROPOSED ACTION: **APPROVE**



El Monte Middle School Intermediate Band Outline

EM Intermediate Band Essential Standards (CASM):

- Anchor Standard 3: Refine and complete artistic work.
 - Nov.MU:E.Cr3.1
- Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
 - Nov.MU:E.Pr5
- Anchor Standard 6: Convey meaning through the presentation of artistic work.
 - Nov.MU:E.Pr6
- Anchor Standard 7: Perceive and analyze artistic work.
 - Nov.MU:E.Re7.1
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - Nov.MU:E.Cn11

Week	Standard	Topic
1. August 11-14		Systems and Procedures <ul style="list-style-type: none"> ● All students sign into Google Classroom ● Instruments are assigned to students
2. August 17-21	Nov.MU:E.Cr3.1	Theory Review <ul style="list-style-type: none"> ● Types of notes ● Articulations ● Dynamics ● Assessment Instrument care (videos) <ul style="list-style-type: none"> ● How to assemble instrument ● How to properly care for and clean instruments.
3. August 24-28	Nov.MU:E.Cr3.1	Theory Review and Assessment <ul style="list-style-type: none"> ● Intro to Key signatures (C, Bb) ● Intro to Time signatures ● Clefs ● Assessment Beginning to play (videos) <ul style="list-style-type: none"> ● Breathing exercises ● Proper embouchure
4. August 31-Sept. 4	Nov.MU:E.Pr5	Proper breathing and Tone



El Monte Middle School Intermediate Band Outline

		<ul style="list-style-type: none"> ● Breathing Gym ● Warm up exercises with good posture and tone ● Long tones ● Students receive method books
5. Sept. 8-Sept. 11	Nov.MU:E.Pr5	<p>Proper breathing and Tone</p> <ul style="list-style-type: none"> ● Produce proper tone <ul style="list-style-type: none"> ○ <i>breath support, "warm and steady" air.</i> ● Produce good intonation ● Sing and play "Do-So" (1st-5th degree) in B-flat concert ● Use proper articulation/tonguing ● Students receive method books
6. Sept. 14-Sept 18	Nov.MU:E.Pr5	<p>Preparation for playing assessment</p> <ul style="list-style-type: none"> ● Test - First 5 scale degrees played accurately with good intonation, proper breath support, and proper articulations. Whole, Half, Quarter notes. ● Begin to learn the entire Concert Bb major scale. Also sing Do - Do
7. Sept. 21-Sept. 25	Nov.MU:E.Re7.1 Nov.MU:E.Cr3.1	<p>Students receive music (SOE, Sound Innovations, march)</p> <ul style="list-style-type: none"> ● Students identify reasons for selected music based on context, interest, and characteristics found in music. ● Students mark the text and begin rehearsing.
8. Sept. 28-Oct. 2	Nov.MU:E.Pr5	<p>Students will learn how to begin learning a piece of music.</p> <ul style="list-style-type: none"> ● Slowly and accurately (with proper breath support and articulations) first, after multiple repetitions slowly increase tempo until desired tempo is reached. <p>With good intonation, proper breath support and articulations, students will begin</p>



El Monte Middle School Intermediate Band Outline

		rehearsing: <ul style="list-style-type: none"> • Concert Bb scale • March (rehearsing and listening) • Method book exercises
9. Oct. 5-Oct. 9	Nov.MU:E.Pr5 Nov.MU:E.Cn11	March <ul style="list-style-type: none"> • Students will relate march to cultural and historical contexts when performing. • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises and Bb scale.
10. Oct. 12-Oct. 16	Nov.MU:E.Pr5 Nov.MU:E.Cn11	March <ul style="list-style-type: none"> • Students will relate march to cultural and historical contexts when performing. • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises and Bb scale.
11. Oct. 20-Oct.23	Nov.MU:E.Pr5 Nov.MU:E.Cn11	March <ul style="list-style-type: none"> • Students will relate march to cultural and historical contexts when performing. • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises and Bb scale.
12. Oct. 26-Oct. 30	Nov.MU:E.Pr5 Nov.MU:E.Pr6	March <ul style="list-style-type: none"> • Students present work • Playing assessment • Self evaluation (concert evaluation) • Students begin rehearsing Concert F major scale. • Winter repertoire is selected and assigned
13. Nov. 2-Nov. 6	Nov.MU:E.Pr5 Nov.MU:E.Re7.1	Winter repertoire <ul style="list-style-type: none"> • Students receive winter repertoire (2-3 selections, grades .5 - 1) • Students mark text and begin rehearsing.



El Monte Middle School Intermediate Band Outline

		<ul style="list-style-type: none"> • Concert F Major scale
14. Nov. 9-Nov.13	Nov.MU:E.Pr5	<p>Winter repertoire</p> <ul style="list-style-type: none"> • Students continue to rehearse music with proper playing techniques • Students continue with method book exercises • Concert F Major scale
15. Nov. 16-Nov. 20	Nov.MU:E.Pr5	<p>Winter repertoire</p> <ul style="list-style-type: none"> • Students continue to rehearse music with proper playing techniques • Students continue with method book exercises • Concert F Major scale
Break Nov. 23-Nov. 27		
16. Nov. 30-Dec. 4	Nov.MU:E.Pr5 Nov.MU:E.Cr3.1	Preparation for Fall semester assessments. Students continue rehearsing Winter repertoire, method book exercises, and Concert Bb and F major scales.
17. Dec.7-Dec. 11	Nov.MU:E.Pr5 Nov.MU:E.Cr3.1	<p>Assessment</p> <ul style="list-style-type: none"> • Level 2 theory exam • Preparation for playing exams <ul style="list-style-type: none"> ◦ (Winter pieces, method book exercises, and Concert Bb and F major scales)
18. Dec. 14-Dec.18	Nov.MU:E.Pr6	<p>Assessment/Performance</p> <ul style="list-style-type: none"> • Theory exam • Playing exams <ul style="list-style-type: none"> ◦ Major scales - Bb and F ◦ Chromatic scale • Individual music selection tests/Winter repertoire (Grade .5 - 1) • Method book exercises
Winter Break 12/21-1/8		
Jan 11- Jan 15	Nov.MU:E.Pr5 Nov.MU:E.Cn11 Nov.MU:E.Re7.1	<p>"Festival" repertoire is passed out (Concert music grades 0.5 - 1.5, 3-4 selections)</p> <ul style="list-style-type: none"> • Students will relate festival music to cultural and historical contexts. • Students learn "festival" rubric



El Monte Middle School Intermediate Band Outline

		<ul style="list-style-type: none"> • Students mark text - tricky sections, dynamic changes, etc. • Students continue playing exercises from method book • Students begin learning Concert F Major scale.
Jan 19 - Jan 22	Nov.MU:E.Pr5 Nov.MU:E.Cn11 Nov.MU:E.Re7.1	"Festival" repertoire <ul style="list-style-type: none"> • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises • Students continue working on Concert F Major scale with proper playing techniques.
Jan 25 - Jan 29	Nov.MU:E.Pr5 Nov.MU:E.Cn11	"Festival" repertoire <ul style="list-style-type: none"> • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises • Students continue working on Concert F Major scale with proper playing techniques. • Bb Major scale playing test.
Feb 1 - Feb 5	Nov.MU:E.Pr5 Nov.MU:E.Cn11	"Festival" repertoire <ul style="list-style-type: none"> • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises • Students continue working on Concert F Major scale with proper playing techniques.
Feb 9 - Feb 12	Nov.MU:E.Pr6	Festival repertoire assessment. Students should be roughly halfway with learning festival music. Concert F Major scale playing test.
Feb 16 - Feb 19	Nov.MU:E.Pr5 Nov.MU:E.Cn11	"Festival" repertoire <ul style="list-style-type: none"> • Students continue to rehearse music with proper playing techniques. • Students continue with method book exercises



El Monte Middle School Intermediate Band Outline

		<ul style="list-style-type: none"> Students continue working on Concert F Major scale with proper playing techniques. Introduce chromatic scale
Feb 22 - Feb 26	Nov.MU:E.Pr5 Nov.MU:E.Cn11	<p>"Festival" repertoire</p> <ul style="list-style-type: none"> Students continue to rehearse music with proper playing techniques. Students continue with method book exercises Students continue working on Concert F Major scale with proper playing techniques. chromatic scale practice
Mar 1 - Mar 5	Nov.MU:E.Pr5 Nov.MU:E.Cn11	<p>"Festival" repertoire</p> <ul style="list-style-type: none"> Students continue to rehearse music with proper playing techniques. Students continue with method book exercises Students continue working on Concert F Major scale with proper playing techniques. Chromatic scale practice
Mar 8 - Mar 12	Nov.MU:E.Pr5 Nov.MU:E.Pr6	<p>Preparation for "Festival Performance"</p> <ul style="list-style-type: none"> Students review festival rubric and learn how they will be judged during festival performances. Emphasis on practicing scales and sight-reading (levels 0.5-1)
Mar 15 - Mar 19	Nov.MU:E.Pr6	<p>"Festival Performance"</p> <ul style="list-style-type: none"> Students will be graded/judged similar to judging at festivals. Sight reading and scale test.
Mar 22 - Mar 26	Nov.MU:E.Pr6	Festival repertoire playing tests and make ups. Chromatic scale progress test. Tests on exercises out of method books. Spring/Pop music is selected/voted on.
Break Mar 29 - Apr 2		
Apr 6 - Apr 9	Nov.MU:E.Pr5	Spring/Pop music is selected and assigned. (2-4 selections, grades .5 - 1.5)



El Monte Middle School Intermediate Band Outline

	Nov.MU:E.Cn11	<ul style="list-style-type: none"> • Students begin marking text • Concert Eb Major scale is introduced. • Students continue working out of method book. • Continue working on Chromatic scale
Apr 12 - Apr 16	Nov.MU:E.Pr5 Nov.MU:E.Cn11	Spring/Pop music <ul style="list-style-type: none"> • Students begin marking text • Concert Eb Major scale • Students continue working out of method book. • Chromatic scale tests
Apr 19 - Apr 23	Nov.MU:E.Pr5 Nov.MU:E.Cn11	Spring/Pop music <ul style="list-style-type: none"> • Students begin marking text • Concert Eb Major scale • Students continue working out of method book. • Chromatic scale tests
Apr 26 - Apr 30	Nov.MU:E.Pr5 Nov.MU:E.Cn11	Spring/Pop music <ul style="list-style-type: none"> • Students begin marking text • Concert Eb Major scale • Students continue working out of method book. • Prepare for Spring/Pop music tests
May 3 - May 7	Nov.MU:E.Pr5 Nov.MU:E.Cn11 Nov.MU:E.Pr6	Playing tests on Spring/Pop music, Eb major scale, exercises from method book. Students "perform" music. Begin final test prep.
May 10 - May 14	Nov.MU:E.Cr3.1	Final test preparation <ul style="list-style-type: none"> • Exercises from method book • Theory test (Level 4) • Major scales Bb, F, Eb
May 17 - May 21	Nov.MU:E.Cr3.1	Final test preparation/Final assessments <ul style="list-style-type: none"> • Exercises from method book • Theory test (Level 4) • Major scales Bb, F, Eb
May 25 - May 28	Nov.MU:E.Cr3.1	Final assessments <ul style="list-style-type: none"> • Level 4 theory exam • Playing tests



El Monte Middle School Intermediate Band Outline

		<ul style="list-style-type: none">○ Chromatic Scale○ Bb, F, Eb○ Method book exercises.
June 1 - June 4		Instrument and equipment turn in
Summer vacation		

