AGENDA

1. CALL TO ORDER

2. APPROVAL OF AGENDA

3. EMPLOYEE OF THE MONTH

February 2017 Employee of the Month, Clarissa Tom, Educational Data Analyst, ESS/Early Learning Support Services, Instructional Services Division

4. PERSONS WISHING TO ADDRESS THE BOARD, DELEGATIONS AND PETITIONS

5. APPROVAL OF MINUTES OF FEBRUARY 1, 2017, REGULAR MEETING

6. CONSENT AGENDA

Board action to approve the following item is taken with one motion to "approve the consent agenda," which is not debatable and which requires a unanimous vote for passage. If any member of the Board, the Superintendent, or any member of the Public so requests, any item shall be removed from this section and placed in the regular order of business. The action indicated is deemed to have been considered in full, and action taken by the Board as worded therein.

a. Receive Staffing Reports
b. Authorization of Duties and Responsibilities for One (1) New Classified Position
7. **INSTRUCTIONAL SERVICES**
   a. Receive Report on Performance-Based Learning (PBL) Initiative of the STEM Center @SMCOE

8. **STUDENT SERVICES**
   a. Approve Consolidated Application for Funding (ConApp)
   b. Receive Update on the 2017 San Mateo County Office of Education’s (SMCOE) Local Control Accountability Plan (LCAP) Process

9. **OFFICE OF THE SUPERINTENDENT**
   a. Superintendent's Comments

10. **BOARD MEMBERS**
    a. Discuss/Act on Legislation
       1. Assembly Bill 163 School Safety: Peace Officer Interactions with Pupils
       2. Assembly Bill 173 Peace Officer Interactions with Pupils
       3. State Senator Jerry Hill’s Proposed Changes to Education Code 2578
    b. Discuss and/or Cast Ballot for Beverly J. Gerard as the 2017 Region V County Representative to the California School Boards Association Delegate Assembly
    c. Discuss/Act on Continued Commitment to Online Agenda Services
    d. Board Policy Review
       1. New and Revised Board Policies – Second Reading
          1. Revised Board Policy: BP 9223 (Filling Board Vacancies)
          2. New Board Policy: BP 9224 (Oath or Affirmation of Office)
          3. Revised Board Policy: BP 9240 (Board Development, Activities and Travel)
    e. Board Member Comments

11. **ADJOURNMENT**

    **NEXT REGULAR MEETING: MARCH 1, 2017**

    msg

- Persons with disabilities who require auxiliary aids or services will be provided such aids with a three-day notice. For further information call (650) 802-5690, TDD (650) 802-5480.
- Anyone wishing to review materials related to Agenda items may view them on line at www.smcoe.org/agendas or in the Superintendent’s Office (802-5552).
1. **CALL TO ORDER**

   The February 15, 2017, meeting of the San Mateo County Board of Education will come to order. As is our practice, this meeting will be recorded.

2. **APPROVAL OF AGENDA**

   Is there a motion to approve the agenda?

3. **EMPLOYEE OF THE MONTH**

   a. February 2017 Employee of the Month, Clarissa Tom, Educational Data Analyst, ESS/Early Learning Support Services, Instructional Services Division

   We will now recognize the February 2017 Employee of the Month. Will Clarissa Tom please join me in the front of the room?

4. **PERSONS WISHING TO ADDRESS THE BOARD, DELEGATIONS AND PETITIONS**

   [NOTE: Ask the Superintendent if there are any cards. If so, read the following.]

   The County Board of Education does not act upon any matter that has not been agendized except under limited circumstances as permitted by law. It is the policy of the County Board to refer matters raised in this forum to staff for investigation and/or action where appropriate. Each speaker is limited to three minutes. Ms. Serpa-Garcia will keep the time and advise you when you have 30 seconds left and again when your time is up. Please try to keep within the time limits.

5. **APPROVAL OF MINUTES OF FEBRUARY 1, 2017, REGULAR MEETING**

   Is there a motion to approve the minutes of the February 1, 2017, Regular Meeting as presented?
6. CONSENT AGENDA

The Consent Agenda is not debatable and requires a unanimous vote for passage. Is there a motion to approve the Consent Agenda?

a. Receive Staffing Reports
b. Authorization of Duties and Responsibilities for One (1) New Classified Position

7. INSTRUCTIONAL SERVICES

a. Receive Report on Performance-Based Learning (PBL) Initiative of the STEM Center @SMCOE

Deputy Superintendent Dr. Gary Waddell will introduce a report on the Performance-Based Learning Initiative. [Presenters: Gary Waddell and Rebecca Vyduna]

8. STUDENT SERVICES

a. Approve Consolidated Application for Funding (ConApp)

Associate Superintendent Nancy Magee will provide information on the Consolidated Application for Funding (ConApp) brought forward for Board approval. (Presenting: Nancy Magee)

[After presentation and any questions] Is there a motion to approve the Consolidated Application for Funding (ConApp)?

b. Receive Update on the 2017 San Mateo County Office of Education’s (SMCOE) Local Control Accountability Plan (LCAP) Process

Associate Superintendent Nancy Magee will provide an update on SMCOE’s Local Control Accountability Plan (LCAP) Process and invite feedback from the Board. (Presenting: Nancy Magee)

9. OFFICE OF THE SUPERINTENDENT

a. Superintendent's Comments

The Superintendent will make comments.
10. BOARD MEMBERS

a. Discuss/Act on Legislation
   1. Assembly Bill 163 School Safety: Peace Officer Interactions with Pupils
   2. Assembly Bill 173 Peace Officer Interactions with Pupils
   3. State Senator Jerry Hill’s Proposed Changes to Education Code 2578

Legislation is placed on the agenda of each meeting at the Board’s request to provide opportunity for discussion and/or action.

b. Discuss and/or Cast Ballot for Beverly J. Gerard as the 2017 Region V County Representative to the California School Boards Association Delegate Assembly

On November 2, 2016, the Board nominated Beverly Gerard to serve as California School Boards Association (CSBA) County Delegate Representative from Region V. The Board now has the opportunity to cast its ballot for Ms. Gerard to serve as the Region V County Delegate to CSBA. Is there any discussion?

[After discussion] Do I have a motion?

c. Discuss/Act on Continued Commitment to Online Agenda Services

After using Agenda Online for the past two years the Board may discuss/act on whether to continue using this or another online agenda service. [Presenter: Marco Chávez]

[After presentation and any discussion:] Is there a motion to continue using an online agenda service?

d. Board Policy Review
   1. New and Revised Board Policies – Second Reading

The Board will have a second reading and/or take action on the revised and new Board Policies brought forward at the February 1, 2017, Board meeting. Board Member Camacho has been chairing the Committee and can answer questions the Board may have.

   1. Revised Board Policy: BP 9223 (Filling Board Vacancies)

[After any discussion] Is there a motion to approve revised Board Policy: BP9223 (Filling Board Vacancies)?

   2. New Board Policy: BP 9224 (Oath or Affirmation of Office)

[After any discussion] Is there a motion to approve revised Board Policy: BP9224 (Oath or Affirmation of Office)?
3. Revised Board Policy: BP 9240 (Board Development, Activities and Travel)

[After any discussion] Is there a motion to approve revised Board Policy: BP9240
(Board Development, Activities and Travel)?

e. Board Member Comments

Board members will comment.

11. ADJOURNMENT

The next Regular Meeting will take place on March 1, 2017.

NEXT REGULAR MEETING: MARCH 1, 2017
MINUTES OF THE SAN MATEO COUNTY BOARD OF EDUCATION

Meeting Date: February 1, 2017
Meeting Location: California Suite
101 Twin Dolphin Drive
Redwood City, California

Board Members Present: Susan Alvaro, Hector Camacho, Jr.,
Jim Cannon, Beverly Gerard, Rod Hsiao, Joe Ross

Board Member Absent: Ted Lempert

Staff Officials Present: Anne E. Campbell, Secretary
Marcia Serpa-Garcia, Executive Assistant

Other Staff Present: Mary Browning, Marco Chávez,
Brigit Danz, Nancy Magee, Denise Porterfield, Eric Rado,
Gary Waddell,

1. **CALL TO ORDER**

Board President Joe Ross called the meeting to order at 7:01 p.m.

2. **APPROVAL OF AGENDA**

After a motion by Ms. Gerard and a second by Ms. Alvaro, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Gerard, Hsiao, and Ross), none opposed and one absent (Lempert) the February 1, 2017, agenda as presented.

3. **EMPLOYEE OF THE MONTH**

   a. January 2017 Employee of the Month, Lilian Flores, Administrative Assistant III,
      Special Education Local Education Plan Area (SELPA)

Board President Ross recognized the January 2017 Employee of the Month, Lilian Flores, Administrative Assistant III, Special Education Local Plan Area (SELPA). Mr. Ross congratulated Ms. Flores on behalf of the Board and presented her with a clock and a check.
4. INTRODUCTION OF NEW STAFF

   a. Michelle Holdt, Coordinator Visual and Performing Arts, Curriculum and Instruction Services, Instructional Services Division

Deputy Superintendent Dr. Gary Waddell said he was honored to introduce this new staff member and began by talking about the Visual and Performing Arts Program. He said in California there has been a rich tradition of Visual and Performing Arts initiatives, but during the No Child Left Behind era many programs were cut, including arts programs. Dr. Waddell said it has been a delight to begin thinking about bringing arts programs back into all schools. He said arts programs are some of the best ways to engage, energize and empower students, especially those students who may find it difficult to engage with their peers.

Deputy Superintendent Waddell said as part of his Curriculum and Instruction Steering Committee responsibilities he chaired the statewide Visual Performing Arts Subcommittee. He said the committee has begun planning an Arts Initiative for San Mateo County and wanted the right person to lead that effort. Dr. Waddell said he was pleased to introduce Michelle Holdt as the Coordinator of Visual and Performing Arts. Dr. Waddell said he told Ms. Holdt SM COE wanted to imagine a bold, visionary Arts Program for San Mateo County, which is now in the planning stages, and said districts are already providing positive feedback regarding this work.

Dr. Waddell said Michelle Holdt received a Bachelor’s Degree from Harvard University, Master’s Degree in Theater and Dance from the University of New Mexico, a Credential from New College Teacher Education Program in San Francisco and a Master’s Degree in Educational Administration from San Francisco State University. Dr. Waddell said Ms. Holdt has done many things such as starting an Arts Non-Profit that operates out of San Francisco, She was on the Adjunct Faculty at Cal State East Bay, was a drama teacher at Crocker Middle School in Hillsborough, recently led an Arts Initiative in Burlingame, and has been an Artist-in-Residence in San Francisco Unified School District. He said he was pleased to get someone with Ms. Holdt’s background in producing art as well as leading not only arts programs in schools, but also strategic planning around art. Dr. Waddell then asked Ms. Holdt to say a few words.