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: CURRICULUM/ INSTRUCTION

AGENDA ITEM: REFLEX CONTRACT

ATTACHMENTS: CUTLER-OROSI JOINT REFLEX MATH QUOTE

DISCUSSION: Reflex is an online, game-based program that helps students build fast and effortless recall of math facts. Research has shown that quick recall of math facts is critical for future success in mathematics. After reviewing pilot results and attending a professional learning session, coaches and administrators unanimously agreed to use Reflex to support fluency development in grades 1-5.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum, Instruction and Professional Learning

BOARD GOAL:

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approve the Reflex Contract

PROPOSED ACTION:

APPROVE

Item #: 14



ExploreLearning Reflex
For: Cutler-Orosi Joint Unif SD

Presented to: Shevonne Swanson
Curriculum Coordinator

By: Alice Kelly

Presented on: July 1, 2020

Proposal Expires on: July 31, 2020

Quantity	Product	Months	Total
3 Sites	Reflex Site License for all targeted students at a school. Priced per site.	12	\$9,885.00
1 Package	Reflex Professional Development - Two (2) webinars for up to 40 participants.		\$0.00

Subtotal: \$9,885.00

Discount: (\$988.50)

Total: \$8,896.50

Multi-year Discounts		Savings of
3 YEARS = 15% OFF	\$22,686.08	\$4,003.43
2 YEARS = 10% OFF	\$16,013.70	\$1,779.30

This proposal is made on behalf of ExploreLearning, LLC (FEIN 38-3942548). Resulting orders are subject to ExploreLearning's standard terms and conditions, which can be found at: reflexmath.com. This proposal along with the terms and conditions and privacy policy represents the entire agreement of the parties. There are no other promises in any other agreement, whether oral or written. Prices contained herein do not include applicable state and local sales taxes. Sales tax may be adjusted at the time of invoicing. Pricing information made herein is strictly confidential and is supplied on the understanding that it will be held confidential and not disclosed to third parties without the prior written consent of ExploreLearning.

Next Steps

Please contact Alice Kelly at 866-882-4141, ext. 320 or alice.kelly@explorellearning.com for more information on any aspect of this proposal (#Q-134822).

If applicable, please include your certificate of tax-exempt status with your purchase order. Purchase Orders may be sent to ExploreLearning Orders via one of the following methods:

Email to: sales@explorellearning.com

Fax to: 434-220-1484

Mail to: 110 Avon Street, Suite 300, Charlottesville, VA 22902



To ensure the effective implementation of ExploreLearning products in your school or district, please provide us with the following:

Who is the primary contact to coordinate professional development for your school or district? Please provide the following for that contact:

Name: _____

Title: _____

Email Address: _____

Phone: _____

WORKSHOP DETAILS

Provide us some details for your workshop(s):

of Teachers: _____

of Teachers who are new to the product: _____

of Teachers who are experienced with the product: _____

TECHNOLOGY

Please provide a description of the types of technology your teachers and students will be using to implement ExploreLearning products:

Technology / Devices:

Additional Notes

Your implementation manager will be in touch with your PD contact via email to schedule your professional development workshop(s). We look forward to working with your teachers!

Professional development workshops are only scheduled for dates after the start of your subscription.

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: CURRICULUM/INSTRUCTION

AGENDA ITEM: ELIGIBILITY TO PARTICIPATE IN THE DASS PROGRAM-ESPERANZA HIGH

ATTACHMENTS: DASHBOARD ALTERNATIVE SCHOOL STATUS (DASS) ELIGIBILITY CERTIFICATION FORM

DISCUSSION:

The California School Accountability System, Dashboard, contains state indicators and standards to help identify a school's strengths, weakness, and areas in need of improvement. Because these state indicators and standards were developed for traditional (non-alternative) schools, the State Board of Education (SBE) has established alternative criteria for alternative schools. Lovell and CDS are eligible based on the type of student they serve. Esperanza High must complete the application process to be considered as an alternative school.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Gabriela Guzman, Director of Accountability, Student Services and Categorical Programs.

BOARD GOAL:

1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.

2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board accept the DASS Eligibility Certification Application.

PROPOSED ACTION:

APPROVE

Item #: 15

[Accessible Version](#)



School Status Form

Dashboard Alternative School Status Online Survey

Analysis Measurement, and Accountability Reporting Division (AMARD)

Alternative schools of choice and charter schools who are currently not participating in the Dashboard Alternative School Status (DASS) program or DASS schools who are up for their 3-year DASS cycle renewal must complete a two part application process to be considered for DASS participation in the 2020 Dashboard. This online survey is Part 1 of the DASS application process and requests information about the school's high-risk student population. This survey should be completed by the school's designated DASS Coordinator who will serve as the liaison between the school and California Department of Education (CDE) DASS Team. Once the survey is completed, the DASS Coordinator will receive an email within two business days containing instructions for completing Part 2 of the application.

To be eligible for DASS status, schools must have an unduplicated count of high-risk students that comprise at least 70 percent of the school's total enrollment. (Note: a student must meet one of the high-risk criteria upon first entry into the school). Complete all fields before submitting.

Part 2 requires the electronic submission of specific supporting documents, including Local Governing School Board or charter governing board approval, to the CDE DASS Team through an online document mailbox using Box.com. Once Part 1 has been completed, the DASS Coordinator will receive an e-mail containing instructions for accessing their school's Box.com electronic folder and uploading their supporting documents.

The deadline for submitting Part 1 of the DASS application for the 2020 California School Dashboard release is **April 15, 2020**. The deadline for submitting Part 2 is **August 28, 2020**.

Note: Approval of DASS participation is contingent upon completion of Part 2.

More information about the DASS application process and terms of participation are available on the [CDE DASS web page](#).

For questions: DASS Team | DASS@cde.ca.gov | 916-319-0863

1. New DASS Application or Renewal?

New

Renewal

2. School Type (check one):

Alternative School of Choice

Charter School

3. School Information

County-District- School (CDS) 54718605430095

Code (No hyphens or spaces)

County Name Tulare

District Name Cutler-Orosi Joint Unified School District

School Name Esperanza High

4. **DASS Coordinator**

First Name Gabriela

Last Name Guzman

Job Title Director of Student Services, Accountability and Categorical Pro

E-mail Address gguzman@cojusd.org

Phone Number (999-999-9999) 559-528-6949

Reset

[Accessible Version](#)



School Status Form

5. Provide the percentage of students enrolled for each of the eligibility criteria.
 Enter "0" if none of your students meet the criteria. Students meeting eligibility criteria must be calculated based on unduplicated counts and status upon first entry to the school. Please count each student once and only in one category. The total percentage (sum of all categories) of high-risk students must be at least 70 percent of the school's total enrollment to be eligible for DASS.

To calculate the percentage for each criteria, divide the number of students in the criteria by the total number of students at the time the survey is completed.

a) Percentage (%) of students Expelled (EC Section 48925[b] including situations in which enforcement of the expulsion order was suspended [EC 48917]). 4.8

b) Percentage (%) of students Suspended more than 10 days in a school year (EC Section 48925[d]). 0

c) Percentage (%) of students who are Wards of the Court ([WIC Section 601 or 602] or dependents of the court [WIC Section 300 or 654]). 0

d) Percentage (%) of students who are Pregnant and/or Parenting. 2.4

e) Percentage (%) of Recovered Dropout Students – SBE define recovered dropouts based on EC Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days. 0

f) Percentage (%) of students who are Habitually Truant (EC Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (EC Section 48263). 16.7

g) Percentage (%) of students Retained more than once in kindergarten through grade eight. 0

h) Percentage (%) of students who are credit deficient (defined as, students who are one semester 42.9

or more behind in the credits required to graduate on-time, per grade level, from the enrolling school's credit requirements).

i) Percentage (%) of students with a gap in enrollment (defined as, students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed). 0

j) Percentage (%) of students with a high level of transiency (defined as, students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school). 14.3

k) Percentage (%) of students who are Foster Youth (EC Section 42238.01[b]). 0

l) Percentage (%) of students who are Homeless Youth. 2.4

l) Total percentage (%) of students meeting DASS eligibility criteria. 83.5

Total Percent (%) of High-risk Students 83.5

Before submitting please print this survey page for your reference.

Thank you for completing this form. Instructions for completing Part 2 will be sent by e-mail within two business days. If you do not receive an e-mail within that timeframe, contact the CDE DASS Team by email at DASS@cde.ca.gov. Select the Submit button below to submit the application to the CDE DASS Team. If the submission is successful you will be redirected to the DASS web page.

Back Reset Submit

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: CURRICULUM/INSTRUCTION
AGENDA ITEM: OROSI HIGH SCHOOL TRANSITIONS 9 APPROVAL
ATTACHMENTS: TRANSITIONS 9 CLASS OUTLINE

DISCUSSION: The CDE found that the current work-based learning indicator fields on the Special Education (SPED) file were too narrowly defined and would not capture the work-based learning experiences of many students with disabilities (SWD). Therefore, through this proposed course, students will work on topics related to their specific transition goals related to college and career awareness. This course is specific to 9th grade and will include content on Family Participation & Support of Transition to high school. OHS currently has Transition 10, 11, and 12. By adding this 4th course, selected students with disabilities (SWD) will be able to complete the required 4 years of classroom-based work exploration.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Shevonne Swanson, Director of Curriculum and Instruction*

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board approve the Transition 9 course.**

PROPOSED ACTION: **APPROVE**

**Orosi High School
Transition 9**

1. Instructor Information:

Instructor: Undetermined
Room: Undetermined
Office Hours: available days will be posted monthly
E-mail: Undetermined

2. Course Description:

Through this course, students will work on topics related to their specific transition goals related to college and career awareness. This course is specific to 9th grade and will include content on Family Participation & Support of Transition to high school. It will involve and train parents/family and supportive adults to support and mentor youth as they transition towards post-secondary outcomes. This includes knowledge of disabilities, accommodations, rights and access to programs and services.

Students will also have an opportunity to access credit recovery based on their IEP, such as but not limited to Cyber High, within the pacing of the course goals. This option will only be allowed in the second term, Spring semester. In addition, students will be retaught lessons and be provided selected readings based on California Colleges Guidance Initiative (CCGI) for 8th through 12th grade articulation for the purpose of re-teaching and/or frontloading future CCGI lessons. Students will also receive academic support to progress monitor their success while participating in the general education program.

3. Prerequisites:

Enrollment in the Transition 9 course is based on an IEP team recommendation, including an authorized parent signature.

4. Readings & Course Materials**Required Reading**

- National Collaborative on Workforce and Disability for Youth. (2005). *The 411 on Disability Disclosure Workbook*. Washington, DC: Institute for Educational Leadership.
- California College Guidance Initiative (CCGI) High School Focus. 8th grade focus; *"Self-Reflection, Growth Mindset, and Planning for High School"*
- California College Guidance Initiative (CCGI) High School Focus. 9th grade focus; *"Strategies for Success, Knowing your Resources, and Career Exploration"*
- California College Guidance Initiative (CCGI) High School Focus. 10th grade focus; *"Connecting Careers to Course Offerings, Pathways, and Degrees"*
- California College Guidance Initiative (CCGI) High School Focus. 11th grade focus; *"Planning for Life After High School"*
- California College Guidance Initiative (CCGI) High School Focus. 12th grade focus; *"Time to Transition: Launching Your Plan!"*
- Selected materials and required readings to frontload for Transition 10
 - Transition Curriculum: Volume 1. "Personal Management": Publisher = James Stanfield Co., Inc.
 - Informal Assessment for Transition: Independent Living and Community Participation: Publisher = Pro Ed. 1st Edition
- Selected materials and required readings to frontload for Transition 11
 - Transition Curriculum: Volume 2. "Career Management": Publisher = James Stanfield Co., Inc.
 - Informal Assessment for Transition: Employment and Career Planning: Publisher = Pro Ed. 1st Edition
- Selected materials and required readings to frontload for Transition 12
 - Transition Curriculum: Volume 3. "Life Management": Publisher = James Stanfield Co., Inc.
 - Informal Assessment for Transition: Postsecondary Education and Training: Publisher = Pro Ed. 1st Edition

Recommended Supplies

- A section of a 3 ring binder
- Loose Lined Paper
- Pencils/Pens/Highlighters
- Spiral Notebook (Single Subject)

One spiral notebook is **recommended**. It is expected that the student will develop their notebook and bring it to class daily. If the notebook is lost, students are responsible for setting up a new one as soon as possible.