Ms. Holdt said she was pleased to meet the Board and appreciated the opportunity to tell them about the plans for the Visual and Performing Arts Program. She reiterated she has a strong background in Arts education and said all of her work for the past 30 years has been rooted in the conviction that all students deserve access to a high-quality arts education. Ms. Holdt said for that reason she was excited, and honored to be offered the position at SMCOE to work to make an impact across the county. She said she plans to support visibility as well as equity and access for all students. Ms. Holdt plans to create a Professional Learning Community for Visual and Performing Arts (VAPA) teachers, to offer Professional Development work in arts integration for classroom teachers as well as continue to support existing programs such as Art Takes a Bus Ride with SamTrans and the arts grants for teachers provided by the San Mateo County Arts Commission. Ms. Holdt said collaboration and integrated learning are her strong suits and she looks forward to collaborating with the other coordinators on arts
INTRODUCTION OF NEW STAFF (continued)

integrated learning projects and professional development. She is eager to meet teachers and administrators in the County and would like to take this work to a new level. Ms. Holdt invited the Board Members to reach out to her if they would like to talk about the arts.

5. **PERSONS WISHING TO ADDRESS THE BOARD, DELEGATIONS AND PETITIONS**

There were no persons wishing to address the Board.

6. **APPROVAL OF MINUTES OF JANUARY 18, 2017, REGULAR MEETING**

After a motion by Ms. Gerard and a second by Mr. Hsiao, the Board approved by a vote of six in favor (Alvaro, Camacho, Cannon, Gerard, Hsiao and Ross), none opposed and one absent (Lempert) the Minutes of the January 18, 2017, Regular Meeting as presented.

7. **CONSENT AGENDA**

   a. **Adopt Joint Resolution No. 17-5 Endorsing February as Career Technical Education Month**

After a motion by Mr. Hsiao and a second by Ms. Gerard, the Board approved, by a vote of six in favor (Alvaro, Camacho, Cannon, Gerard, Hsiao and Ross), none opposed and one absent (Lempert) the Consent Agenda.

8. **INSTRUCTIONAL SERVICES**

   a. **Receive Report on California Accountability System**

Deputy Superintendent Gary Waddell said a lot has happened with accountability in California. He said the California State Board of Education (SBE) and the California Department of Education (CDE) have been busy and he wanted to provide an overview of some of the changes underway and talk about what those changes mean for districts in San Mateo County.

Dr. Waddell began with an update of the Every Student Succeeds Act (ESSA). He said California has taken strong strides forward in its own approach to accountability, student progress and success, and wants to coordinate those efforts with ESSA (Federal plan), but California will use its plan. He explained California’s approach has been articulated over the past few years through a number of initiatives including: A Blueprint for Great Schools; Eight State Priorities of the Local Control Funding Formula (LCFF); California Assessment of Student Performance and Progress (CAASPP); Greatness by Design; and the California
Common Core State Standards. Dr. Waddell said California is making an effort to align with federal initiatives, but do the work it believes is right for California.

Deputy Superintendent Waddell explained since LCFF Legislation passed in 2014 schools have been involved in the Local Control Accountability Program (LCAP) and now the new Evaluation Rubrics, the goal is:

- Create a single, coherent system integrating state and federal accountability structures
- Ensure state priorities and directions lead the plan
- Ensure alignment of federal funds to state and local priorities
- Use the ESSA State Plan to focus on California’s priorities

Dr. Waddell said the Evaluation Rubrics is a piece of the puzzle that Legislation contemplated in 2014. The new name for the Web-based system is California School Dashboard. He said on January 23, 2017, districts were asked to identify an evaluation coordinator; in February 2017 the California School Dashboard will be available to local educational agency coordinators; and in March 2017 the public release of the Dashboard will take place.

Dr. Waddell reported the SBE took a number of actions at its January 2017 meeting:

- Smarter Balanced scale scores for Academic Indicator – the SBE wanted educators to think about accountability in a different way and the methodology they adopted was to use the distance from “Standard Met.” Each group of students, schools and districts would be assessed by how far away they are from that distance point
- Definition of English Learner (EL) group for Academic Indicator
- Reflection tools for two local indicators, the State Academic Standards (priority 2) and Parent Engagement (Priority 3)

Dr. Waddell explained the Academic Indicator Methodology uses an average of all students to produce school, Local Education Agency (LEA), or student-group average scores, which provide a comparison across grades and are broadly supported by stakeholder groups. He said using scale scores, rather than a performance level, provides a more precise measure on how far students are from the fixed point on the scale.

Dr. Waddell said one of the challenges with the old accountability regime is that it was based on a proficiency cut score. He said if you were far below the cut score, but had made huge progress during the year you still had problems with federal accountability. Dr. Waddell explained if students were performing beyond the cut score, but were declining, the system didn’t respond to that either, which disincentivized schools from looking at the academic performance of all students. He said this is a way to think about growth for all students.

Dr. Waddell then provided examples of calculating the distance from Standard Met (Level 3) and how to determine the appropriate placement of each district on the Academic Indicator chart.
Dr. Waddell explained the LCFF Evaluation Rubrics (10 indicators to measure performance) including:

- **Six State Indicators**
  - Academics
  - English Learners
  - Graduation Rate
  - Chronic Absenteeism
  - Suspension Rate
  - Career and College

- **Four Local Indicators** - meeting standard on local indicators is not about the results, but is about engagement in the process for continuous improvement and transparent reporting of results
  - Basic Conditions
  - Implementation of Academic Standards
  - Parent Engagement
  - School Climate

Dr. Waddell said there was a lot of discussion about how to define the English Learner (ELs) student group for the Academic Indicator. He said the SBE adopted, with support of the English Learner community, the definition as ELs (grades 3-8) plus students who have been Reclassified Fluent English Proficient (RFEP) for four years or less.

Deputy Superintendent Waddell said this year we will be off cycle with the ongoing Accountability Lifecycle because all of the pieces took a little longer to determine. The ongoing Accountability Lifecycle the SBE expects to happen is: by March of each year the SBE would determine which indicators or performance standards would be considered for review. In September final decisions on revisions to indicators or performance standards would be made, and districts will receive their Rubrics data in November.

Dr. Waddell noted other Initiatives and next steps include:

- **Plan Alignment** – SMCOE is one of two County Offices serving on a plan alignment team facilitated by WestEd for the CDE
- **California County Superintendents Educational Services Association (CCSESA)** Trainings – Four-part series; Deputy Superintendent Waddell and Liz Wolfe, Director Accountability and District Support, participated on the development and training team
- **California Collaborative on Educational Excellence (CCEE)** – SMCOE is a partner with the *Early Adopter Professional Learning Network*

Dr. Waddell then answered questions from the Board.
9. STUDENT SERVICES DIVISION

a. Receive Report on San Mateo County Office of Education Special Education Related Services

Associate Superintendent Nancy Magee said she would introduce a presentation she believed the Board would appreciate. She said as she began her role as Associate Superintendent of Student Services she didn’t understand the depth of work taking place in the Special Education Related Services Program. Over the past one and one half years she has been privileged to observe the work, get to know the providers and understand the depth of their experience. Ms. Magee commented one very powerful benefit SMCOE’s Related Services Providers make available is maximizing the capacity of the school districts to serve its students in their own districts and attend school with their neighborhood peers. SMCOE Related Services Providers travel to the schools and address the needs of the special education students, help coach them and guide them through their general education program along with their special education program.

Associate Superintendent Magee explained SMCOE’s Related Services Providers also serve SMCOE’s Special Education students. She said the SMCOE Special Education Related Services Program is wholly used by the districts that use the expert teachers SMCOE provides. Associate Superintendent Magee introduced Dr. Mary Browning, Principal and Site Coordinator of Early Childhood Education and Related Services, to talk more about the program.

Dr. Browning said providing a report on Related Services to the Board was easy for her. She said she is proud of her staff and introduced two of the Adapted Physical Education teachers Brigit Danz, who has worked for SMCOE for 19 years and Eric Rado who recently joined the team, and who were able to attend the meeting. She said SMCOE’s Highly Qualified and Specialized Related Services teachers serve over 500 students in various programs throughout the County ranging from birth to the end of their education in the public school system. Dr. Browning explained Federal Code states Related Services will provide students identified with a disability, access and the ability to benefit from their Special Education Program. She said there are about 30 staff members who come from a variety of professions that provide services for students including: Audiology; Augmentative Alternative Communication; Integrated Hearing Impaired; Adapted Physical Education; Orientation and Mobility; Visual Impairment; and Speech and Language. Dr. Browning noted in order to keep up with technology, teachers must continue their education with professional development so they can support students to access and benefit from the curriculum.

Dr. Browning then reviewed and shared photos from each of the various services provided to the districts:

- Speech Language Pathology (SLP) – supports range from articulation and verbal communication deficits to nonverbal communication strategies and assistive communication tools
- Orientation and Mobility (O&M) Services – provided to students who are blind or have a visual impairment to enable those students to attain systematic orientation to and safe movement within their environments in school, home and community
Board of Education Meeting  
February 1, 2017

STUDENT SERVICES DIVISION (continued)

- Adaptive Physical Education (APE) – for individuals with exceptional needs who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class.
- Education Audiology – services are provided to students with hearing loss, whether or not they use hearing aids or cochlear implants, in order to provide access to the auditory curriculum in their school setting and to allow for clear and easy communication with teachers and peers by way of the fitting of assistive listening technology, direct services and consultative services to teachers and staff.
  - Integrated Hearing Impaired Services – the purpose of this program is to maximize a student’s participation in the general education core curriculum program by providing academic support, auditory training, self-advocacy skills and language expansion for students whose hearing loss adversely impacts educational performance.

Dr. Browning, Ms. Danz and Mr. Rado then answered questions from the Board.

10. OFFICE OF THE SUPERINTENDENT

a. Superintendent's Comments

Superintendent Campbell commented she wanted to share her recent field trip to Ingrid B. Lacy Middle School in the Pacifica School District and South San Francisco High School in the South San Francisco Unified School District, to visit two Special Day classes along with Associate Superintendent Magee. Ms. Campbell said she took pictures of the classrooms to share with the Board so they could get a feel of how different devices help students with profound challenges gain access to the curriculum. She said when we talk about the State Standards in English and Language Arts, the Next Generation Science Standards and History/Social Studies Standards, we don't always think about how to make them accessible to children with severe disabilities. Superintendent Campbell commented Associate Superintendent Magee is working with her staff on a pilot program at Lacy Middle School and South San Francisco High School with the Unique Learning System Curriculum. This standards-based curriculum for children with special needs uses much of the technology Dr. Browning talked about as well as interactive opportunities for students. Ms. Campbell said the Unique Learning System provides a teacher with complete standards-based integrated curriculum and lessons that evolve through the weeks. Technologies in the classrooms allow the students to interact during the lessons with equipment they are able to use fitting their specific abilities.

Superintendent Campbell reported that information displayed on the walls of the classrooms pertained to events currently taking place as well as historical events showing that students are learning the same things their peers in the comprehensive classrooms are learning. She said this shows SMCOE is making its best possible attempt to ensure that every student in its programs has
the maximum access to the standards. Ms. Campbell said you can modify how you present those standards to children so they can access them.

Superintendent Campbell talked about the paraeducators who are totally in-sync with their individual student. Paraeducators understand the cues their student displays, they are very kind and accepting of their student and they want to be sure their student is getting the most that they possibly can out of their school experience. Ms. Campbell explained the Unique Learning System keeps data on each student and generates what each student should do next.

Superintendent Campbell said there was a bulletin board in the lobby of the Palos Verdes site that said, “Attitude is the mind’s paintbrush... it can color any situation.” Ms. Campbell saw the saying again on her way out and thought what she just had the opportunity to see was the perfect encapsulation of that saying because the SMCOE Student Services team has the attitude that students with special needs can have access to the standards and wants to engage them in whatever way works for each of them so they can continue to grow.