5. Course Objectives

You will meet the unit requirements described below in the Unit Outline through a combination of the following activities in this course:

- Create and maintain a Notebook
- In-class assignments/Homework
- Parent participation
- Classroom participation
- Write-ups
- Research Projects/Oral presentations
- Quizzes and Tests

Unit Title and Topics

Unit 1: Why is Transition Important?

411 Workbook = Self-Determination - the BIG Picture

CCGI = Success, School, Self (9.1); How Do I Learn? (8.1); Family Lesson: My Aspirations (8.2); Growth Mindset (8.3); Planning Courses for High School (8.4); Reflection and Goal Setting (8.5)

The Transition Curriculum Volume 1 - Personal Management = "Purpose of the Transition Class"

The Transition Curriculum Volume 3 - Life Management = "Describe Your Family"

The Transition Curriculum Volume 3 - Life Management = "Distinguish Between Three Parenting Styles"

The Transition Curriculum Volume 3 - Life Management = "Write a Family Life Growth Goal"

Informal Assessments for Transition = Postsecondary Education and Training "The Big Picture: Getting My Future in Focus"

Unit 2: Understanding Your Disability

411 Workbook = Accommodations

CCGI = Time and Time Management (9.2); Family Lesson: Resiliency (11.3); Family Lesson: "Home" After High School (11.6)

The Transition Curriculum Volume 1 - Personal Management = "Appreciate Similarities and Differences Between People"

The Transition Curriculum Volume 1 - Personal Management = "Understand Your Learning Style"

The Transition Curriculum Volume 1 - Personal Management = "Identify Accommodations to Help You Succeed"

The Transition Curriculum Volume 1 - Personal Management = "Learn to Accommodate Your Disability"

The Transition Curriculum Volume 1 - Personal Management = "List Accommodation for Specific Learning Problems"

The Transition Curriculum Volume 2 - Career Management = "Identify Your Skills"

The Transition Curriculum Volume 3 - Life Management = "Learn Eight Steps to Managing Time"

The Transition Curriculum Volume 3 - Life Management = "Practice Time Management Techniques"

Informal Assessments for Transition = Employment and Career Planning "Abilities and Skills"

Informal Assessments for Transition = Postsecondary Education and Training "Academic Skill and Support Needs: Addressing Learning Related Demands"

Unit 3: Knowing Your Disability Rights

411 Workbook = Rights and Responsibilities Under the Law

CCGI = Past and Future Me: Career Investigation (9.3); Past and Future Me: Revised High School Plan (9.4)

The Transition Curriculum Volume 1 - Personal Management = "Begin Your Transition Portfolio"

The Transition Curriculum Volume 1 - Personal Management = "Assess Transition Areas"

The Transition Curriculum Volume 1 - Personal Management = "Rehearse Your Transition Meeting"

The Transition Curriculum Volume 1 - Personal Management = "Write Your Transition Action Plan"

Unit 4: Sharing Your Disability Part 1 - Advocacy

411 Workbook = Disclosure - What Is It and Why Is It So Important?

CCGI = Who Are You? (11.5)

The Transition Curriculum Volume 1 - Personal Management = "Write a Self-Advocacy Growth Goal"

The Transition Curriculum Volume 1 - Personal Management = "Practice Being Your Own Best Resource"

Informal Assessments for Transition = Postsecondary Education and Training "Self Determination: Understanding and Evaluating Myself"

Informal Assessments for Transition = Independent Living and Community Participation "Self Advocacy & Self Determination"

Unit 5: Sharing Your Disability Part 2 - Securing Support

411 Workbook = Weighing the Advantages and Disadvantages of Disclosure

CCGI = Family Lesson: My Schools Resources (9.6)

The Transition Curriculum Volume 1 - Personal Management = "Evaluate How Well Your Basic Needs Are Met"

The Transition Curriculum Volume 2 - Career Management = "Identify Helpful People"

The Transition Curriculum Volume 2 - Career Management = "Develop Your Support System"

Unit 6: Postsecondary disclosure and financial resources/supports for postsecondary education.

411 Workbook = Postsecondary Disclosure - Why, When, What, to Whom, and How?

CCGI = Lesson: Paying for College (10.2); Family Lesson: Applying for Financial Aid (12.1)

The Transition Curriculum Volume 3 - Life Management = "Practice Making Life Decisions"

The Transition Curriculum Volume 3 - Life Management = "Consider Advantages and Disadvantages of Post-School Options"

The Transition Curriculum Volume 3 - Life Management = "Consider Your Needs When Making Important Decisions"

Unit 7: Postsecondary career and employment.

411 Workbook = Disclosure on the Job - Why, When, What, to Whom, and How?
 CCGI = Past and Future Me: Career Investigation (9.3); Past and Future Me: Revised High School Plan (9.4)
 The Transition Curriculum Volume 1 - Personal Management = "Write a Career Growth Goal"
 The Transition Curriculum Volume 1 - Personal Management = "Set Goals for Your Career Ladder"
 The Transition Curriculum Volume 1 - Personal Management = "Write a Training and Education Growth Goal"

Unit 8: Developing Goals and Identifying School-based and Community-based Resources

411 Workbook = Disclosure in Social and Community Settings — Why, When, What, to Whom, and How?
 CCGI = Annual SMART Goal Development (9.5); Family Lesson: My Schools Resources (9.6)
 The Transition Curriculum Volume 1 - Personal Management = "Identify and Access Community Agencies"
 The Transition Curriculum Volume 1 - Personal Management = "Learn How to Identify and Use Resources"
 The Transition Curriculum Volume 1 - Personal Management = "Identify the Community Agencies You Are Using"
 The Transition Curriculum Volume 3 - Life Management = "Decide What You Want Your Life to be Like in Ten Years"

Evaluation: Grade book will be weighted, that means that your total grade will be divided into four categories

- (30%) Benchmarks/tests/quizzes
- (30%) Meeting IEP transition goals/benchmarks
- (20%) Notebook scores/homework/agenda checks/assignment logs
- (20%) Labs/Projects/Class work

Grading Scale:

Letter Grade	Percentage Grade	4.0 Scale Scoring	Descriptor
A+	97-100	4.0	Advanced – Thorough understanding of and ability to apply the knowledge and skills associated with the content.
A	93-96	4.0	
A-	90-92	3.7	
B+	87-89	3.3	Proficient – Adequate understanding of and ability to apply the knowledge and skills associated with the content.
B	83-86	3.0	
B-	80-82	2.7	
C+	77-79	2.3	Basic – Partial understanding of and ability to apply the knowledge and skills associated with the content.
C	73-76	2.0	
C-	70-72	1.7	
D+	67-69	1.3	Below Basic – Minimal understanding of and ability to apply the knowledge and skills associated with the content.
D	63-66	1.0	
D-	59-62	0.7	
F	Below 59	0.0	Far Below Basic - Not enough evidence or effort to demonstrate understanding of the content.

Citizenship

All students are expected to take an active part in the learning environment of the classroom. This means coming to class on time and ready to learn. The following rubric will be used to evaluate the citizenship component of college-career-citizenship readiness.

	Unsatisfactory	Needs improvement	Satisfactory	Outstanding
Work Effort	Student makes no effort to be on task. 0-----5-----10	Student has to be reminded regularly to stay on task. 11-----13-----15	Student is usually on task 16-----18-----20	Student stays on task and puts forth effort 21-----23-----25
Ability to follow instruction	Student does not follow directions and rules. 0-----5-----10	Student constantly needs reminders to follow directions and rules. 11-----13-----15	Student listens and follows directions and rules most of the time. 16-----18-----20	Student listens and follows directions and rules the first time. 21-----23-----25
	Student is negative and disrespectful towards the teacher and/or other students, and makes no	Student continually needs reminders to be organized, responsible, and respectful to other	Student is usually responsible, organized, and respectful to other students and the	Student is responsible, organized, and respectful to other students and the

Respect/ Responsibility	attempt to change behavior 0-----5-----10	students and the teacher. 11-----13-----15	teacher 16-----18-----20	teacher 21-----23-----25
Behavior	Student consistently disrupts class interrupting other student's right to learn and the teacher's right to teach. 0-----5-----10	Students frequently interrupts class through disruption. 11-----13-----15	Student participates appropriately in class and seldom needs to be corrected by the teacher 16-----18-----20	Student participates and adds to the class in a positive manner 21-----23-----25
Total Points				

Attendance Policy:

Students will be permitted a maximum of (9) absences per class for the entire school year in order to be eligible for participation in graduation ceremonies. (See student handbook). Students are also permitted no more than 10 tardies to class. Students will be expected to serve detention and/or Saturday School to make-up tardies and absences.

Missed Assignments/Exam Procedure:

It is expected that students will submit all assignments on time. It is the student's responsibility to inform the teacher that he/she will be absent and to request any and all make-up work. Once the student has returned to class, all make-up and alternative assignments must be completed within the number of school days equal to or less than the number of school days the student has been absent. Make up work from absences, as well as any assignments needing to be repaired, must be completed before the end of the current grading period (~4.5 week intervals). Students may have additional time and/or accommodations for assignments/exams based on IEP team recommendations.

Academic Dishonesty:

The Cutler-Orosi School Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty.

Copying the words of another author (other students, from the Internet, book, journal or other publication) is considered plagiarism. While paraphrasing or sharing of ideas is allowed, using their words as your own is not. If a writer wishes to use the words of another it is necessary to quote and cite the words. We will work together practicing the techniques used to reference other authors.

- I have read the above syllabus
- I UNDERSTAND the information given
- I AGREE TO the requirements listed.

Your name _____

Your signature _____

Dear parent/guardian, please read the above syllabus and hold your student to the requirements and expectations as they are identified.

Parent/Guardian Signature: _____

Date: _____

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: ADMINISTRATIVE ORGANIZATIONAL

AGENDA ITEM: PUBLIC HEARING TO ADOPT COUTA'S INITIAL PROPOSAL TO THE DISTRICT FOR 2020-2021

ATTACHMENTS: NONE

DISCUSSION:

A Public Hearing is now conducted to allow for public comments to adopt the COUTA's Initial Proposal to the District:

Hearing Opened at: _____ p.m. Hearing Closed at: _____ p.m.

Article XX and Article XIX: Salary and Teacher Benefits

The Association want to discuss this article to ensure that the Cutler-Orosi Joint Unified School District continues to attract and retain a quality teaching staff to provide quality instruction and extra-curricular activities.

Article X: Class Size

The Association will propose language to help provide the best learning environment for the students in the Cutler-Orosi Joint Unified School District.

Article IX: Hours of Employment

The Association will propose language to clarify existing practice and ensure that the District’s focus is on providing optimal conditions exist for teaching and learning

Article IV: Transfers/Assignments

The Association will propose language to provide for a smooth and equitable process to accommodate transfers and reassignments.