Superintendent Campbell acknowledged and thanked Deputy Superintendent Porterfield and her Information Technology Services staff as well as the staff who acquire the equipment these students use, providing them with access to a world they wouldn’t otherwise have.

Superintendent Campbell said she wanted to share this with the Board because she wanted the Board to see the involvement of the students as well as the amazing talent of SMCOE’s teaching staff and paraeducator staff that we don’t usually get to see.

11. BOARD MEMBERS

   a. Discuss/Act on Legislation

Board Member Alvaro explained Assembly Bill (AB) 163 (Weber) and AB173 (Jones-Sawyer) have to do with police interaction with students. She said:

   • AB173 requires school boards to adopt policies prohibiting school staff from calling a peace officer to arrest, discipline or otherwise interact with a child for violation of school rules
   • AB163 would require school boards annually to review policies regarding the scope of peace officer interactions with students and how to reduce the presence of peace officers

Board Member Alvaro requested this item be brought back for further discussion to consider support of these bills.
b. Board Policy Review

Board Member Camacho said these policies are a continuation of the Ad Hoc Board Subcommittee’s and SMCOE staff’s work to clarify and make sure Education Code is being followed, and trying to leave room and mirror what is available for staff members regarding Board Development, Activities and Travel.

1. New and Revised Board Policies – First Reading
   1. Revised Board Policy: BP 9223 (Filling Board Vacancies)
   2. New Board Policy: BP 9224 (Oath or Affirmation of Office)
   3. Revised Board Policy: BP 9240 (Board Development, Activities and Travel)

c. Board Member Comments

Mr. Cannon

Mr. Cannon reported he attended the San Mateo County Schools Board Association (SMCSBA) Dinner Meeting on Monday, January 30, 2017, and said he enjoyed the great information that was presented. Ms. Cannon thanked Mr. Camacho for the work he is doing with SMCSBA, and said this association has been more pertinent to the County Board’s work in the past couple of years.

Mr. Cannon reported he attended a meeting with Board Members Hsiao and Alvaro to discuss possible locations for Peninsula High School with representatives from the San Mateo Union High School District.

Ms. Cannon said he is pleased and encouraged to see how SMCOE recognizes the in-depth consideration of individualized learning in Special Education. He said this is also evident at the Youth Services Center and Camp Glenwood where real attempts are made to meet individual needs of students who are struggling. Mr. Cannon recalled when he was a teacher and then principal that the expectation was that all students would receive and understand the information that was presented to them in the classroom and today we understand that process does not work for all and doesn’t meet the needs of all students. He said he is very excited and encouraged to hear about all of the good work being done in SMCOE classrooms.

Mr. Camacho

Mr. Camacho thanked Board Member Hsiao for his leadership and work on the Outdoor Education Ad Hoc Subcommittee meeting. He said there was great discussion taking place in those conversations and he is glad to join Mr. Hsiao and Ms. Alvaro on that subcommittee.

Mr. Camacho reported he attended, along with Deputy Superintendent Waddell, the Racial Equity and Education Event hosted by the Silicon Valley Education Foundation. He was surprised by the number of community members from different public agencies in attendance to hear conversations about race and equity in schools. Mr. Camacho said it was facilitated by Milton
BOARD MEMBERS (continued)

Reynolds, Senior Program Associate, Facing History and Ourselves, who presented an excellent overview of the history of racial inequities in the United States. Mr. Camacho was glad to see the community engaged in that conversation.

Mr. Camacho reported he joined Mr. Cannon, Ms. Gerard, Superintendent Campbell, Dr. Waddell and Associate Superintendent Magee at the SMCSBA Dinner Meeting regarding College and Career Readiness. He said there were several key takeaways, but one thing Mr. Camacho was pleased about was meeting Jason Brockmeyer, Director of Innovation, Community Outreach & Special Projects, South San Francisco Unified School District (SSFUSD), who talked about the partnership between SSFUSD, Genetech and the City of South San Francisco. He said looking at a district that is putting resources towards someone dedicated at advancing education within the district sends a positive message for teachers, students and the community.

Ms. Alvaro

Ms. Alvaro said Superintendent Campbell mentioned that there is a partnership between Gateway and the Early Childhood Education (ECE) Programs where the children have companions. She commented two Gateway students, who have graduated, have now earned their ECE Certificates and are now working as paraeducators in SMCOE’s program, which made Ms. Alvaro very happy.

Ms. Alvaro commented she is pleased the SMCOE is now looking at Visual and Performing Arts.

Ms. Alvaro announced she signed up for the California Department of Education (CDE) Webinar regarding Stakeholder Policy Input and said she is interested to hear what they have to say.

Ms. Gerard

Ms. Gerard echoed Mr. Camacho and Mr. Cannon’s comments about the SMCSBA Dinner Meeting. She said she learned more specifics regarding what is going on in San Mateo County in partnerships with the Community College District. She said the in-depth activities taking place to help students are very inspiring. She said the enthusiasm of the people involved was contagious.

Ms. Gerard agrees with Ms. Alvaro about bringing back the Visual and Performing Arts and said she was sad to see them go away because the Arts did keep students involved in school because they had to do well to stay in the programs.

Ms. Gerard appreciated the Adapted Physical Education piece of the Special Education Related Services presentation and thinks it a very important part of this program.

Ms. Gerard said Superintendent Campbell’s field trip to the Special Education classes to see the Unique Learning System Curriculum sounded wonderful and said she wished the entire Board could have been there with her.
Mr. Hsiao said he agrees with the Visual and Performing Arts coming back and said his children are most proud when they come home with something they created.

Mr. Hsiao said he was moved by the Special Education Related Services presentation and said he is thrilled to hear SMCOE is serving 500 of these exceptional children and was hoping to hear the number of children we serve had not declined too much. He is heartened and proud to know the SMCOE teaching staff are able to help those children discover their own ability to learn and master the standards like any other child.

Mr. Ross said the Board received a nice reminder at this meeting of the combination of instructional services and student services that are being performed by the San Mateo County Office of Education. He said he is struck by how much he feels motivated to help SMCOE tell the story beyond the walls of the San Mateo County Board Rooms. Mr. Ross said some of this might be discussed at the Board-Superintendent Retreat and said he looks forward to that discussion.

12. ADJOURNMENT

There being no further business to come before the Board, the meeting was adjourned at 8:54 p.m.
# CERTIFICATED STAFFING REPORT

January 4, 2017 – February 7, 2017

## NEW EMPLOYEES

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION</th>
<th>DIV./DEPT.</th>
<th>DATE OF HIRE</th>
<th>REMARKS</th>
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<tr>
<td>Michelle Holdt</td>
<td>Coordinator, Visual and Performing Arts</td>
<td>ISD/Curriculum Services</td>
<td>1/09/17</td>
<td></td>
</tr>
<tr>
<td>Jocel Lazarito</td>
<td>Program Specialist</td>
<td>SSD/K-12</td>
<td>1/25/17</td>
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## SEPARATIONS

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<th>DATE OF SEPARATION</th>
<th>REMARKS</th>
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</thead>
<tbody>
<tr>
<td>Rowena Turner</td>
<td>Teacher</td>
<td>SSD</td>
<td>1/5/17</td>
<td>Resigned</td>
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Forward to the Board:

Anne E. Campbell  
County Superintendent of Schools
# STAFFING REPORT – CLASSIFIED

**January 11, 2017 – February 7, 2017**

## POSITIONS OPEN – RECRUITMENT / TESTING IN PROGRESS

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DIV./DEPT.</th>
<th>REPLACING</th>
<th>DATE OPENED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille Transcriber</td>
<td>SSD/ECE</td>
<td>Gail Baldwin</td>
<td>04/01/2016</td>
</tr>
<tr>
<td>Project Specialist, ELSS (EQ+IP)</td>
<td>ISD/ELSS</td>
<td>Sarah Kinahan</td>
<td>11/04/2016</td>
</tr>
<tr>
<td>Administrative Assistant I, Bilingual</td>
<td>ISD/ELSS</td>
<td>Luz Roman-Amaro</td>
<td>11/28/2016</td>
</tr>
<tr>
<td>Administrative Assistant II</td>
<td>SSD/SSS</td>
<td>Natasha Dinis</td>
<td>12/05/2016</td>
</tr>
<tr>
<td>Manager, Facilities Services</td>
<td>SSD/FAC</td>
<td>Kenneth Tanase</td>
<td>01/09/2017</td>
</tr>
<tr>
<td>Coordinator, Information Systems – Bus Sys</td>
<td>BSD/DBS</td>
<td>Marco Sanchez</td>
<td>01/09/2017</td>
</tr>
<tr>
<td>Paraeducator, Special Education</td>
<td>SSD/SPED</td>
<td>New Position</td>
<td>01/11/2017</td>
</tr>
<tr>
<td>Administrative Assistant I</td>
<td>SSD/FAC</td>
<td>Rina Kolesnikov</td>
<td>01/23/2017</td>
</tr>
<tr>
<td>Project Specialist, ELSS (Big Lift)</td>
<td>ISD/ELSS</td>
<td>New Position</td>
<td>01/24/2017</td>
</tr>
<tr>
<td>Financial Analyst</td>
<td>BSD/DBS</td>
<td>Nelson Shum</td>
<td>02/01/2017</td>
</tr>
</tbody>
</table>

## PROMOTIONS

<table>
<thead>
<tr>
<th>POSITION FILLED</th>
<th>DIV./DEPT.</th>
<th>FILLED BY</th>
<th>REPLACING</th>
</tr>
</thead>
<tbody>
<tr>
<td>None to report.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## TRANSFERS

<table>
<thead>
<tr>
<th>POSITION FILLED</th>
<th>FILLED BY</th>
<th>FR DIV./DEPT.</th>
<th>TO DIV./DEPT.</th>
<th>EFFECTIVE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>None to report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## NEW EMPLOYEES – REGULAR

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DIV./DEPT.</th>
<th>FILLED BY</th>
<th>DATE OF HIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraeducator, Special Education</td>
<td>SSD/SPED</td>
<td>Mark Salvacruz</td>
<td>01/23/2017</td>
</tr>
</tbody>
</table>

## NEW EMPLOYEES - SUBSTITUTE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DIV./DEPT.</th>
<th>FILLED BY</th>
<th>DATE OF HIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>None to report.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SEPARATIONS

<table>
<thead>
<tr>
<th>POSITION</th>
<th>DIV./DEPT.</th>
<th>VACATING EMPLOYEE</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraeducator, Special Education</td>
<td>SSD/SPED</td>
<td>Oscar Logan Cowan</td>
<td>Exhaust Sick Leave</td>
</tr>
</tbody>
</table>

Forward to the Board:

Anne E. Campbell  
County Superintendent of Schools
Date  February 8, 2017

To:    Anne E. Campbell  
       County Superintendent of Schools

From: Nancy Magee, Associate Superintendent  
      Student Services Division

Subject: Authorization of Duties and Responsibilities for one New Classified Positions

Board action is requested to authorize the duties and responsibilities of one new classified position that will support medically fragile students and behaviorally challenged students enrolled in the K-12 program

Duties to be assigned to the position are as follows:

- Assist a certificated teacher in caring for the physical needs of a medically fragile student including G-Tube feeding, monitoring oxygen levels, lifting and positioning the student, and taking care of hygiene needs;
- Assist student with physical therapy, motor skills, and related exercises;
- Assure the health and safety of the student by following established safety practices and procedures;
- Maintain classroom and other assigned areas in a safe, clean, and orderly manner;
- Observe the behavior of the student in the classroom and maintain a log of observations; monitor students during outdoor activities, eating, field trips and other activities as assigned.