Article XI: Absences and Leaves

The Association wants to make sure that this article is consistent with current law and district practice while providing maximum flexibility for taking provided leaves.

The Association may offer new proposals, counter proposals, withdrawal of proposals and/or other changes to proposals that are responsive to discussions that occur during the negotiations. We look forward to an amicable and timely settlement.

ITEM SUBMITTED AND

*Name and title of administrator who reviewed and approved this item:
Craig B. Drennan, Assistant Superintendent*

APPROVED BY:

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board hold a hearing to allow for Public Comments regarding COUTA’s Initial Proposal to the District.

PROPOSED ACTION:

CONDUCT HEARING

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: ADMINISTRATIVE/ ORGANIZATIONAL

AGENDA ITEM: ADOPT COUTA'S INITIAL PROPOSAL TO THE DISTRICT FOR 2020-2021

DISCUSSION:

COUTA PRESENTS INITIAL PROPOSAL TO THE DISTRICT FOR 2020-2021:

Article XX and Article XIX: Salary and Teacher Benefits

The Association want to discuss this article to ensure that the Cutler-Orosi Joint Unified School District continues to attract and retain a quality teaching staff to provide quality instruction and extra-curricular activities.

Article X: Class Size

The Association will propose language to help provide the best learning environment for the students in the Cutler-Orosi Joint Unified School District.

Article IX: Hours of Employment

The Association will propose language to clarify existing practice and ensure that the District’s focus is on providing optimal conditions exist for teaching and learning

Article IV: Transfers/Assignments

The Association will propose language to provide for a smooth and equitable process to accommodate transfers and reassignments.

Article XI: Absences and Leaves

The Association wants to make sure that this article is consistent with current law and district practice while providing maximum flexibility for taking provided leaves.

The Association may offer new proposals, counter proposals, withdrawal of proposals and/or other changes to proposals that are responsive to discussions that occur during the negotiations. We look forward to an amicable and timely settlement.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent

BOARD GOAL:

1. **Achieve academic excellence and meet the needs for all students in a safe supportive environment.**

2. **Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.**

3. **Create efficient and effective systems that are innovative, accountable and proactive.**

RECOMMENDATION:

The Superintendent recommends that the Board adopt COUTA’s Initial Proposal to the District.

PROPOSED ACTION:

ADOPT

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: ADMINISTRATIVE ORGANIZATIONAL

AGENDA ITEM: PUBLIC HEARING TO ADOPT THE DISTRICT'S INITIAL PROPOSAL TO COUTA FOR 2020-2021.

ATTACHMENTS: NONE

DISCUSSION:

DISTRICT PRESENTS INITIAL BARAGAINING PROPOSAL TO COUTA FOR 2020-2021:

Hearing Opened: _____ Hearing Closed: _____

Article XX and Article XIX: Salary and Teacher Benefits

The District desires to negotiate these articles to ensure that the District continues to provide for a fair and equitable salary and benefit package that insures the long-term solvency of the District and provides for high student achievement and development.

Article X: Class Size

The District desires to negotiate this article in order to provide for the most efficient use of District resources and promote student achievement.

The District reserves the right to propose and negotiate addition articles other than those listed and to proposed and negotiate new articles as it deems necessary. The District also reserves the right to alter and/or withdraw any proposal within the framework of negotiations.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent*

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board hold hearing to allow for Public comments regarding the District's Initial Proposal to COUTA.**

PROPOSED ACTION: **HOLD HEARING**

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: ADMINISTRATIVE / ORGANIZATIONAL

AGENDA ITEM: ADOPT THE DISTRICT'S INITIAL PROPOSAL TO
COUTA FOR 2020-2021

ATTACHMENTS: NONE

DISCUSSION:

DISTRICT PRESENTS INITIAL BARAGAINING PROPOSAL TO COUTA FOR 2020-2021:

Article XX and Article XIX: Salary and Teacher Benefits

The District desires to negotiate these articles to ensure that the District continues to provide for a fair and equitable salary and benefit package that insures the long-term solvency of the District and provides for high student achievement and development.

Article X: Class Size

The District desires to negotiate this article in order to provide for the most efficient use of District resources and promote student achievement.

The District reserves the right to propose and negotiate addition articles other than those listed and to proposed and negotiate new articles as it deems necessary. The District also reserves the right to alter and/or withdraw any proposal within the framework of negotiations.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board adopt the District's Initial Proposal to COUTA.

PROPOSED ACTION:

ADOPT

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: ADMINISTRATIVE ORGANIZATIONAL

AGENDA ITEM: APPROVAL OF A VARIABLE TERM WAIVER FOR FRANK NIEBLAS

ATTACHMENTS: WAIVER (CONFIDENTIAL INFORMATION HAS BEEN OMITTED)

DISCUSSION:

It is recommended that the Board approves a Variable Term Waiver for Frank Nieblas. Frank was hired on the basis of Single Subject Variable Term Waiver to teach Mathematics at Orosi High School for the 2020-2021 school year. Due to the COVID-19 Pandemic, he was unable to complete all requirements to enroll in an intern program. This waiver will allow him to teach until he enrolls in an Intern program.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent

BOARD GOAL:

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment. |
| <input type="checkbox"/> | 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement. |
| <input checked="" type="checkbox"/> | 3. Create efficient and effective systems that are innovative, accountable and proactive. |

RECOMMENDATION:

The Superintendent recommends that the Board approves the Variable Term Waiver for Frank Nieblas.

PROPOSED ACTION:

APPROVE

Item#: 21



Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent waivers only**.

1. EMPLOYING AGENCY (include mailing address) Cutler-Orosi Joint Unified School District 12623 Avenue 416 Orosi, Ca 93647 NPS/NPA (list county code _____)	County/District CDS Code 54-71860	Contact Person: Craig B. Drennan Telephone #: 559-528-4763 Email: prodriguez@cojusd.org
--	---	---

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-1S) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Frank Nieblas
First Middle Last

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Phone# _____ Email _____

Waiver Title Single Subject Waiver

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment 9th - 12th Mathematics

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? Yes No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) Yes No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: _____

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 08 / 01 / 2020 to 06 / 30 / 2021Ending date of school term, track, or year: 06 / 30 / 2021**5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:****a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT**

- | | |
|--|--|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|--|--|
| <input type="checkbox"/> Advertised in local/national newspapers | <input type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input type="checkbox"/> Distributed job announcements |
| <input checked="" type="checkbox"/> Attended job fairs in California | <input checked="" type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other Advertised throughout California Universities**c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE**

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- Administrative Services
- Single Subject Teaching (all subject areas)
- Designated Subjects – except driver education and training
- Teacher Librarian Services
- Multiple Subject Teaching
- Pupil Personnel Services: Counseling, Psychology, Social Work
- Reading Specialist/Certificate
- Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify all of the following:

- Distributed job announcements
- Contacted IHE placement centers
- Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- Advertised in local/national newspaper
- Attended job fairs in California
- Attended recruitment out-of-state
- Advertised in professional journals
- Other Advertised in Universities

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 0

How many individuals credentialed in the authorization of the waiver request were interviewed? 0

What were the results of those interviews? (Please indicate answers in numbers)

- 0 Applicant(s) withdrew
- 0 Candidate(s) declined job offer
- Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Applicant has completed CSET exams but due to COVID-19 pandemic is unable to complete pre-requisites to get into an Internship program,

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
Applicant is unable to get into a intern program	December 2020

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Marlena Celaya Position Principal

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

Yes No Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

Yes

No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?
You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

Yes

No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes

No

d. Are any criminal charges currently pending against you?

Yes

No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprovved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months


County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.



 Signature of Applicant 6-2-2020
(Sign full legal name as listed in #2) Date

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: Craig B. Duma
 Title: Assistant Superintendent
 Date: May 29, 2020

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: **ADMINISTRATIVE ORGANIZATIONAL**

AGENDA ITEM: **APPROVAL OF A VARIABLE TERM WAIVER FOR VINCENT DELGADO**

ATTACHMENTS: **WAIVER (CONFIDENTIAL INFORMATION HAS BEEN OMITTED)**

DISCUSSION:

It is recommended that the Board approves a Variable Term Waiver for Vincent Delgado. Vincent was hired on the basis of Single Subject Variable Term Waiver to teach Science at Orosi High School for the 2020-2021 school year. Due to the COVID-19 Pandemic, he was unable to complete all requirements to enroll in an intern program. This waiver will allow him to teach until he enrolls in an Intern program.

ITEM SUBMITTED AND APPROVED BY:

*Name and title of administrator who reviewed and approved this item: **Craig B. Drennan, Assistant Superintendent***

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approves the Variable Term Waiver for Vincent Delgado.

PROPOSED ACTION:

APPROVE



Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

W CTC Use Only
Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent waivers only**.

1. EMPLOYING AGENCY (include mailing address) Cutler-Orosi Joint Unified School District 12623 Avenue 416 Orosi, Ca 93647 NPS/NPA (list county code _____)	County/District CDS Code 54-71860	Contact Person: Craig B. Drennan Telephone #: 559-528-4763 EMail: prodriguez@cojUSD.org
--	---	---

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Vincent Delgado Jr
First Middle Last

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address _____

Phone# _____ Email _____

Waiver Title Single Subject Waiver

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment 9th - 12th Science

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? Yes No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) Yes No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: _____

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 08 / 01 / 2020 to 06 / 30 / 2021Ending date of school term, track, or year: 06 / 30 / 2021**5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:****a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT**

- | | |
|--|--|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|--|--|
| <input type="checkbox"/> Advertised in local/national newspapers | <input type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input type="checkbox"/> Distributed job announcements |
| <input checked="" type="checkbox"/> Attended job fairs in California | <input checked="" type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other Advertised throughout California Universities**c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE**

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- Administrative Services
- Single Subject Teaching (all subject areas)
- Designated Subjects – except driver education and training
- Teacher Librarian Services
- Multiple Subject Teaching
- Pupil Personnel Services: Counseling, Psychology, Social Work
- Reading Specialist/Certificate
- Teacher of English Learner Students

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- Distributed job announcements
- Contacted IHE placement centers
- Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- Advertised in local/national newspaper
- Attended job fairs in California
- Attended recruitment out-of-state
- Advertised in professional journals
- Other Advertised in Universities

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 0

How many individuals credentialed in the authorization of the waiver request were interviewed? 0

What were the results of those interviews? (Please indicate answers in numbers)

- 0 Applicant(s) withdrew
- 0 Candidate(s) declined job offer
- Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Applicant has completed CSET exams but due to COVID-19 pandemic is unable to complete pre-requisites to get into an Internship program,

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
Applicant is unable to get into a intern program	December 2020

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Marlena Celaya Position Principal

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

Yes No Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. **If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.**

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?

Yes

No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?
You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

Yes

No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes

No

d. Are any criminal charges currently pending against you?

Yes

No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprovved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months


- County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.


I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.

	06/02/2020
_____ Signature of Applicant <i>(Sign full legal name as listed in #2)</i>	_____ Date

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature:	 _____
Title:	Assistant Superintendent _____
Date:	May 29, 2020 _____

CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020

AGENDA SECTION: ADMINISTRATIVE ORGANIZATIONAL

AGENDA ITEM: APPROVAL OF A VARIABLE TERM WAIVER FOR RAQUEL BARRAGAN

ATTACHMENTS: WAIVER (CONFIDENTIAL INFORMATION HAS BEEN OMITTED)

DISCUSSION:

It is recommended that the Board approves a Variable Term Waiver for Raquel Barragan. Raquel was hired on the basis of Multiple Subject Variable Term Waiver to teach 1st Grade English Dual Immersion at Cutler Elementary School for the 2020-2021 school year. Due to testing center closures, she was unable to complete all CSET examinations and enroll in an intern program. This waiver will allow her to teach under Education Code 44280 until she enrolls in an Intern program.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approves the Variable Term Waiver for Raquel Barragan.

PROPOSED ACTION:

APPROVE

Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only

W

Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for first time and subsequent waivers only.

1. EMPLOYING AGENCY (include mailing address)	County/District	Contact Person:
Cutler-Orosi Joint Unified School District 12623 Avenue 416 Orosi, Ca 93647	CDS Code 54-71860	Craig B. Drennan Telephone #: 559-528-4763
NPS/NPA (list county code _____)		EMail: prodriguez@cojUSD.org

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-LS) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Raquel Ahn Barragan
First Middle Last

Former Name(s) Raquel A. Marquez Birth Date 3/26/1988

Applicant's Mailing Address 997 Timothy Ave
Dinuba, CA. 93618

Phone# (559) 480-0777 Email rabarragan@cojUSD.org

Waiver Title Multiple Subject

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment 1st Grade Dual Immersion

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- o For bilingual assignment list LANGUAGE: English
- o Is this a full time position? Yes No
- o If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- o Is this a subsequent waiver? (see #9 for additional information) Yes No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVEDSpecific section(s) covering the assignment: Ed Code 44280**4. EFFECTIVE DATES**

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 08 / 01 / 2020 to 06 / 30 / 2021Ending date of school term, track, or year: 06 / 30 / 2021**5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:****a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT**

- | | |
|--|--|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|--|--|
| <input type="checkbox"/> Advertised in local/national newspapers | <input type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input type="checkbox"/> Distributed job announcements |
| <input checked="" type="checkbox"/> Attended job fairs in California | <input checked="" type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other Advertised throughout California Universities

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

There is a shortage of fully credentialed teachers state-wide. The candidate was the best candidate and will be able apply for an internship credential when she is able to complete and pass all CSET exams. Due to COVID-19 pandemic, this candidate was unable to complete the necessary examination to enroll in an internship program. She is confident she will pass the CSET exams by mid-year.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- | | |
|---|--|
| <input type="checkbox"/> Administrative Services | <input checked="" type="checkbox"/> Multiple Subject Teaching |
| <input type="checkbox"/> Single Subject Teaching (all subject areas) | <input type="checkbox"/> Pupil Personnel Services: Counseling, Psychology, Social Work |
| <input type="checkbox"/> Designated Subjects – except driver education and training | <input type="checkbox"/> Reading Specialist/Certificate |
| <input type="checkbox"/> Teacher Librarian Services | <input type="checkbox"/> Teacher of English Learner Students |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. must be attached.

The employer must verify all of the following:

- Distributed job announcements
- Contacted IHE placement centers
- Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- Advertised in local/national newspaper
- Attended job fairs in California
- Attended recruitment out-of-state
- Advertised in professional journals

Other Advertised in Universities

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? _____

How many individuals credentialed in the authorization of the waiver request were interviewed? _____

What were the results of those interviews? (Please indicate answers in numbers)

- _____ Applicant(s) withdrew
- _____ Candidate(s) declined job offer
- _____ Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Applicant is working on completing requirements to obtain Single Subject Multiple Credential. She was unable to apply for Intern credential because she is pending one or more CSET exams. Applicant was unable to take CSET exams due to testing centers closures.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
CSET	December 2020

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name _____ Position _____

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

Yes No Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding [*Professional Fitness Explanation Form*](#).

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of allegations of misconduct or while allegations of misconduct were pending?

Yes

No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?
You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

Yes

No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes

No

d. Are any criminal charges currently pending against you?

Yes

No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprovved, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

Public School District: Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months


County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency: Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.



Signature of Applicant
(Sign full legal name as listed in #2)

6-2-2020
Date

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: 
Title: Assistant Superintendent
Date: May 29, 2020

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: ADMINISTRATIVE / ORGANIZATIONAL

AGENDA ITEM: APPROVAL OF A VARIABLE TERM WAIVER FOR CHRISTOPHER B. JUAREZ

ATTACHMENTS: WAIVER (CONFIDENTIAL INFORMATION HAS BEEN OMITTED)

DISCUSSION:

It is recommended that the Board approves the Variable Term Waiver Request (WV1 Form) for Christopher Juarez. Mr. Juarez was hired as an Educational Social Worker and is in the process of obtaining a Pupil Personnel Services Credential. This waiver will allow him to provide services and support to our students under Education Code 44266, until he completes the necessary coursework to obtain a Pupil Personnel Service Credential.

ITEM SUBMITTED AND APPROVED BY:

Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent

BOARD GOAL:

- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
- 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
- 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION:

The Superintendent recommends that the Board approves the Variable Term Waiver for Christopher B Juarez.

PROPOSED ACTION:

APPROVE



Commission on Teacher Credentialing
Certification Division
ATTN: Waiver Unit
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: waivers@ctc.ca.gov
Website: www.ctc.ca.gov

CTC Use Only

CTC Use Only
W Z

VARIABLE TERM WAIVER REQUEST (WV1 Form)

Requests must be prepared by the employing agency, not the applicant. All materials must be typewritten or computer generated and sufficiently clear to photocopy. This form must be used for **first time and subsequent waivers only**.

1. EMPLOYING AGENCY (include mailing address) Cutler-Orosi Joint Unified School District 12623 Avenue 416 Orosi, Ca 93647 NPS/NPA (list county code _____)	County/District CDS Code 54-71860	Contact Person: Craig B. Drennan Telephone #: 559-528-4763 Email: prodriguez@cojUSD.org
--	--	--

2. APPLICANT INFORMATION:

Social Security or Individual Tax Identification Number:

All applicants must answer professional fitness questions (see #11). In addition, if fingerprint clearance is not on file at CTC, a completed Live Scan receipt (41-13) must be submitted with this waiver request. If needed, a review by the Division of Professional Practices will be concluded before a waiver approval letter will be issued.

Full Legal Name Christopher B Juarez
First Middle Last

Former Name(s) _____ Birth Date _____

Applicant's Mailing Address 1841 N Silvervale Visalia, Ca 93291

Phone# 559-967-3666 Email chjuarez@cojUSD.org

Waiver Title Pupil Personnel Services Credential; School Social Work

(List the specific title and subject area of the credential that authorizes the assignment. Note that the subject must be one that is available under current regulations.)

Assignment Educational Social Worker

Indicate specific position and grade level (e.g. chemistry teacher, grades 11-12)

- For bilingual assignment list LANGUAGE: _____
- Is this a full time position? Yes No
- If not, indicate how many periods a day the individual will be teaching the waiver assignment(s) _____
- Is this a subsequent waiver? (see #9 for additional information) Yes No

3. EDUCATION CODE OR TITLE 5 SECTION TO BE WAIVED

Specific section(s) covering the assignment: EC 44266, EC 44252 (B)

4. EFFECTIVE DATES

Waivers are dated effective the beginning date of service. Provide the ending date of your school term, track or year below. A justification *must* be included if the expiration date extends beyond the term, track or year.

Effective Dates (mm/dd/yyyy): 08 / 01 / 2020 to 06 / 30 / 2021

Ending date of school term, track, or year: 06 / 30 / 2021

5. STATEWIDE HIGH INCIDENCE AREA WAIVER REQUESTS:**a. INDICATE THE SHORTAGE AREA FOR THE ASSIGNMENT**

- | | |
|--|--|
| <input type="checkbox"/> Special Education | <input type="checkbox"/> Driver Education and Training |
| <input type="checkbox"/> Clinical or Rehabilitative Services | <input type="checkbox"/> 30-Day Substitute |
| <input type="checkbox"/> Speech-Language Pathology Services | |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

No copies are necessary if this is a recognized high incidence area.

- | | |
|--|--|
| <input type="checkbox"/> Advertised in local/national newspapers | <input type="checkbox"/> Contacted IHE placement centers |
| <input type="checkbox"/> Advertised in professional journals | <input type="checkbox"/> Distributed job announcements |
| <input type="checkbox"/> Attended job fairs in California | <input type="checkbox"/> Internet |
| <input type="checkbox"/> Attended recruitment out-of-state | |

Other _____

c. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

6. NON STATEWIDE NON SHORTAGE AREA WAIVER REQUESTS:

a. INDICATE THE LOW INCIDENCE AREA FOR THE ASSIGNMENT

- | | |
|---|---|
| <input type="checkbox"/> Administrative Services | <input type="checkbox"/> Multiple Subject Teaching |
| <input type="checkbox"/> Single Subject Teaching (all subject areas) | <input checked="" type="checkbox"/> Pupil Personnel Services: Counseling, Psychology, Social Work |
| <input type="checkbox"/> Designated Subjects – except driver education and training | <input type="checkbox"/> Reading Specialist/Certificate |
| <input type="checkbox"/> Teacher Librarian Services | <input type="checkbox"/> Teacher of English Learner Students |

b. INDICATE WHAT WAS DONE THIS YEAR TO LOCATE AND RECRUIT INDIVIDUALS TO FILL THIS POSITION

Copies of announcements, advertisements, web site registration, etc. **must** be attached.

The employer must verify **all** of the following:

- Distributed job announcements
- Contacted IHE placement centers
- Internet (i.e. www.edjoin.org)

Optional recruitment methods:

- Advertised in local/national newspaper
- Attended job fairs in California
- Attended recruitment out-of-state
- Advertised in professional journals

Other _____

c. PROVIDE DETAILED INFORMATION ABOUT THE RESULTS OF RECRUITMENT EFFORTS. BE SURE TO ANSWER EACH OF THE FOLLOWING QUESTIONS:

How many individuals credentialed in the authorization of the waiver request applied for the position? 4 _____

How many individuals credentialed in the authorization of the waiver request were interviewed? 2 _____

What were the results of those interviews? (Please indicate answers in numbers)

- 0 Applicant(s) withdrew
- 0 Candidate(s) declined job offer
- 2 Candidate(s) found unsuitable for the assignment

d. PROVIDE THE SPECIFIC EMPLOYMENT CRITERIA FOR THE POSITION

What special skills and knowledge are needed to successfully perform in this position? These should also be described in your recruitment advertisements and announcements.

Valid Pupil Personnel Services (PPS) credential in School Psychology, School Counseling, or School Social Work. License/registration as an Associate Clinical Social Worker (ASW) or a Licensed Clinical Social Worker (LCSW) preferred issued by California State Board of Behavioral Sciences. Any combination or equivalent to Master's degree in social work and two years experience of counseling or social work.

e. IF THIS IS AN INITIAL WAIVER REQUEST, EXPLAIN WHAT MAKES THE APPLICANT THE BEST CANDIDATE

Include detailed information about the individual's professional preparation and expertise in the subject/area requested and attach appropriate documentation including transcripts, examination score reports, and verification of experience.

Mr. Juarez holds a Master of Arts in Social Work from Boise University. He is a licensed clinical social worker who has served in both behavioral and mental health settings. Mr. Juarez has 10 years of experience specializing in providing behavioral modification services to youth and families.

7. REQUIREMENTS AND TARGET COMPLETION DATES FOR REACHING CREDENTIAL GOAL

List the requirements that the applicant must complete to be eligible for the credential along with the credential goal and target date by which he or she plans to complete those requirements

PROGRAM, COURSE, EXAMINATION, EXPERIENCE	TARGET COMPLETION DATE
Pupil Personnel Services	8/2021

8. LIST THE NAME AND POSITION OF THE PERSON ASSIGNED TO PROVIDE SUPPORT AND ASSISTANCE TO THE APPLICANT DURING THE TERM OF THIS WAIVER

By assigning this individual, the employing agency makes a commitment to provide orientation, guidance and assistance to the applicant, as feasible, in completing the requirement(s) listed above.