Approved and Recommended to the Board:

[Signature]
Anne E. Campbell, County Superintendent of Schools
February 8, 2017

To: Anne E. Campbell, County Superintendent of Schools

From: Gary Waddell, Deputy Superintendent
       Instructional Services Division

Subject: Report on Performance-Based Learning (PBL) Initiative of the STEM Center @SMCOE

I will be present to introduce Rebecca Vyduna, STEM Director, who will present a report on the Performance-Based Learning (PBL) Initiative of STEM Center @SMCOE, and to answer any questions the Board may have.

Forward to the Board:

Anne E. Campbell, County Superintendent of Schools
February 08, 2017

To: Anne E. Campbell, County Superintendent of Schools

From: Nancy Magee, Associate Superintendent

Subject: 2016-2017 School Year Consolidated Application for Funding

Board action is requested to approve the 2016-2017 Consolidated Application for Funding.

The Consolidated Application (Con App) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. The application document identifies the categories for which the San Mateo County Office of Education, as a local educational agency or LEA, receives funding.

These funding categories are:
- Title I
- Title II
- Title III

Additionally, the application document includes certification reports as required by law, specifically, Certification of Assurances and Protected Prayer Certification.

I will be present at the Board Meeting on February 15, 2017, to answer any questions the Board may have.

Approved and Recommended to the Board:

Anne E. Campbell, County Superintendent of Schools
2014-15 Title I, Part D Fiscal Year Expenditure Report, Closeout 27 Months


CDE Program Contact:
Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

Use of Funds

Funds provided to local educational agencies under this subpart (section 1424) may be used, as appropriate, for:

(1) programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
(2) dropout prevention programs which serve at-risk children and youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least 1 year behind their expected grade level, migrant youth, immigrant youth, students with limited English proficiency, and gang members;

(3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;
(4) special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education; and
(5) programs providing mentoring and peer mediation.

2014-15 Title I, Part D Entitlement $381,762

Object Code - Activity

<table>
<thead>
<tr>
<th>Object Code - Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999 Certificated personnel salaries</td>
<td>$279,351</td>
</tr>
<tr>
<td>2000-2999 Classified personnel salaries</td>
<td>$5,525</td>
</tr>
<tr>
<td>3000-3999 Employee benefits</td>
<td>$56,788</td>
</tr>
<tr>
<td>4000-4999 Books and supplies</td>
<td>$284</td>
</tr>
<tr>
<td>5000-5999 Services and other operating expenditures</td>
<td>$912</td>
</tr>
<tr>
<td>Administrative and indirect costs</td>
<td>$38,902</td>
</tr>
<tr>
<td>Total year-to-date expenditures</td>
<td>$381,762</td>
</tr>
<tr>
<td>2014-15 Unspent funds</td>
<td>$0</td>
</tr>
</tbody>
</table>

Note: CDE will invoice the LEA for the amount of 2014-15 unspent funds.

General comment
(Maximum 500 characters)

***Warning***

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# 2014-15 Title II, Part A Fiscal Year Expenditure Report, Closeout 27 Months


## CDE Program Contact:
Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 Title II, Part A entitlement</td>
<td>$4,924</td>
</tr>
<tr>
<td>2014-15 Title II, Part A total apportionment issued</td>
<td>$4,924</td>
</tr>
</tbody>
</table>

### Professional Development Expenditures

- Professional development for teachers
- Professional development for administrators
- Subject matter project
- Other professional development expenditures | $4,556

### Exams and Test Preparation Expenditures

- Exam fees, reimbursement
- Test preparation training and or materials
- Other exam and test preparation expenditures

### Recruitment, Training, and Retaining Expenditures

- Recruitment activities
- Hiring incentive and or relocation allotment
- National Board Certification and or stipend
- Verification process for special settings (VPSS)
- University course work
- Other recruitment training and retaining expenditures

### Miscellaneous Expenditures

- Class size reduction
- Administrative and indirect costs | $368
- Total funds transferred to Title I, Part A
- Other allowable expenditures or encumbrances
- Total expenditures and encumbrances | $4,924
- 2014-15 Unspent Funds | $0

Note: CDE will invoice the LEA for the 2014-15 unspent apportionment amount.

### General Comment
(Maximum 500 characters)

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### Warning
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2014-15 Title III, Part A LEP YTD Expenditure Report, Closeout 27 Months


CDE Program Contact:
Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required
Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized
(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
(3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English proficiency and academic achievement of limited English proficient children.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

| 2014-15 Title III, Part A LEP entitlement | $15,244 |
| 2014-15 Title III, Part A LEP total apportionment issued | $15,244 |

<table>
<thead>
<tr>
<th>Object Code - Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999 Certificated personnel salaries</td>
<td>$0</td>
</tr>
<tr>
<td>2000-2999 Classified personnel salaries</td>
<td>$0</td>
</tr>
<tr>
<td>3000-3999 Employee benefits</td>
<td>$0</td>
</tr>
<tr>
<td>4000-4999 Books and supplies</td>
<td>$0</td>
</tr>
<tr>
<td>5000-5999 Services and other operating expenditures</td>
<td>$14,945</td>
</tr>
<tr>
<td>Administrative and indirect costs</td>
<td>$299</td>
</tr>
<tr>
<td>Total year-to-date expenditures</td>
<td>$15,244</td>
</tr>
</tbody>
</table>

| 2014-15 Invoice amount | $0 |

Note: CDE will invoice the LEA for the 2014-15 unspent apportionment amount.

General comment
(Maximum: 500 characters)

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2015-16 Title I Part A Carryover

Report only expenditures for fiscal year 2015-16 allocation to determine funds to be carried over to fiscal year 2016-17.

CDE Program Contact:
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789
Rina DeRose, Title I Policy and Program Guidance Office, RDerose@cde.ca.gov, 916-323-0472

2015-16 Carryover Calculation

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Title I Part A Entitlement</td>
<td>$211,306</td>
</tr>
<tr>
<td>Transferred in</td>
<td>$0</td>
</tr>
<tr>
<td>Title I Part A available allocation</td>
<td>$211,306</td>
</tr>
<tr>
<td>Expenditures and obligations from July 1, 2015 through June 30, 2016 (12 Months)</td>
<td>$133,811</td>
</tr>
<tr>
<td>Carryover as of June 30, 2016</td>
<td>$77,495</td>
</tr>
<tr>
<td>Carryover percent as of June 30, 2016</td>
<td>36.67%</td>
</tr>
<tr>
<td>Expenditures and obligations from July 1, 2015 through September 30, 2016 (15 Months)</td>
<td>$192,707</td>
</tr>
<tr>
<td>Carryover as of September 30, 2016</td>
<td>$18,599</td>
</tr>
<tr>
<td>Carryover percent as of September 30, 2016</td>
<td>8.80%</td>
</tr>
</tbody>
</table>

***Warning***

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2015-16 Title III, Part A LEP YTD Expenditure Report, 18 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2015 through December 30, 2016.

CDE Program Contact:
Patty Stevens, Language Policy and Leadership Office, pstevens@cde.ca.gov, 916-323-5838
Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831

Required and Authorized LEP Sub-grantee Activities

Required
Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.
Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

Authorized
(1) Upgrading program objectives and effective instruction strategies.
(2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures.
(3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction.
(4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
(5) Improving the English proficiency and academic achievement of limited English proficient children.
(6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2015-16 Title III, Part A LEP entitlement $13,908

Object Code - Activity

<table>
<thead>
<tr>
<th>Object Code</th>
<th>Activity</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-1999</td>
<td>Certificated personnel salaries</td>
<td>$3,517</td>
</tr>
<tr>
<td>2000-2999</td>
<td>Classified personnel salaries</td>
<td>$0</td>
</tr>
<tr>
<td>3000-3999</td>
<td>Employee benefits</td>
<td>$496</td>
</tr>
<tr>
<td>4000-4999</td>
<td>Books and supplies</td>
<td>$3,372</td>
</tr>
<tr>
<td>5000-5999</td>
<td>Services and other operating expenditures</td>
<td>$6,249</td>
</tr>
<tr>
<td></td>
<td>Administrative and Indirect costs</td>
<td>$272</td>
</tr>
<tr>
<td></td>
<td>Total year-to-date expenditures</td>
<td>$13,908</td>
</tr>
<tr>
<td></td>
<td>2015-16 Unspent funds</td>
<td>$0</td>
</tr>
</tbody>
</table>

General comment
(Maximum 500 characters)

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2016-17 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school’s eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789
Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov., 916-319-0269

Note:
In order for CDE program staff to have visibility to all SWP authorized schools, it is important to have an Authorized Representative certify this Notification of Authorization data collection after a change is made.

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Code</th>
<th>Authorized</th>
<th>Local Board Approval Date (ex. 04/30/2015)</th>
<th>SIG Approval Date (ex. 04/30/2015)</th>
<th>Poverty Level %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camp Glenwood</td>
<td>0113266</td>
<td>Y</td>
<td>04/03/2013</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>Canyon Oaks Youth Center</td>
<td>0117143</td>
<td>Y</td>
<td>04/03/2013</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>Gateway Center</td>
<td>0113332</td>
<td>Y</td>
<td>04/03/2013</td>
<td></td>
<td>70.00%</td>
</tr>
<tr>
<td>Hillcrest at Youth Services Center</td>
<td>4130076</td>
<td>Y</td>
<td>04/03/2013</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>Margaret J. Kemp</td>
<td>0128652</td>
<td>Y</td>
<td>02/19/2014</td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>San Mateo County Special Education</td>
<td>6069363</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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# 2016-17 Title I, Part A LEA Allocation

The purpose of this data collection is to calculate the full Title I Part A allocation available to the LEA.

**CDE Program Contact:**
Jane Liang, District Innovation and Improvement Office, [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov), 916-319-0259  
Jacqueline Matranga, District Innovation and Improvement Office, [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), 916-445-4905

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Title I, Part A entitlement</td>
<td>$196,408</td>
</tr>
<tr>
<td>Transferred-in amount</td>
<td>$0</td>
</tr>
<tr>
<td>Title I, Part A entitlement after transfers</td>
<td>$196,408</td>
</tr>
</tbody>
</table>

**Note:**
In order for the 2015-16 Allowable Carryover amount to be pre-populated, the 2015-16 Title I, Part A Carryover data collection should be completed and saved before beginning data entry on this data collection.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16 Allowable Carryover</td>
<td>$18,599</td>
</tr>
<tr>
<td>(Allowable values are the 12 month 2015-16 carryover amount or, whichever is less either the 15 month 2015-16 carryover amount or 15% of the 2015-16 entitlement plus transfers-in amount)</td>
<td></td>
</tr>
<tr>
<td>Repayment of funds</td>
<td>$0</td>
</tr>
<tr>
<td>2016-17 Total allocation</td>
<td>$215,007</td>
</tr>
<tr>
<td>Indirect cost reservation</td>
<td>$25,706</td>
</tr>
<tr>
<td>Administrative reservation</td>
<td>$0</td>
</tr>
<tr>
<td>2016-17 Title I, Part A adjusted allocation</td>
<td>$189,301</td>
</tr>
</tbody>
</table>

**Indirect Cost and Administration Calculation Tool**
To help determine allowable indirect cost and administration reserves, based on your Approved Indirect Cost Rate as defined on [http://www.cde.ca.gov/fg/ac/ic/](http://www.cde.ca.gov/fg/ac/ic/), below are recommended values.