Name Antonio Quintanilla Position Director of Special Services

9. SUBSEQUENT WAIVER REQUESTS

- Attach a copy of a personnel evaluation that verifies the applicant served satisfactorily in the position authorized by the previous waiver.
- Attach supporting documentation

10. IS THIS EMPLOYING AGENCY GEOGRAPHICALLY ISOLATED?

Would the applicant have to travel more than 1 1/2 hours one-way to attend an institution with an approved program to meet the credential goal?

Yes No Not applicable (program completion is not a requirement)

11. PROFESSIONAL FITNESS QUESTIONS (to be answered by the applicant)

Answers to the following questions are required. If you answer yes to any question, you must complete the corresponding Professional Fitness Explanation Form.

Before granting your application, the Commission will review, at a minimum:

- Federal Bureau of Investigation criminal history (rap sheet)
- California Department of Justice criminal history (rap sheet)
- International database of teacher misconduct maintained by the National Association of State Directors of Teacher Education and Certification (NASDTEC)
- Previous reviews by the Commission
- Complaints from others
- Notifications from school districts
- Teacher preparation test score violations

You must disclose misconduct, even if:

- It happened a long time ago
- It happened in another state, federal court, military or jurisdiction outside the United States
- You did not go to court and your attorney went for you
- You did not go to jail or the sentence was only a fine or probation
- You received a certificate of rehabilitation
- Your conviction was later dismissed (even if under Penal Code section 1203.4), expunged, set aside or the sentence was suspended



WARNING: You will be required to sign your application under penalty of perjury; by doing so you are also stating that you understand:

- That the information you provide is true and correct;
- That you understand any and all instructions related to your application;
- Failure to disclose any information requested is falsification of your application and the Commission may reject or deny your application or take disciplinary action against your credential;
- The Commission may reject your application if it is incomplete and it will be delayed.

a. Have you ever been:

- dismissed or,
- non-reelected or,
- suspended without pay for more than ten days, or
- retired or,
- resigned from, or otherwise left school employment

because of **allegations of misconduct** or while **allegations of misconduct** were pending?

Yes

No

b. Have you ever been convicted of any felony or misdemeanor in California or any other place?
You must disclose:

- all criminal convictions
- misdemeanors and felonies
- convictions based on a plea of no contest or nolo contendere
- convictions dismissed pursuant to Penal Code Section 1203.4
- driving under the influence (DUI) or reckless driving convictions
- no matter how much time has passed

You do not have to disclose:

- misdemeanor marijuana-related convictions that occurred more than two years prior to this application, except convictions involving concentrated cannabis, which must be disclosed regardless of the date of such a conviction.
- Infractions (DUI or reckless driving convictions are not infractions)

Yes

No

c. Are you currently the subject of any inquiry or investigation by any law enforcement agency or any licensing agency in California or any other state?

Yes

No

d. Are any criminal charges currently pending against you?

Yes

No

e. Have you ever had any credential, including but not limited to, any Certificate of Clearance, permit, credential, license or other document authorizing public school service, revoked, denied, suspended, publicly reprovod, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

f. Have you ever had any professional or vocational (not teaching or educational) license revoked, denied, suspended, and/or otherwise subjected to any other disciplinary action (including an action that was stayed) in California or any other state or place?

Yes

No

12. CHILD ABUSE AND NEGLECT MANDATED REPORTING (to be answered by the applicant)

As a document holder authorized to work with children, it is part of my professional and ethical duty to report every instance of child abuse or neglect known or suspected to have occurred to a child with whom I have professional contact.

I understand that I must report immediately, or as soon as practicably possible, by telephone to a law enforcement agency or a child protective agency, and will send a written report and any evidence relating to the incident within 36 hours of becoming aware of the abuse or neglect of the child.

I understand that reporting the information regarding a case of possible child abuse or neglect to an employer, supervisor, school principal, school counselor, coworker, or other person is not a substitute for making a mandated report to a law enforcement agency or a child protective agency.

I understand that the reporting duties are individual and no supervisor or administrator may impede or inhibit my reporting duties.

I understand that once I submit a report, I am not required to disclose my identity to my employer.

I understand that my failure to report an instance of suspected child abuse or neglect as required by the Child Abuse and Neglect Reporting Act under Section 11166 of the Penal Code is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars (\$1,000), or by both that imprisonment and fine.

I acknowledge and certify that as a document holder, I will fulfill all the duties required of a mandated reporter.

I agree

13. PUBLIC NOTICE -- CHECK THE BOX THAT APPLIES

- Public School District:** Attached is a copy of the agenda item presented to the governing board of the school district in a public meeting showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or his or her designee in item #14 below, the person signing verifies that the board acted upon the item favorably.

By submitting this waiver request the district is certifying that reasonable efforts to recruit a fully prepared teacher for the assignment(s) were made in the following order:

1. A candidate who is qualified to participate in an approved internship program in the region of the school district
2. An individual who is scheduled to complete initial preparation requirements within six months


- County Office of Education, State Agency, or Nonpublic, Nonsectarian School or Agency:** Attached is a dated copy of the notice that was posted at least 72 hours before the position was filled showing the name of the applicant, the specific assignment including subject and grade level, and the fact that employment will be on the basis of a credential waiver. With the signature of the superintendent or administrator or his or her designee in item #15 below, the person signing verifies that there were no objections to this waiver request.

14. APPLICANT'S CERTIFICATION

I understand that in order to receive a subsequent waiver for this assignment I must pursue the completion of requirements to obtain full certification in the subject or area covered by this waiver request as specified in #7 above.

I understand that if my case is heard in a public meeting, all materials submitted to the Commission regarding my suitability, including grades and test scores, may be discussed.

I hereby certify (or declare) under penalty of perjury under the laws of the State of California that all of the foregoing statements in this application are true and correct.


7/15/20

Signature of Applicant **Date**
(Sign full legal name as listed in #2)

15. EMPLOYING AGENCY CERTIFICATION *(To be signed by district or county superintendent, personnel administrator, NPS/NPA administrator, or designee.)*

The person for whom this waiver is requested will not be employed until he or she has been cleared by the Department of Justice under the provisions of Education Code Section 44332.6 and Section 44830.1 (AB1612). The employer acknowledges that the Commission's final approval of this individual's waiver will be determined by a fitness review covering, in part, criminal activity, including certain in-state and/or out-of-state convictions. If this waiver request is for service to special education children, the Special Education Local Planning Area (SELPA) has been notified of our intent to request this waiver.

I certify under penalty of perjury that the information provided in this report is accurate and complete.

Signature: 
Title: Assistant Superintendent
Date: 7/14/2020

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: ADMINISTRATIVE / ORGANIZATIONAL

AGENDA ITEM: NEW BOARD POLICY 0470 - COVID-19
MITIGATION PLAN

ATTACHMENTS: NEW BOARD POLICY 0470 - COVID-19
MITIGATION PLAN

DISCUSSION:

New policy presents options and best practices for districts as they reopen school campuses following extended closures due to the COVID-19 pandemic, and temporarily supersedes any conflicting provisions in existing policies or administrative regulations. Policy addresses support for students' mental health, instructional methods and schedules, evaluation of academic progress following campus closure, grading, health screening of students, student absence and attendance, social distancing requirements, personal protective equipment and hygiene practices, sanitization of facilities and equipment, food services, staff assignments, staff leave of absences, follow-up with infected persons and contact tracing, prohibition against discrimination based on medical condition, and community relations.

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: Craig B. Drennan, Assistant Superintendent*

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: The Superintendent recommends that the Board approve the New BP 0470.

PROPOSED ACTION: APPROVE

Philosophy, Goals, Objectives and Comprehensive Plans

The following policy establishes actions that will be taken by the district to provide a safe learning and working environment during the coronavirus (COVID-19) pandemic, and shall supersede any conflicting language in existing district policies or administrative regulations until the Governing Board determines that the need for this policy no longer exists. The Board acknowledges that, due to the evolving nature of the pandemic, federal, state, and local orders impacting district operations are subject to change without notice. In the event that any federal, state, or local order may conflict with this policy, the order shall govern.

(cf. 2210 - Administrative Discretion Regarding Board Policy)

(cf. 5141.22 - Infectious Diseases)

(cf. 9310 - Board Policies)

The Board may also adopt resolutions or take other actions as needed to respond to such orders or provide further direction during the pandemic.

The Board recognizes that students and staff have the right to a safe campus that protects their physical and psychological health and well-being. School campuses shall be open when deemed safe for in-person instruction. School campuses may be open to staff to conduct distance learning from their individual classrooms. The Board's decision to reopen school campuses for classes, before or after school programs, child care centers, and/or preschool programs shall be made in consultation with state and local health officials, the county office of education, and neighboring school districts. The district shall evaluate its capacity to implement safety precautions and to conduct full or partial school operations, and shall consider student, parent/guardian, and community input.

(cf. 0400 - Comprehensive Plans)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Prior to the return to on-campus teaching and learning, the Superintendent or designee shall provide to students, parents/guardians, and staff current information about COVID-19, including its symptoms, how it is transmitted, how to prevent transmission, the current recommendations from the state and local departments of public health, and any other information and/or resources to prepare for a safe return to on-campus teaching and learning. The Superintendent or designee shall also provide information on the processes and protocols the district will follow to minimize the health risks associated with COVID-19, including, but not limited to, physically separating individuals (social distancing), limits on large gatherings, the provision of personal protective equipment (PPE) such as masks and gloves, and the sanitization of facilities.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 6020 - Parent Involvement)

Philosophy, Goals, Objectives and Comprehensive Plans

Student Support

The Board recognizes that the consequences of the COVID-19 pandemic, including fear for one's safety, the economic crisis, the loss of school-based relationships, and disruptions in student learning, impact all students but may have a disproportionate effect on the youngest students, students with disabilities, those students most vulnerable to basic needs insecurity or child abuse and neglect, and other at-risk students.

(cf. 0415- Equity)

As school campuses reopen, staff shall provide a caring and nurturing educational environment for students. The district may provide instruction on social-emotional well-being to all students, including information on how to deal with stress and anxiety in healthy ways and the importance of emotional well-being for academic success.

(cf. 6142.8 - Comprehensive Health Education)

Staff shall pay careful attention to students' increased mental health concerns. Counseling, other support services, and/or referrals to other agencies shall be available to assist students in dealing with the social and emotional effects of COVID-19, such as stress, anxiety, depression, grief, social isolation, and post-traumatic stress disorder.

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

As needed, the district may provide referrals of students and families to basic needs assistance or social services, and may assess students for eligibility for the free and reduced-price meal program or assistance under the McKinney-Vento Homeless Assistance Act.

(cf. 6173 - Education for Homeless Children)

The Superintendent or designee shall ensure that staff understand their obligations as mandated reporters to report suspected child abuse or neglect, regardless of whether the student is on campus or participating in distance learning.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent or designee may provide information to staff and parents/guardians regarding how to provide mental health support to students. The Superintendent or designee may also provide counseling to staff who are experiencing emotional difficulties as a result of COVID-19.

Instruction/Schedules

Philosophy, Goals, Objectives and Comprehensive Plans

The district may offer a combination of on-campus instruction and distance learning to meet the needs of all students.

(cf. 6157 - Distance Learning)

(cf. 6158 - Independent Study)

The Superintendent or designee shall work with school principals, teachers, other staff, students, and parents/guardians to recommend to the Board a schedule of on-campus instruction for each school. If all students cannot attend on-campus instruction for the entire school day due to space limitations as a result of social distancing requirements, the Superintendent or designee shall consider arrangements for rotating groups of students, such as on a daily or weekly basis, and/or shall provide on-campus instruction to students with the greatest need for in-person supervision.

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

Priority for on-campus instruction shall be given to the lowest performing students, students with disabilities, elementary level students, students at risk of child abuse and neglect, homeless students, foster youth, and English learners. To the extent practicable, the district shall also consider the needs of essential workers, as designated in the Governor's executive orders, for child care during normal school hours.

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Learners)

On-campus instruction may be prioritized for subjects that are difficult to deliver through distance learning, such as laboratory science, art, or career technical education.

For distance learning, lessons may be delivered through live video sessions, pre-recorded lectures, or other technology-based distance learning platforms and/or the district may supplement on-campus instruction with home assignments. As much as possible, distance learning shall be provided through small-group synchronous learning.

Appropriate training shall be provided to teachers and other instructional staff involved in distance learning, including training on how to use any technology or platform approved for distance learning by the school and opportunities for the sharing of best practices among instructional staff. Available training resources may also be provided to students and parents/guardians when necessary.

Evaluation of Academic Progress Following Campus Closure

Upon return to on-campus instruction following an extended campus closure, the Superintendent or designee shall evaluate the impact of the campus closure on students' academic progress. Such evaluation may:

Philosophy, Goals, Objectives and Comprehensive Plans

1. Address student-specific needs arising from the transition back into on-campus instruction
2. Consider whether or not a student has experienced a regression of skills and/or lack of progress
3. If regression and/or a lack of progress is present, identify opportunities for recovery, including supplemental educational services and/or new or different support services

(cf. 6179 - Supplemental Instruction)

For students with disabilities, the evaluation of academic progress shall also be used to determine whether an additional or revised individualized education program (IEP) or Section 504 plan is needed for the student to be academically successful when returning to on-campus instruction. The Superintendent or designee may prioritize urgent student need in scheduling initial and triennial assessments and annual IEP meetings. The Superintendent or designee shall ensure district compliance with all procedural timelines for IEPs and Section 504 plans as required, unless amended by executive order.

(cf. 6159 - Individualized Education Program)

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

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

Grading

For each grading period, student progress shall be reported in accordance with BP/AR 5121 - Grades/Evaluation of Student Achievement. However, in the event that school campuses are closed for an extended period of time during any grading period, the Board may, upon recommendation by the Superintendent or designee, adopt one or more alternative grading policies which may vary by grade level or type of course. Options for such grading include, but are not limited to:

1. Assignment of final grades based on the student's grades when the campus shutdown occurred, with opportunities to increase the final grade based on progress through distance learning or other assignments and assessments
2. Assignment of pass/no pass grades for all courses
3. Grading based on students' understanding of applicable course content through assessments, projects, portfolios, or other appropriate means

(cf. 5121 - Grades/Evaluation of Student Achievement)

Health Screening of Students

Philosophy, Goals, Objectives and Comprehensive Plans

To the extent feasible, students shall be screened for COVID-19 symptoms before boarding a school bus and/or upon arrival at school each day. The Superintendent or designee shall work with local health officials to determine the appropriate means of screening, which may include temperature checks with a no-touch thermometer and/or visual screening.

If the screening indicates a fever or other COVID-19 symptoms, or if the student exhibits symptoms at any time during the school day, the student shall be placed in a supervised isolation area until the student's parent/guardian is contacted and the student can be transported home or to a health care facility. School staff may provide the parent/guardian with referrals to school or community health centers for further testing.

(cf. 5141 - Health Care and Emergencies)
 (cf. 5141.3 - Health Examinations)
 (cf. 5141.6 - School Health Services)

Student Absence and Attendance

The Board recognizes that COVID-19 will continue to impact the attendance of students following the reopening of school campuses. The Superintendent or designee shall notify students and parents/guardians of expectations regarding school attendance. Such notification shall direct any student who contracts the virus or lives with someone who has been diagnosed with COVID-19 to stay home in accordance with state and local health directives so as to curtail the spread of the disease.

Students who are infected with COVID-19 shall be excluded from on-campus instruction until a medical provider states in writing that the student is no longer contagious. (Education Code 49451; Health and Safety Code 120230; 5 CCR 202)

Students who are identified as being in a high-risk population for serious complications from COVID-19 because of a medical condition may request assessment and accommodations under Section 504 and/or an alternative instructional method that allows the student to continue receiving instruction off campus.

When a student is absent, the student's parent/guardian shall notify the school of the reason for the absence. A physician's verification of a student's illness or quarantine may be submitted, but is not required.

(cf. 5113 - Absences and Excuses)

If a student would otherwise be required to attend on-campus instruction but is kept home by the parents/guardians due to concerns for the welfare of their child, the principal or designee shall work with the student and parent/guardian to find alternative means of instruction, which may include distance or blended learning, independent study, printed class assignments, or other reasonable means.

Philosophy, Goals, Objectives and Comprehensive Plans

(cf. 6154 - Homework/Makeup Work)

The Superintendent or designee shall maintain enrollment and student attendance data, including the participation of students in distance learning, and shall report data in accordance with state requirements.

The district employee designated as the attendance supervisor pursuant to Education Code 48240 shall track patterns of student absence throughout the district and regularly report such information to the Superintendent. When a student who is participating in distance learning repeatedly fails to check in with the teacher when required, the teacher and/or attendance supervisor shall attempt to contact the student or parent/guardian to resolve the issues leading to the absence.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5113.11 - Attendance Supervision)

Social Distancing

In order to maintain a campus environment that allows for social distancing, the district shall assess the capacity of school facilities, including classrooms, cafeterias, multi-purpose rooms, gyms, and outdoor areas, and determine the means by which the facilities can best be utilized considering space and time alternatives. To the extent reasonably possible, the district may:

1. Within classrooms, space desks at least six feet apart and position them in a way that limits students facing each other
2. Stagger students in areas of high traffic, such as when students are using lockers, lining up for class, or passing between classes
3. Mark six-foot boundaries within classrooms, common areas, outdoor spaces, and places where students are likely to gather so that students and staff are more readily aware of and can more easily abide by social distancing requirements
4. Utilize restroom stalls and sinks in a manner that allows for social distancing, such as limiting the number of students and/or staff who may use the restroom at a time, blocking off every other stall or sink from use, and/or marking six-foot boundaries
5. Minimize the mixing of students from different classrooms in common spaces, such as in cafeterias and libraries
6. Conduct recess and physical education classes in a manner that allows for social distancing and minimizes the use of physical education equipment
7. Assess the capacity of school buses and develop a plan for bus routes and bus seating consistent with social distancing objectives where feasible.

Philosophy, Goals, Objectives and Comprehensive Plans

(cf. 3540 - Transportation)

(cf. 3543 - Transportation Safety and Emergencies)

8. Encourage students to walk, bicycle, or travel by private vehicle to reduce the number of students traveling on school buses. Schools may provide designated areas with proper distancing for bicycles to be stored during the school day, and may mark spaces for private vehicle drop-off and pick-up zones.

(cf. 5142.2 - Safe Routes to School Program)

Large gatherings, such as assemblies, rallies, field trips, extracurricular activities, and athletic events, shall be suspended until the Board determines, consistent with guidance from state and local health officials, that it is safe to resume such activities. The Superintendent or designee may grant an exception if an activity can be arranged to take place in phases or per class, or modified in a manner that would keep participants from violating social distancing recommendations. When deciding whether an activity may resume, the Superintendent or designee may consider the size of the group that participates, the extent to which the students and other attendees have physical contact, whether the activity can be modified to avoid physical contact, if shared equipment is required for the activity, and if social distancing can be maintained.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

Personal Protective Equipment and Hygiene Practices

The Board encourages students, staff, and visitors to wear PPE while on school campuses or school buses, especially in high-traffic areas and/or when social distancing is not possible. If the use of PPE in schools is required by state or local health officials, the district shall provide PPE to students and staff who do not bring their own personal PPE. Students and staff shall be provided instruction in the proper use, removal, disposal, and cleaning of PPE.

Face coverings shall not be required for children younger than two years, or for anyone who has trouble breathing or is incapacitated or otherwise unable to remove the covering without assistance. Reasonable accommodations shall be made for anyone who is unable to wear a face covering for medical reasons.

The Board also encourages students and staff to practice good hygiene, such as appropriate covering of coughs and sneezes and regular hand washing of at least 20 seconds, including before eating and after blowing one's nose, coughing, or sneezing. The district shall provide adequate time and opportunity for students to wash hands, and shall make hand sanitizer available in areas where handwashing is less accessible. Signage regarding healthy hygiene practices and how to stop the spread of COVID-19 may be posted in and around school facilities.

Philosophy, Goals, Objectives and Comprehensive Plans**Sanitization of Facilities and Equipment**

School facilities, school buses, and shared equipment such as desks, tables, sports/playground equipment, computers, door handles, light switches, and other frequently used equipment and supplies shall be cleaned and disinfected daily with appropriate cleaning agents. Disinfectants and cleaning agents shall be stored properly and in a manner not accessible to students.

(cf. 3510 - Green School Operations)
(cf. 3514.1 - Hazardous Substances)
(cf. 4157/4257/4357 - Employee Safety)

The Superintendent or designee shall ensure that ventilation systems are operating properly and that air flow and ventilation within district facilities is increased, to the extent possible, by opening windows and doors and using fans and air conditioning. Garbage shall be removed daily and disposed of safely.

Food Services

The Superintendent or designee shall ensure that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition.

(cf. 3550 - Food Service/Child Nutrition Program)

For meals that are consumed on school grounds, the Superintendent or designee shall ensure that students will be able to maintain proper social distancing while eating. In order to do so, the Superintendent or designee may consider the consumption of meals in classrooms, gyms, the outdoors, and/or other district grounds.

Meal service shall also be available to students participating in distance learning, which may include and/or entirely consist of a "grab and go" service or delivery.

Due to the changing financial circumstances of many families as a result of COVID-19, the Superintendent or designee shall regularly provide information to students and parents/guardians regarding the free and reduced-price meal program, eligibility, and how to apply for the program.

(cf. 3553 - Free and Reduced Price Meals)

Staff

Prior to reopening campuses, the Superintendent or designee shall review staff assignments and, upon request, may reassign employees to reduce exposure to the virus, especially for high-risk staff. When feasible for the position, employees may be granted a remote work assignment.

Philosophy, Goals, Objectives and Comprehensive Plans

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4113 - Assignment)

(cf. 4113.4/4213.4/4313.4 - Temporary Modified/Light-Duty Assignment)

(cf. 4113.5/4213.5/4313.5 - Working Remotely)

In the event that employees are unable to perform their duties due to partial or full closure of campuses, the Board shall compensate employees as permitted by law.

(cf. 4151/4251/4351 - Employee Compensation)

Any employee who contracts the virus, shows symptoms of possible infection, or is caring for someone who has been diagnosed with the virus shall self-quarantine for the period of time recommended by health authorities in order to prevent the spread of the disease to students or other staff.