<table>
<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Approved indirect cost rate</td>
<td>13.58%</td>
</tr>
<tr>
<td>Maximum allowable indirect cost reservation</td>
<td>$25,706</td>
</tr>
<tr>
<td>Recommended administration reservation</td>
<td>$6,544</td>
</tr>
</tbody>
</table>

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2016-17 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948

### Nonprofit Private School Equitable Services Percentage Calculation

<table>
<thead>
<tr>
<th>Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total participating nonprofit private school low income students</td>
<td></td>
</tr>
<tr>
<td>Total participating attendance area low income students</td>
<td>0</td>
</tr>
<tr>
<td>Percent of nonprofit private school low income students for equitable service calculations</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

### Required Reservations

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A adjusted allocation</td>
<td>$189,301</td>
</tr>
</tbody>
</table>

### Parental Involvement

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental involvement</td>
<td>$0</td>
</tr>
<tr>
<td>(1% of the entitlement plus transfers-in if greater than $500,000.)</td>
<td></td>
</tr>
<tr>
<td>Supplemental parental involvement</td>
<td>$0</td>
</tr>
<tr>
<td>(Optional: Additional discretionary set-aside.)</td>
<td></td>
</tr>
<tr>
<td>Nonprofit private school parental involvement set-aside</td>
<td>$0</td>
</tr>
<tr>
<td>Amount remaining</td>
<td>$0</td>
</tr>
<tr>
<td>Public school parental involvement</td>
<td>$0</td>
</tr>
<tr>
<td>Balance available for LEA parental involvement activities</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Direct and Indirect Services

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct or indirect services to homeless children, regardless of their school of attendance</td>
<td>$500</td>
</tr>
<tr>
<td>Homeless services provided</td>
<td></td>
</tr>
<tr>
<td>(Maximum 500 characters)</td>
<td></td>
</tr>
<tr>
<td>Meet basic needs (clothing, supplies) of homeless students.</td>
<td></td>
</tr>
<tr>
<td>Local neglected institutions</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the LEA have local institutions for neglected children or children currently classified as neglected?</td>
<td></td>
</tr>
<tr>
<td>Direct or indirect services in local institutions for neglected children</td>
<td>$500</td>
</tr>
<tr>
<td>Local delinquent institutions</td>
<td>Yes</td>
</tr>
<tr>
<td>Does the LEA have local institutions for delinquent children?</td>
<td></td>
</tr>
<tr>
<td>Other neglected or delinquent services</td>
<td>$500</td>
</tr>
</tbody>
</table>

***Warning***

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2016-17 Title I, Part A Reservations, Required

To report LEA required reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Sylvia Hanna, Title I Policy and Program Guidance Office, shanna@cde.ca.gov, 916-319-0948

Program Improvement (PI)
The following reservation is required if the LEA is in Program Improvement, or has one or more schools in Program Improvement.

| Program Improvement activities (Including Alternative Supports and public school Choice Transportation.) | $1,000 |
| Program Improvement comments | No students in Court and Community School Programs are transported to other schools. Interest in SES is limited. |

Program Improvement Professional Development

| Professional development funds | Yes |
| Will the LEA use PI school-level professional development funds to help meet the LEA 10% minimum professional development requirement? | |
| PI professional development (Minimum 10% of the entitlement plus transfers in.) | $19,000 |
| 2015-16 PI professional development carryover | $0 |
| Total PI professional development | $19,000 |

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2016-17 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

CDE Program Contact:
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904

<table>
<thead>
<tr>
<th>Allowed Reservations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for credentialed teachers and highly qualified paraprofessionals</td>
</tr>
<tr>
<td>Professional development for teachers and paraprofessionals</td>
</tr>
<tr>
<td>Nonprofit private school equitable services</td>
</tr>
<tr>
<td>Professional development reserved for public schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District-wide Instructional Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-wide instructional programs (Non-PI activities)</td>
</tr>
<tr>
<td>Nonprofit private school equitable services</td>
</tr>
<tr>
<td>District-wide instructional programs for Title I public schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other School Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other school programs</td>
</tr>
<tr>
<td>Including summer school or intersession programs or before and after school programs</td>
</tr>
<tr>
<td>Nonprofit private school equitable services</td>
</tr>
<tr>
<td>Other school programs reserved for public schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Allowable Reservations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary differentials</td>
</tr>
<tr>
<td>Preschool programs</td>
</tr>
<tr>
<td>Capital expenses for nonprofit private schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Improvement Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher incentives and rewards (Maximum 5% of entitlement after transfers.)</td>
</tr>
<tr>
<td>Professional development of credentialed teachers</td>
</tr>
<tr>
<td>Technical assistance to schools</td>
</tr>
<tr>
<td>Summer school, intersession programs or before and after school programs</td>
</tr>
</tbody>
</table>

***Warning***
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### 2016-17 Title I, Part A Reservations, Allowed

To report LEA allowable reservations before distributing funds to schools, and to calculate and report nonprofit private school set-aside values.

**CDE Program Contact:**
Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Nancy Bodenhausen, Title I Policy and Program Guidance Office, NBodenhausen@cde.ca.gov, 916-445-4904

#### Reservation Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Allocation</td>
<td>$189,301</td>
</tr>
<tr>
<td>Total required reservations</td>
<td>$21,500</td>
</tr>
<tr>
<td>Total allowed reservations</td>
<td>$0</td>
</tr>
<tr>
<td>Allocations after reservations</td>
<td>$167,801</td>
</tr>
<tr>
<td>Total nonprofit private school set aside</td>
<td>$0</td>
</tr>
<tr>
<td>Nonprofit private school Parental Involvement set-aside</td>
<td>$0</td>
</tr>
<tr>
<td>Public school Parental Involvement set-aside</td>
<td>$0</td>
</tr>
<tr>
<td>Amount available for Title I, Part A school allocations</td>
<td>$167,801</td>
</tr>
</tbody>
</table>

---

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2016-17 Title I, Part D LEA Allocations and Reservations

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title I, Part D, Subpart 2, Neglected, Delinquent, and At-Risk Youth, and to report required reservations.

CDE Program Contact:
Karen Steinhaus, Title I Policy and Program Guidance Office, ksteinhaus@cde.ca.gov, 916-319-0946

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Title I, Part D Entitlement</td>
<td>$324,567</td>
</tr>
<tr>
<td>Repayment of funds</td>
<td>$0</td>
</tr>
<tr>
<td>2016-17 Allocation</td>
<td>$324,567</td>
</tr>
<tr>
<td>Indirect cost reservation</td>
<td>$44,076</td>
</tr>
<tr>
<td>Administrative reservation</td>
<td>$0</td>
</tr>
<tr>
<td>Title I, Part D adjusted allocation</td>
<td>$280,491</td>
</tr>
</tbody>
</table>

General comment
(Maximum 500 characters)

***Warning***
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The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Teacher & Principal Training & Recruiting.

CDE Program Contact:
Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689
Juan J. Sanchez, Educator Excellence Office, jsanchez@cde.ca.gov, 916-319-0452

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17 Title II, Part A entitlement</td>
<td>$4,040</td>
</tr>
<tr>
<td>Total funds transferred out of Title II, Part A</td>
<td>$0</td>
</tr>
<tr>
<td>Total entitlement after transfers</td>
<td>$4,040</td>
</tr>
<tr>
<td>Repayment of funds</td>
<td>$0</td>
</tr>
<tr>
<td>Repayment comment</td>
<td></td>
</tr>
<tr>
<td>Provide an explanation of why repayment dollars were added back to the allocation</td>
<td></td>
</tr>
<tr>
<td>2016-17 Allocation</td>
<td>$4,040</td>
</tr>
<tr>
<td>Administrative and indirect costs</td>
<td>$548</td>
</tr>
<tr>
<td>2016-17 Title II, Part A adjusted allocation</td>
<td>$3,492</td>
</tr>
</tbody>
</table>

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February 8, 2017

To: Anne E. Campbell, County Superintendent of Schools

From: Nancy Magee, Associate Superintendent, Student Services Division

Subject: Update on the 2017 San Mateo County Office of Education Local Control Accountability Plan (LCAP) Process

Associate Superintendent Nancy Magee will be present at the Board meeting on February 15, 2017, to provide an update on the 2017 Local Control Accountability Plan (LCAP) process and to answer any questions the Board might have.

Forward to the Board:

Anne E. Campbell
County Superintendent of Schools
February 8, 2017

To: San Mateo County Board of Education
From: Anne E. Campbell, San Mateo County Superintendent of Schools
Subject: Discuss/Act on Legislation Items

Legislation items have been placed on the agenda for Board discussion and/or action.

Forward to the Board:

Anne E. Campbell, County Superintendent of Schools
An act to add Sections 38006 and 38007 to the Education Code, relating to school safety.

LEGISLATIVE COUNSEL’S DIGEST

AB 163, as introduced, Weber. School safety: peace officer interactions with pupils.

Existing law requires school districts and county offices of education to be responsible for the overall development of comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. Existing law authorizes the governing board of a school district to establish a school police department under the supervision of a school chief of police and to employ peace officers.

This bill would require the governing board of a school district to adopt and annually review a policy regarding the scope of peace officer interactions, including, but not limited to, those employed by a school police department or by a local law enforcement agency, with pupils and to consider how to reduce the presence of peace officers on campus. By imposing additional duties on school districts, the bill would impose a state-mandated local program. The bill would require a school district, before the beginning of the 2018–19 school year, as a condition of having a school police department to adopt specified policies, or as a condition of entering into or continuing an agreement with a local law enforcement agency to have one or more regularly assigned peace officers at any of its schools to enter into a memorandum of understanding containing specified policies, regarding the scope of
peace officer interactions with pupils. The bill would require those policies to include specified elements, including, among others, that school staff only call a peace officer when there is a real and immediate physical threat to pupils, teachers, or public safety or when mandated by existing law, that a peace officer not arrest or discipline pupils for violations of school rules or for low-level misconduct, and that a peace officer not interview or arrest a pupil on a school campus during school hours absent a real and immediate physical threat to pupils, teachers, or public safety.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.


The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

(a) Excellent and equitable public education is grounded in the California Constitution and is essential to the well-being of individuals, communities, and the State of California. For pupils to access an excellent public education, they must have a healthy, supportive, and safe learning environment. Positive relationships and a supportive school culture are crucial to that environment.

(b) Over the past two decades, law enforcement, including police officers, in the United States has increasingly displaced school administrators as disciplinarians by responding to minor offenses and conduct violations that pose no direct threat to personal safety. This increase in pupil-law enforcement interactions has funneled thousands of pupils in California into the school-to-prison pipeline and created adverse legal consequences for school districts. Moreover, restrictive and punitive “safety” measures such as locked doors, metal detectors, and a law enforcement presence on campus increase disorder by making pupils more fearful and less trusting of school officials and law enforcement.
(c) During the 2013–14 school year, California K–12 schools reported 22,746 referrals of pupils to law enforcement and 9,540 pupil arrests. Pupils of color, pupils with disabilities, pupils in low-income households, and lesbian, gay, bisexual, transgender, and questioning pupils are disproportionately affected by these arrests and referrals to law enforcement. From 2013 to 2014 in California, American Indian pupils were 3.4 times as likely, Black pupils were 2.7 times as likely, and Hawaiian/Pacific Islander pupils were 1.4 times as likely as their White peers to receive a school-based referral to law enforcement. Additionally, Black pupils were three times as likely, American Indian pupils were twice as likely, and Hawaiian/Pacific Islander pupils were 1.5 times as likely as White pupils to be subjected to school-related arrest. In addition, in some large school districts in California, Latino pupils are significantly more likely than White pupils to be referred to law enforcement or arrested at school. Pupils with disabilities were three times as likely as pupils without disabilities to be arrested in school. The average arrest rate in California schools where more than 80 percent of pupils were in low-income households was seven times the average arrest rate in schools where less than 20 percent of pupils were in low-income households.

(d) Arrest and incarceration doubles a pupil’s odds of dropping out of school, even when controlling for relevant variables such as delinquent behavior, parental poverty, grade retention, and middle school grade point average. Juvenile arrest also increases a pupil’s chance of future imprisonment and decreases the pupil’s employability.

(e) Many school districts in California have conflicting, vague, or absent law enforcement policies that provide little to no meaningful guidance to school staff on when to call law enforcement to campus or how to interact with law enforcement. Most school districts in California give staff complete discretion to call law enforcement to address pupil misbehavior that should be handled by school staff such as administrators or counselors, including general school rule violations such as “disorderly conduct” or refusing to come in from recess, bullying and harassment, school “disruption,” and vandalism. Very few school districts in California have policies limiting law enforcement contact with pupils for rulebreaking or minor offenses.
(f) Many school districts in California do not require staff to ask for identification from a person who comes on campus purporting to be a law enforcement officer. Only a small percentage of school districts have a policy describing how staff should respond if a person claiming to be a law enforcement officer refuses to provide proper identification.

(g) Most school districts in California provide inadequate guidance to school staff on what they should do when law enforcement questions a pupil on campus. Very few school districts have policies ensuring that an adult other than a law enforcement officer is present during questioning to make sure the pupil’s civil rights are observed during the questioning or ensuring that school staff or law enforcement advises pupils that they have a constitutional right to remain silent. A large majority of school districts allow law enforcement officers to interview pupils immediately upon demand, stating that school staff “shall not hinder or delay” interrogations.

(h) Many school districts in California have no barriers to law enforcement removing a pupil from school. Less than 20 percent of California school districts require a school administrator to determine why the law enforcement officer seeks to remove the pupil from school. Very few school districts maintain any procedures governing the enforcement of arrest warrants on school campuses.

(i) Approximately one-third of school districts do not require staff to keep any records of pupil-law enforcement interactions. Even the school districts that require some data collection generally do not aggregate or systematically analyze the data to better understand the reasons for law enforcement interaction with pupils.

(j) Very few school districts in California have policies that clearly describe the procedures that pupils and families can use to submit complaints about law enforcement practices or interactions.

(k) In 2013, after concerted pressure by community activists working in coalition, the Pasadena Unified School District and the Pasadena Police Department entered into a memorandum of understanding that mandates police officers “will not respond to calls of discipline problems involving pupils” and requires the police department to collect detailed data about interactions between pupils and police officers. The police department worked closely with the school district to train school staff to understand
that arrests and referrals to law enforcement should be used only as a last resort. As a result of this training, school staff largely stopped referring pupils to the police for breaking school rules or other disciplinary issues. In addition, arrests, citations, and contact between pupils and police officers have plummeted throughout the school district. Within the last year, the police department reduced the number of permanent police officers in the school district from six to two, and may further reduce that number.

(1) In 2014, after concerted pressure by a coalition of community and legal services groups concerned about the effects of police practices on pupils, the Oakland Unified School District, which has its own school police department, adopted policies that limit the role of police in schools of the school district. The new policies require that a parent or guardian be notified before his or her child is questioned by police in school and require police officers to advise pupils of their constitutional right to remain silent during interrogation. The school district also adopted a complaint procedure for pupils and other victims of police misconduct in schools. The change came about after parents and other community members organized over concern that Black pupils in the school district are disproportionately targeted for referral to law enforcement.

SEC. 2. Section 38006 is added to the Education Code, to read:

38006. (a) The governing board of a school district shall adopt and annually review a policy regarding the scope of peace officer interactions with pupils. In reviewing the policy, the governing board of the school district shall consider how it can reduce the presence of peace officers on campus. If a school district has a permanent peace officer presence on campus, the governing board of the school district shall consider and assess the viability of alternatives to that presence, including, but not limited to, restorative justice methods, to ensure school safety and promote a climate for learning.

(b) For purposes of this section, "peace officer" has the same meaning as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code and includes, but is not limited to, a peace officer who is employed by a school police department or by a local law enforcement agency.

SEC. 3. Section 38007 is added to the Education Code, to read:
AB 163

38007. (a) Before the beginning of the 2018–19 school year, a school district shall, as a condition of having a police department established pursuant to Section 38000, adopt the policies listed in subdivision (b). Before the beginning of the 2018–19 school year, a school district shall, as a condition of entering into or continuing an agreement with a local law enforcement agency to have one or more regularly assigned peace officers at any of its schools, enter into a memorandum of understanding with the local law enforcement agency containing the policies listed in subdivision (b). The policies listed in subdivision (b) only address the role of peace officers and are not intended to take away any responsibilities for handling pupil discipline from school staff.

(b) (1) School staff shall only call a peace officer when there is a real and immediate physical threat to pupils, teachers, or public safety, or when mandated by existing law. A peace officer shall not arrest or discipline pupils for violations of school rules or for low-level misconduct. Counselors and other school officials shall handle bullying, harassment, disruptiveness, vandalism, drug and alcohol abuse, and other nonviolent incidents.

(2) A peace officer shall not interview a pupil on a school campus during school hours absent a real and immediate physical threat to pupils, teachers, or public safety. When a threat necessitates that a peace officer interview a pupil on a school campus, the peace officer shall do all of the following:

(A) Notify the principal immediately when he or she arrives on campus.

(B) Provide identification, show proper credentials, and cite the legal authority for his or her actions when deployed to a school campus to question or detain a pupil. If the peace officer refuses to cite the legal authority for the interview, the principal or designee of the principal shall document the refusal, consult with the legal counsel of the school district, and receive approval from the legal counsel before allowing the interview to proceed.

(C) Explain to the school principal the reason for the interview and the reason the interview must be done at school, and obtain consent from the principal before proceeding.

(D) Conduct the interview in a private location outside of instructional time.

(E) Notify the pupil’s parent or guardian before the interview and ask for his or her consent before commencing the interview.
Advise the pupil of his or her constitutional rights, including the right to remain silent, and explain to the pupil that anything he or she says can be used against him or her in court or otherwise.

Allow the pupil to have his or her parent or guardian, or, if the parent or guardian is unavailable or if the pupil prefers, a school employee of the pupil’s choosing, present during questioning.

Not restrain or handcuff the pupil during the interview.

A peace officer shall not arrest a pupil on a school campus during school hours absent a real and immediate physical threat to pupils, teachers, or public safety. When a threat necessitates that a peace officer arrest a pupil on a school campus, the peace officer shall do all of the following:

(A) Have a valid warrant.

(B) Explain to the school principal the reason for the arrest and the reason the arrest must be done at school.

(C) Conduct the arrest in a private location.

(D) Advise the pupil of his or her constitutional rights, including the right to remain silent and the right to an attorney, and explain to the pupil that anything he or she says can be used against him or her in court or otherwise.

(E) Notify the pupil’s parent or guardian before the arrest. School staff shall also separately notify the pupil’s parent or guardian immediately upon the arrest, as required by Section 48906.

Within three months of adopting, or entering into a memorandum of understanding that contains, the policies listed in subdivision (b), the school district and the local law enforcement agency shall ensure that a copy of the policies is distributed to each of the entity’s respective employees and that appropriate training regarding the policies and the responsibilities of each employee has been provided to employees. The school district and the local law enforcement agency shall provide any new employee with a copy of the policies listed in subdivision (b) within a week of the employee’s first day of employment. The school district shall include the policies in a handbook annually distributed to pupils and parents pursuant to Section 48980 and shall publicly post the policies on the school district’s Internet Web site.

To ensure transparency and accountability, the governing board of a school district that has a police department established pursuant to Section 38000 or that has an agreement with a local
law enforcement agency to have one or more regularly assigned peace officers at any of its schools shall establish a, or use an existing, comprehensive, easily understood, well-publicized formal complaint process open to pupils, families, and community members to report incidents of possible peace officer misconduct at schools or during interactions with pupils.

(e) For purposes of this section, “peace officer” has the same meaning as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code and includes a peace officer who is employed by a school police department or by a local law enforcement agency in an agreement with a school district to have one or more regularly assigned peace officers at a school.

SEC. 4. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
An act to add Article 6 (commencing with Section 32296) to Chapter 2.5 of Part 19 of Division 1 of Title 1 of the Education Code, relating to school safety.

LEGISLATIVE COUNSEL'S DIGEST

AB 173, as introduced, Jones-Sawyer. School safety: peace officer interactions with pupils.

Existing law, the Interagency School Safety Demonstration Act of 1985, requires school districts and county offices of education to be responsible for the overall development of comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive. The act establishes the School/Law Enforcement Partnership, comprised of the Superintendent of Public Instruction and the Attorney General, whose duties include, among others, the development of programs and policies necessary to implement the provisions of the Education Code relating to school safety plans.

This bill would require the governing board of a school district to adopt policies mandating proper protection of pupils' rights in interactions with peace officers, including, but not limited to, that school staff not call a peace officer to arrest, discipline, or otherwise interact with a pupil for a violation of school rules and that school staff exhaust all alternatives before involving a peace officer for low-level misconduct. The bill would require a school district to collect and publicly report comprehensive data regarding peace officer interactions with pupils and to have a procedure through which pupils and
community members can complain about misconduct relating to peace officer interactions with pupils. By imposing additional duties on school districts, the bill would impose a state-mandated local program.

The bill would impose specified requirements on a peace officer, including, but not limited to, that when deployed to a school campus to question or arrest a pupil, the peace officer immediately notify the principal, identify himself or herself, show proper credentials, and provide the legal authority for his or her actions. The bill would prohibit, unless certain conditions are met, a peace officer fromquestioning or arresting a pupil on a school campus during school hours absent a real and immediate physical threat to pupils, teachers, or public safety. By imposing additional duties on local law enforcement agencies, the bill would impose a state-mandated local program.

Existing law authorizes the governing board of a school district to establish a school police department under the supervision of a school chief of police and to employ peace officers.

This bill would, for purposes of its provisions, exclude from the definition of “peace officer” a person employed as a member of a police department of a school district and a peace officer employed by a K–12 public school district.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.