An employee may use personal illness and injury leave and/or family care and medical leave, as applicable, if the employee is unable to work or telework because the employee is ill or needs to take care of a spouse, parent/guardian, or child with COVID-19 or other serious health condition. (Education Code 44978, 45191; Government Code 12945.1-12945.2; Labor Code 245-249; 29 USC 2601-2654)

(cf. 4161.1/4361.1 - Personal Illness/Injury Leave)

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 4261.1 - Personal Illness/Injury Leave)

Until December 31, 2020, an eligible employee may take paid sick leave for up to 80 hours, or the number of hours that a part-time employee works on average over a two-week period, if the employee is unable to work or telework because the employee is: (29 USC 2601)

1. Subject to a federal, state, or local quarantine or isolation order related to COVID-19
2. Advised by a health care provider to self-quarantine due to concerns related to COVID-19
3. Experiencing symptoms of COVID-19 and seeking a medical diagnosis
4. Caring for an individual who is subject to a federal, state, or local quarantine or isolation order or has been advised by a health care provider to self-quarantine
5. Caring for the employee's child whose school or child care provider is closed or unavailable for reasons related to COVID-19
6. Experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services

Philosophy, Goals, Objectives and Comprehensive Plans

Employees shall be paid their regular rate of pay for leave taken pursuant to items #1-3 above, or two-thirds their regular rate of pay for leave taken pursuant to items #4-6 above, within the limits specified in law. (29 USC 2601)

For the purpose specified in item #5 above, eligible employees who have been employed by the district for at least 30 calendar days shall be granted extended leave for up to 12 work weeks upon request. The first 10 days of such leave shall be unpaid unless the employee uses accrued vacation leave, personal leave, sick leave, or paid sick leave granted pursuant to 29 USC 2601. After the first 10 days, the district shall pay not less than two-thirds of the employee's regular pay for the number of hours per week the employee normally works, with a maximum of \$200 per day and \$10,000 for the total period. Eligibility for extended leave for this purpose is subject to the employee's eligibility for leave pursuant to the Family and Medical Leave Act. (29 USC 2601, 2620)

The district shall post, in conspicuous places where employee notices are customarily posted, a notice prepared by the U.S. Department of Labor regarding the requirements of 29 USC 2601 and 2620. (29 USC 2601)

Follow-Up with Infected Persons/Contact Tracing

The Superintendent or designee shall work with county health officials to track confirmed cases of students and staff with COVID-19, including, but not limited to, following up with students, their parents/guardians, and staff who exhibit symptoms while at school and those who report an absence or miss work due to illness. The Superintendent or designee shall report confirmed cases to local health authorities.

If a student, family member of a student, or staff member has tested positive for COVID-19, the district shall assist local health officials in conducting contact-tracing to identify potentially exposed individuals and ask them to self-quarantine, which may include not participating in on-campus instruction. While maintaining the privacy of the infected person, the district shall inform other students and staff with whom the infected person may have had contact in school.

Nondiscrimination

The Board prohibits discrimination based on actual or perceived medical condition or disability status. (Government Code 11135)

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

Individual students and staff shall not be identified as being COVID-positive, nor shall students be shamed, treated differently, or denied access to a free and appropriate public education because of their COVID-19 status or medical condition. Staff shall not disclose confidential or privileged information, including the medical history or health information of students and staff. (Education Code 49450)

Philosophy, Goals, Objectives and Comprehensive Plans

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

The Superintendent or designee shall investigate any reports of harassment, intimidation, and bullying targeted at any student based on COVID status, exposure, or high-risk status.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

Community Relations

The Superintendent or designee shall use a variety of methods to regularly communicate with students, parents/guardians, and the community regarding district operations, school schedules, and steps the district is taking to promote the health and safety of students. In addition, the members of the Board have a responsibility as community leaders to communicate matters of public interest in a manner that is consistent with Board policies and bylaws regarding public statements.

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

The district shall continue to collaborate with local health officials and agencies, community organizations, and other stakeholders to ensure that district operations reflect current recommendations and best practices for keeping students, staff, and visitors safe during the COVID-19 state of emergency. The Superintendent or designee shall keep informed about resources and services available in the community to assist students and families in need.

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

(cf. 1700 - Relations Between Private Industry and the Schools)

While the Board recognizes the rights of parents/guardians to participate in the education of their children and the critical importance of parental involvement in the educational process, all visitors and volunteers are encouraged to respect guidelines regarding social distancing and large gatherings. School visitors and volunteers shall be limited in number and expected to observe all district protocols for COVID-19. The Superintendent or designee may place signage around the school advising that visitors and volunteers may be required to use PPE while on school sites and interacting with school personnel, and may keep a supply of such equipment available for their use.

(cf. 1240 - Volunteer Assistance)

(cf. 1250 - Visitors/Outsiders)

Use of school facilities by persons or organizations for community purposes involving large gatherings shall be suspended until the Board determines, consistent with guidance from state

Philosophy, Goals, Objectives and Comprehensive Plans

and local health officials, that it is safe to resume such activities. The Superintendent or designee may only grant an exception if the number of participants in the activity will be limited and the person or organization follows the processes and protocols established by the district to minimize the health risks associated with COVID-19.

(cf. 1330 - Use of School Facilities)

Potential Reclosure of Campus

The district shall monitor student and staff absences and data provided by local health officials to determine if there is a risk of resurgence of COVID-19 and a need to reclose school campuses for the protection of students, staff, and the community. The Superintendent or designee shall develop plans and procedures for alternative methods of operations to the extent possible in the event that reclosure becomes necessary.

If any person diagnosed with COVID-19 is known to have been in district building(s), the Superintendent or designee shall immediately notify local health officials to determine a course of action. The building may be closed until cleaning and disinfecting of the building can be completed and the district can consult with local health officials to determine, based on up-to-date information about the specific cases in the community, whether an extended closure is needed to stop or slow further spread of COVID-19.

If local health officials report that there has been no community transmission of COVID-19, or minimal to moderate transmission in the community, school campuses may not necessarily be closed, but the district shall continue to take all preventative measures described in this policy.

If local health officials report substantial community transmission of COVID-19, campus closures of more than two weeks may be necessary, and the Superintendent or designee shall cancel group activities and events during that period. Campuses shall not reopen until recommended by local health officials.

Legal Reference:

EDUCATION CODE

- 44978 Sick leave for certificated employees
- 45191 Leave of absence for illness and injury, classified employees
- 48205 Excused absences
- 48213 Prior parent notification of exclusion; exemption
- 48240 Supervisors of attendance
- 49451 Exemption from physical exam; exclusion from attendance

GOVERNMENT CODE

- 11135 Nondiscrimination in programs or activities funded by state
- 12945.1-12945.2 California Family Rights Act

HEALTH AND SAFETY CODE

- 120230 Exclusion from attendance

LABOR CODE

- 245-249 Healthy Workplaces, Healthy Families Act of 2014

Philosophy, Goals, Objectives and Comprehensive Plans

CODE OF REGULATIONS, TITLE 2
 11087-11098 California Family Rights Act
 CODE OF REGULATIONS, TITLE 5
 202 Exclusion from attendance
 306 Explanation of absence
 420-421 Record of verification of absence due to illness and other causes
 UNITED STATES CODE, TITLE 29
 2601-2654 Family and Medical Leave Act of 1993, as amended, especially:
 2601 Paid sick leave
 2620 Public health emergency leave
 UNITED STATES CODE, TITLE 42
 1760 Note National School Lunch program waivers addressing COVID-19
 CODE OF FEDERAL REGULATIONS, TITLE 29
 825.100-825.702 Family and Medical Leave Act of 1993

Management Resources:**CSBA PUBLICATIONS**

Sample School Board Resolution on Grading During Emergency School Closures

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

FAQs for 2019 Novel Coronavirus

FAQs on Grading and Graduation Requirements

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

CDPH Guidance for the Prevention of COVID-19 Transmission for Gathering, March 16, 2020

School Guidance on Novel Coronavirus or COVID-19, March 7, 2020

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Considerations for Schools, rev. May 19, 2020

Interim Guidance for Schools and Day Camps, May 2020

Interim Guidance for Administrators of U.S. K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19), March 25, 2020

OFFICE OF THE GOVERNOR PUBLICATIONS

Executive Order N-30-20, March 17, 2020

Executive Order N-26-20, March 13, 2020

OFFICE OF MANAGEMENT AND BUDGET PUBLICATIONS

Administrative Relief for Recipients and Applicants of Federal Financial Assistance Directly Impacted by the Novel Coronavirus (COVID-19) Due to Loss of Operations, Memorandum M-20-17, March 19, 2020

U.S. DEPARTMENT OF LABOR POSTERS

Employee Rights: Paid Sick Leave and Expanded Family and Medical Leave Under the Families First Coronavirus Response Act

WEB SITES

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

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

California Department of Public Health: <http://www.cdph.ca.gov>

Centers for Disease Control and Prevention: <http://www.cdc.gov/coronavirus/2019-ncov>

Office of the Governor: <http://www.gov.ca.gov>

Philosophy, Goals, Objectives and Comprehensive Plans

Office of Management and Budget: <http://www.whitehouse.gov/omb>

U.S. Department of Labor: <http://www.dol.gov>

World Health Organization: <http://www.who.int>

**CUTLER-OROSI JOINT UNIFIED SCHOOL DISTRICT
Special Board Meeting Agenda
July 17, 2020**

AGENDA SECTION: **CLOSED**
AGENDA ITEM: **PERSONNEL**
ATTACHMENTS: **PERSONNEL LETTER**
DISCUSSION:

Appointment of 2020-2021 Orosi High School Principal and Resignation. (Personnel letter will be presented at the meeting during closed session.)

ITEM SUBMITTED AND APPROVED BY: *Name and title of administrator who reviewed and approved this item: **Craig B. Drennan, Assistant Superintendent***

- BOARD GOAL:**
- 1. Achieve academic excellence and meet the needs for all students in a safe supportive environment.
 - 2. Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.
 - 3. Create efficient and effective systems that are innovative, accountable and proactive.

RECOMMENDATION: **The Superintendent recommends that the Board approve the Personnel Letter.**

PROPOSED ACTION: **APPROVE**

Item#: A, B

BOARD OF TRUSTEES:
REBECCA JIMENEZ, Board President
MARY HELEN ESPINO, Vice President
SANDRA WILLIAMS, Board Clerk
MARISOL RUBALCABA, Board Member
LLOYD MCCLARD, Board Member
SARA HERRERA, Board Member
DELIA MARTINEZ, Board Member



YOLANDA VALDEZ
Superintendent

CRAIG DRENNAN
Assistant Superintendent

TO: Board of Trustees

FROM: Craig Drennan, Assistant Superintendent-Administrative Services

RE: Personnel Recommendations (Special Meeting)

DATE: July 17, 2020

EMPLOYMENT/ADDITIONAL POSITIONS/HOURS:

1. CTE Dual Instructor, at Oroshi High School, effective August 3, 2020; paid at Classification I, Step 2.
2. Special Education Teacher, Golden Valley, effective August 3, 2020; paid at Classification I, Step 1.

PROMOTIONS/REASSIGNMENTS:

1. from Counselor at El Monte to Assistant Principal at El Monte, effective July 1, 2020; paid at Ratio 1.08, Step 1.
2. from 3 hour Special Ed Aide at Lovell to 5.5 hour Special Ed Aide at Oroshi High School, effective August 10, 2020; paid at Level 9, Step 2.

RESIGNATIONS/RETIREMENTS:

1. Custodian/Bus Driver, District Wide, resigned effective July 7, 2020.
2. Counselor, Golden Valley, resigned effective June 15, 2020.

Personnel Letter
July 17, 2020
Page 2

LEAVES: (Statutory – For Informational Purposes)

1. Secretary at Lovell, requests maternity leave effective July 7, 2020. Her estimated date of delivery is July 19, 2020.