The people of the State of California do enact as follows:

1 SECTION 1. Article 6 (commencing with Section 32296) is added to Chapter 2.5 of Part 19 of Division 1 of Title 1 of the Education Code, to read:
Article 6. Peace Officer Interactions with Pupils

32296. (a) It is the intent of the Legislature in enacting this article to define roles and establish procedures for peace officer interactions with pupils on school premises.

(b) For purposes of this article, “peace officer” has the same meaning as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2 of the Penal Code, except that it does not include a person employed as a member of a police department of a school district or a peace officer employed by a K–12 public school district, as described in subdivisions (b) and (c) of Section 830.32 of the Penal Code.

32297. The governing board of a school district shall adopt policies mandating proper protection of pupils’ rights in all interactions with peace officers, including, but not limited to, both of the following, which shall be prioritized:

(a) School staff shall not call a peace officer to arrest, discipline, or otherwise interact with a pupil for a violation of school rules, including, but not limited to, any of the following:

(1) Failure to participate in class or unpreparedness for class.

(2) Failure to carry a hall pass or appropriate identification.

(3) Trespassing.

(4) Loitering.

(5) Profanity.

(6) Inappropriate public displays of affection.

(7) Failure to wear or correctly wear a school uniform or follow policies regarding clothing.

(8) Possession of a prohibited item that does not violate the Penal Code, including, but not limited to, a cell phone or marker.

(9) Inappropriate use of an electronic device.

(10) Insubordination or defiance.

(11) Disorderly conduct.

(12) Verbal altercations, abuse, or harassment.

(13) Altercations, abuse, or harassment over the Internet.

(14) Physical altercations that do not involve a weapon.

(15) Vandalism or graffiti.

(16) Being late, cutting class, absenteeism, or truancy.

(17) Perceived drunkenness or intoxication.

(18) Possession of alcohol.
1  (19) Possession of a tool that could be taken to be, but is not
2  intended as, a weapon, including, but not limited to, a nail clipper
3  or file, small penknife, butter knife, toy gun, or pepper spray. This
4  paragraph does not include an item that is brandished as a weapon.
5  (20) Alleged or witnessed promoting or claiming of a
6  neighborhood or crew, including, but not limited to, verbally or
7  through graffiti, clothing, or hand signs.
8  (b) School staff shall exhaust all alternatives before involving
9  a peace officer for low-level misconduct, including, but not limited
10  to, any of the following:
11  (1) Battery.
12  (2) Battery on school property.
13  (3) Battery against school staff.
14  (4) Disturbing the peace or a similar offense that causes a
15  disturbance.
16  (5) Possession of marijuana for personal use.
17  32298. (a) A peace officer shall, when deployed to a school
18  campus to question or arrest a pupil, immediately notify the
19  principal, identify himself or herself, show proper credentials, and
20  provide the legal authority for his or her actions.
21  (b) A peace officer shall not question a pupil on a school campus
22  during school hours absent a real and immediate physical threat
23  to pupils, teachers, or public safety. When these limited
24  circumstances necessitate that a peace officer question a pupil on
25  campus, the peace officer shall do all of the following:
26  (1) Show a legal warrant.
27  (2) Consult with the principal, explain the reason for the
28  questioning and the reason the questioning must be done at school,
29  and obtain consent before proceeding.
30  (3) Conduct the questioning in a private location outside of
31  instructional time.
32  (4) Immediately notify the pupil’s parent or guardian, and ask
33  and obtain the parent or guardian’s consent before questioning the
34  pupil.
35  (5) Advise the pupil of his or her constitutional rights, including
36  the right to remain silent, and explain that anything the pupil says
37  can be used against him or her.
38  (6) Allow the pupil to have his or her parent or guardian, or, if
39  the parent or guardian is unavailable or if the pupil prefers, a school
40  employee of the pupil’s choosing, present during questioning.
A peace officer shall not arrest a pupil on a school campus during school hours absent a real and immediate physical threat to pupils, teachers, or public safety. When these limited circumstances necessitate that a peace officer arrest a pupil on campus, the peace officer shall do all of the following:

1. Have a legal warrant.
2. Consult with the principal and explain the reason for the arrest.
3. Conduct the arrest in a private location.
4. Advise the pupil of his or her constitutional rights, including the right to remain silent and the right to an attorney, and explain to the pupil that anything he or she says can be used against him or her.
5. Immediately notify the pupil’s parent or guardian. School staff shall also immediately notify the pupil’s parent or guardian upon the arrest, as required by Section 48906.

A school district shall collect comprehensive data regarding peace officer interactions with pupils. A school district shall publicly report that data at least two times, and not more than four times, a year, disaggregated by race, sex, English learner status, and disability status.

A school district shall have a comprehensive, easily understood, and well publicized procedure through which pupils and community members can complain about school staff or peace officer misconduct relating to peace officer interactions with pupils.

If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.
January 31, 2017

TRANSMITTAL

To: All Board Presidents and Superintendents
   CSBA Member County Boards of Education – Region 1, 3, 5, 7, 9, 11

From: Charlyn Tuter, Program Manager

Re: 2017 Delegate Assembly County Representative Election
    U.S. Postmark Deadline – Wednesday, March 15, 2017

Enclosed is the ballot for the election of your county representative to CCBE’s Board of Directors and CSBA’s Delegate Assembly.

Enclosed in this mailing you will find the following:

• Memo from CSBA President Susan Henry
• Memo from CCBE President Amy Christianson
• Return envelope U.S. Postmark Deadline – Wednesday, March 15, 2017
• Red ballot to be signed by Superintendent/clerk
• List of the current Delegates in your region (reverse side of ballot)
• Copy on white paper of the red ballot for insertion in board packets
• Copies of each candidate’s biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

Enclosures
January 31, 2017

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member County Boards of Education – Region 1, 3, 5, 7, 9, 11

From: Susan Henry, President

Re: 2017 Delegate Assembly County Representative Election
U.S. Postmark Deadline – Wednesday, March 15, 2017

Enclosed is the ballot material for election of a county representative to the CSBA Delegate Assembly and CCBE Board of Directors from your region. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board, as a whole, votes using the red ballot. There is only one vacancy for a county delegate in each region. The board may vote for only one candidate. The ballot also contains a provision for write-in candidates; their name and county office of education must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Wednesday, March 15, 2017. No exceptions are allowed.**

Election results will be posted on CSBA’s web site no later than Monday, April 3. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019. The next meeting of the Delegate Assembly is on Saturday, May 20 – Sunday, May 21 at the Hyatt Regency in Sacramento.

Please do not hesitate to the Executive Office at (800) 266-3382 should you have any questions. Thank you.
January 31, 2017

MEMORANDUM

TO: CCBE and CSBA Member County Boards of Education

FROM: Amy Christianson, CCBE President

SUBJECT: 2017 County CCBE Board of Directors and CSBA Delegate Assembly Election

Enclosed is the ballot material for election of a county representative to CCBE Board of Directors and CSBA Delegate Assembly from your region.

CCBE is a statewide organization that is a section of CSBA and partners with it in providing educational leadership serving the unique needs of all county boards of education in California. CCBE’s mission is to provide leadership and services to county boards of education members enabling them to help every student succeed. It is the dynamic network of members maximizing education opportunities for all.

Members of the CCBE Board of Directors establish the vision, mission and goals for CCBE, and ensure that activities and programs remain focused on those goals and the issues identified in CCBE’s policy platform. The CCBE Board of Directors is committed to serving an organization that is dedicated to equity and knowledge by being engaged, tenacious, and champions for education. Individuals who are committed and involved in providing educational leadership are needed.

CCBE Board of Director’s roles and responsibilities include:

- Adopt CCBE’s budget, policy platform, bylaws and standing rules.
- Provide two-way communication with local county board members and school districts.
- Select and endorse a candidate for the CSBA Director-at-Large, County position.
- Support and participate in CCBE’s and CSBA’s activities and events.

There are three required CCBE Board of Directors meetings each year. In 2017, the first meeting will be on May 21 in West Sacramento following CSBA’s Delegate Assembly meeting, the second meeting will be on September 8 preceding CCBE’s Annual Conference in Monterey, and the third meeting will be on November 30 in San Diego following CSBA’s Delegate Assembly meeting. It is important that in addition to serving on the CSBA Delegate Assembly, regional county Delegates are also required to serve on the CCBE Board of Directors and attend all scheduled meetings.

For further information about CCBE, please go to www.thecbbe.org or contact Charlyn Tuter, at ctuter@csba.org or (800) 266-3382 ext. 3281. Thank you.
This complete, ORIGINAL Ballot must be SIGNED by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than WEDNESDAY, MARCH 15, 2017. Only ONE Ballot per Board. Be sure to mark your vote “X” in the box. A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 5
(San Francisco, San Mateo Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019

*denotes incumbent

☐ Beverly Gerard (San Mateo COE)*

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.
Region 5 – Alisa MacAvoy, Director (Redwood City ESD)
10 Delegates (7 elected/3 appointed)

Below is a list of all the current Delegates from this Region.

Subregion A
Emily M. Murase (San Francisco County & USD), appointed term expires 2017
Rachel P. Norton (San Francisco County & USD), appointed term expires 2017
Shamann Walton (San Francisco County & USD), appointed term expires 2018

Subregion B
Davina Drabkin (Burlingame ESD), term expires 2017
Carrie Du Bois (Sequoia Union HSD), term expires 2017
Marc Friedman (San Mateo Union HSD), term expires 2018
Kevin Martinez (San Bruno Park ESD), term expires 2017
Kalimah Salahuddin (Jefferson Union HSD), term expires 2018
Vacant, term expires 2018

County Delegate
Beverly Gerard (San Mateo COE), term expires 2017

Counties
San Francisco (Subregion A)
San Mateo (Subregion B)
Name: Beverly Gerard
CSBA Region #: 5B

COE Name: San Mateo County Office of Education

Profession: Human Resources
Contact Number: 650 992-6157
E-mail: bgerard@smcoe.org

Years on board: 27

Are you a continuing Delegate? ■ Yes □ No
If yes, how long have you served as a Delegate? 23

Why are you interested in becoming a County Delegate/CCBE Director? Please describe the skills and experiences you would bring to the Delegate Assembly and CCBE’s Board of Directors.

1. I actively participate in all discussions regarding issues pertaining to counties, whether in a committee meeting, from the floor, or during networking discussions.
2. I partner with the San Mateo County Office of Education, the superintendent, and our legal team regarding issues that might conflict with CSBA/CCBE policy to ensure I have a clear understanding of the issues.
3. I consider myself a candid spokesperson for county boards and county offices, including in my interactions with local district boards. I believe it is important everyone understands the crucial roles county boards and county offices play. I consistently advocate for county boards/offices on a statewide level by attending conferences, and I have represented San Mateo County on a national level by meeting with elected officials in Washington D.C.

Please describe your activities and involvement on your local county board of education, community, and/or CSBA.

County Board President and Vice President; Board Representative, San Mateo County Committee on School District Organization; Board Representative, San Mateo County Special Education Local Plan Area (SELPA) Policy Board; Member, Special Education Parent Planning Committee; Member of the following San Mateo County Board of Education Committees: Ad Hoc LCAP/Budget Advisory Committee, San Mateo County Office of Education (SMCOE) Legislative Committee, Outdoor Education Committee, Teacher-of-the-Year Selection Committee, Superintendent's Salary Committee, Loma Mar Property Subcommittee; Member of committees for prior years: Strategic Planning Committee, Community School Blue Ribbon Task Force, Board Policy Review Committee; Member, CCBE Conference Planning Committee, working to ensure important issues facing county offices and school districts are addressed through sessions provided at the CCBE Annual Conference; Member and new Chair of the CCBE Nominating Committee.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

1. Cultivate the role of county boards of education. County board members need to be informed advocates for public education, and CSBA/CCBE can help keep members informed by maintaining consistent and parallel messaging for districts and counties.
2. Promote student opportunities for higher education and job skills development. CSBA can help support these types of key initiatives.
3. Conduct ongoing assessments and well thought out, unbiased conversations related to district needs. CSBA plays an important role by helping to identify trends and unique district-by-district priorities.
4. Address the differences between county boards and district boards. County students and mandates are different from conventional districts and schools, and county board policies need to be updated promptly when laws change. As CSBA writes new policies for districts, they may want to consider addressing policies for county boards at the same time.

Your signature indicates your consent to have your name placed on the ballot and to serve as a County Delegate and a member on the CCBE’s Board of Directors, if elected.

Signature: Beverly Gerard
Date: 12/2/2014
February 8, 2017

To: San Mateo County Board of Education

From: Anne E. Campbell, San Mateo County Superintendent of Schools

Subject: Online Agenda Services

During the past year the San Mateo County Board of Education has used the California School Boards Association’s (CSBA’s) Agenda Online services. We are bringing forward information for online school board agenda programs for the Board discussion and/or action.

Forward to the Board:

Anne E. Campbell, County Superintendent of Schools
Online Board Agenda Options

Marco A. Chávez,
Administrator, Board/Superintendent Support

In Collaboration with:
Marcia Serpa – Garcia, Executive Assistant

Online Board Agenda Options

• Current Practices
• Online Agenda Options
  – Agenda Online
  – Board Docs
  – Electronic School Board
• Additional Features – Matrix
Three Options

- California School Boards Association (CSBA) Agenda Online
- Board Docs
- Electronic School Board

Option One: Current Practice

CSBA Agenda Online
- Post Board Agenda for Public Access
- Online Access for Trustees
- Upload Support Materials
- On Site Training
Current Practice Cont’d

SMCOE Website
- Board Minutes
- Board Policies

GAMUT Online
- Access CSBA Sample Board Policies

Board Packets
- Several are online only
- 7 Paper Packets are produced

Option Two: Board Docs
Option Three: Electronic School Board
## Comparison Matrix

### Online Agenda: Features and Comparison Matrix

<table>
<thead>
<tr>
<th>Online Agenda Features</th>
<th>CSBA Agenda Online</th>
<th>Board Docs</th>
<th>Electronic School Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Features</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agendas</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Policies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ability to Post Events, Invitations etc.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Context Sensitive Search for anything posted on system – Meta search for Best Practices of Public Documents from Similar Organizations</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>On Site Training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Tech Support</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Web application – No software or apps to load or maintain – Integrates with Existing User Web-Site</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Meeting Agenda Features</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easy to navigate</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Quick Access to and Search of Agenda Items</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

[www.smcoe.org](http://www.smcoe.org)
Additional Features

All Three Providers:
- Action items prompt for vote
- Ability to post events, invitations, etc.

Board Docs Only:
- Linking and tracking board goals
- Calendar Events; Shared Board or Public Calendar
- Customizable Speaker Count-Down Timer

Electronic School Board Only:
- Synchronized meetings
- Electronic Voting Feature (public display of votes)
- Customizable Speaker Count-Down Timer

Questions?

www.smcoe.org
February 8, 2017

To: San Mateo County Board of Education

From: Anne E. Campbell, County Superintendent of Schools

Subject: Revised Board Policies – Second Reading and Action

The first reading of the following Board Policies took place on February 1, 2017, and are now brought forward for a second reading and action:

1. Revised Board Policy: BP 9223 (Filling Board Vacancies)
2. New Board Policy: BP 9224 (Oath or Affirmation of Office)
3. Revised Board Policy: BP 9240 (Board Development, Activities and Travel)

Attachments

Approved and Recommended to the Board:

Anne E. Campbell, County Superintendent of Schools
Filling Board Vacancies

Timelines for Filling a Vacancy

When a vacancy occurs, the County Board shall take the following action, as appropriate:

1. When a vacancy occurs less than four months before the end of a Board member's term, the County Board shall take no action.

2. When a vacancy occurs four or more months before the end of a Board member's term, the County Board shall either order an election or make a provisional appointment within 60 days of the date of the vacancy or the filing of the member's deferred resignation, unless a special election is mandated as described below. When a vacancy occurs more than four months before the end of a County Board member's term, the County Board shall order an election or make a provisional appointment within 60 days of the date of the vacancy or the filing of the member's deferred resignation unless a special election as described in item #3 below is required. (Education Code 5091, 5093). In the event that the County Board fails to make a provisional appointment or order an election within 60 days, the County Superintendent of Schools must call an election to fill the vacancy.

3. When a vacancy occurs from six months to 130 days before a regularly scheduled County Board election at which the position is not scheduled to be filled, a special election to fill the position shall be consolidated with the regular election. The person so elected shall take office at the first regularly scheduled County Board meeting following the certification of the election and shall serve only until the end of the term of the position which he/she was elected to fill.

Procedure for Making a Provisional Appointment

If the Board chooses to make an appointment, it shall establish a procedure for doing so. The Board may use or modify the procedure as set forth by Board Regulation.

Appointment and Public Notice of Provisional Appointment

Appointment to a vacant position shall be made by majority vote at an open meeting of the County Board. The appointment shall be a provisional appointment for a period of 30 days. A provisional appointment shall confer all powers and duties of a Board member upon the appointee immediately following her/his appointment. At the expiration of the 30 day period, if no petition is filed for an election, the person shall hold office until the next regularly scheduled election for the Board.

Within 10 days after the appointment is made, the County Superintendent of Schools shall:
- Post notices of the actual vacancy, or the filing of a deferred resignation, and the provisional appointment
San Mateo County Board of Education Policy

- The notice shall be published in the local newspaper and posted in at least three public places within San Mateo County.
- The notice shall contain the date of the occurrence of the vacancy or the date of the filing of, and the effective date of, the resignation; the full name of the appointee; the date of appointment; and a statement notifying the voters that unless a petition calling for a special election pursuant to Education Code 5091 is filed in the office of the County Superintendent of Schools within 30 days of the provisional appointment, it shall become an effective appointment.

Appointment Due to Failure to Elect

When a vacancy occurs because no candidate or an insufficient number of candidates have been nominated (i.e., a failure to elect) and an election will not be held, the County Board shall appoint a qualified person to the office. This appointment shall be made at a meeting prior to the day fixed for the election and the appointee shall be seated at the organizational meeting as if elected at the election. (Education Code 5328)

When an appointment is being made because of a failure to elect, the County Board shall publish a notice once in a newspaper of general circulation published in the county, or if no such newspaper exists, in a newspaper having general circulation within the county. This notice shall state that the County Board intends to make an appointment and shall inform persons of the procedure available for applying for the appointment. (Education Code 5328.5)

The procedure for selecting and interviewing candidates shall be the same as the procedures specified above in the "Provisional Appointments" section.

Legal References:
- Education Code 1008 Vacancies, procedures for filling
- Education Code 5000-5033 Elections
- Education Code 5090-5095 Vacancies
- Education Code 5300-5304 Elections
- Education Code 5320-5329 Order and call of election
- Education Code 5340-5345 Consolidation of elections
- Education Code 5440-5442 Miscellaneous provisions, elections
- Education Code 35178 Resignation with deferred effective date

Adopted: BP 9217 SMCBE 9/1/71
Revised: BP 9217 SMCBE 1/16/80, 8/19/87, 3/27/91, 9/25/91, 10/01/08
Renamed BP 9223 (Replaces BP 9217) (date)
Oath Or Affirmation

Prior to entering upon the duties of their office, all members of the County Board of Education shall take the oath or affirmation required by law. (California Constitution, Article 20, Section 3; Government Code 1360)

The oath may be administered and certified by any County Board member, the secretary or assistant secretary to the County Board, the County Superintendent of Schools, the Superintendent of Public Instruction, or any other person authorized in Education Code 60 or Government Code 1225.

The executed oath shall be filed with the County Clerk. (Government Code 1363)

Oath of Office:

FOR THE OFFICE OF BOARD MEMBER

SAN MATEO COUNTY BOARD OF EDUCATION

I, STATE YOUR NAME, DO SOLEMNLY SWEAR (or AFFIRM) THAT I WILL SUPPORT AND DEFEND THE CONSTITUTION OF THE UNITED STATES AND THE CONSTITUTION OF THE STATE OF CALIFORNIA AGAINST ALL ENEMIES, FOREIGN AND DOMESTIC; THAT I WILL BEAR TRUE FAITH AND ALLEGIANCE TO THE CONSTITUTION OF THE UNITED STATES AND THE CONSTITUTION OF THE STATE OF CALIFORNIA; THAT I TAKE THIS OBLIGATION FREELY, WITHOUT ANY MENTAL RESERVATION OR PURPOSE OF EVASION; AND THAT I WILL WELL AND FAITHFULLY DISCHARGE THE DUTIES UPON WHICH I AM ABOUT TO ENTER.

Legal Reference:

EDUCATION CODE
60 Persons authorized to administer and certify oaths

GOVERNMENT CODE
1225 Right to administer and certify oaths
1303 Misdemeanor for failure to take oath
1360-1369 Oath of office
3100-3109 Oath or affirmation of allegiance

Adopted SMCBE: (date)
Board of Education BP 9240

Board Development, Activities and Travel

The **County** Board recognizes that professional development and participation in professionally related associations and organizations will help them understand their responsibilities, stay abreast of new developments in education and develop their skills.

All Board members may attend conferences, workshops and other events for the purpose of Board development. Board members may also attend meetings of associations or committees, which relate to their duties as Board members. Board members shall report to the **County** Board, orally or in writing, as soon as possible on such activities that they attend.

Funds for County Board development and travel shall be budgeted annually. To the extent possible, registration and hotel arrangements shall be made through the Superintendent’s office.

**Expense Reimbursement**

Members may attend such activities within the state and shall be reimbursed for such expense as is incurred, within prescribed **County Office** guidelines, without prior action of the **County** Board and upon presentation of proper receipts.

Members may attend such activities outside the state upon prior approval of the **County** Board, and shall be reimbursed for such expense as is incurred, within prescribed guidelines, upon presentation of proper receipts.

The Superintendent shall periodically determine expense reimbursement guidelines for County Office staff. The same guidelines will determine expense reimbursement for Board members. Personal expenses shall be the responsibility of individual **County** Board members. Personal expenses include, but are not limited to, the personal portion of any tip, alcohol, entertainment, laundry, expenses of any family member who is accompanying the **County** Board member on official business, personal use of an automobile, and personal losses and traffic violation fees incurred while on official business.

**Legal References:**

*Education Code 33360 Department of Education and statewide association of school district boards; annual workshop*
*Government Code 54950-54963 The Ralph M. Brown Act, especially 54952.2 Meeting*

Adopted SMCBE 10/01/08
Revised SMCBE 02/19/14
(Replaces Board Policies 9215.1, 9215.2 and 9215.3)