



# Policy News

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## “Linked learning” supports college and career readiness

“Linked learning” is an instructional approach that connects strong academics in high school with real-world experiences in a wide range of fields, helping students gain an advantage in career and college readiness.

Recently the James Irvine Foundation awarded a \$400,000 grant to the California School Boards Foundation to support, over a two-year period, a number of activities that will help districts and county offices of education (COEs) improve their understanding of the linked learning approach and effectively implement related instructional strategies.

The grant will help support the work of CSBA’s Linked Learning Task Force, co-chaired by CSBA’s Immediate Past President Martha Fluor of Newport-Mesa Unified School District and Past President Frank Pugh of Santa Rosa City School District. The primary work of the task force is to provide guidance to the association on public policy recommendations and legislation stemming from the California Department of Education’s (CDE) *Multiple Pathways to Student Success Report* (2010) (available at [www.cde.ca.gov/ci/gs/hs/mpfgen.asp](http://www.cde.ca.gov/ci/gs/hs/mpfgen.asp)).

Over the course of three meetings between October 2011 and May 2012, the task force has refined its focus to include broad discussions related to college and career readiness, career technical education, linked learning and regional occupational centers and programs as they relate to student success and closing the achievement gap. Expected outcomes of the task force are to:

- Identify, highlight and promote effective college and career readiness programs that assist in closing the achievement gap.
- Identify barriers to the continued effectiveness and implementation of college and career readiness programs including linked learning.
- Identify and recommend guidelines for legislation and the implementation of legislation related to college and career readiness programs.

Related activities will include the development of sample board policies; education opportunities during CSBA’s Annual Education Conference and Trade Show and Masters in Governance courses; inclusion of a Golden Bell Awards component for effective linked learning programs; and facilitation of partnership opportunities between employers who participate in CSBA’s Business Affiliate Program and local governance teams to develop work-based learning opportunities for students.

With the assistance of the Linked Learning Task Force, CSBA updated sample board policy and administrative regulation BP/AR 6178 - Career Technical Education in July, including adding concepts related to linked learning. BP/AR 6178.2 - Work-Based Learning was revised in March. As the work of the task force progresses, CSBA will continue to monitor implications for policy revisions.

For further information on linked learning, browse the websites of CSBA ([www.csba.org](http://www.csba.org)), the James Irvine Foundation (<http://irvine.org>) and ConnectEd (<http://connectedcalifornia.org>).



## Statewide coalition launches clearinghouse of technology policies and tools

Over the past nine months, CSBA's Member Services staff have been engaged in a statewide initiative designed to provide districts/COEs and other stakeholders with sample policies, guidelines and tools to promote responsible use of technology. ON[the]LINE is scheduled to launch its new website in August at [www.onthelineCA.org](http://www.onthelineCA.org).

The website will offer a comprehensive clearinghouse of resources to support governing boards and district and school staff throughout California in preparing students and staff to be responsible, technology-empowered citizens. New resources will be continually identified and added to the clearinghouse.

The initiative was created under the leadership of Dr. Kelly Calhoun, chief technology officer at the Santa Clara County Office of Education. Other sponsors in addition to CSBA include the Association of California School Administrators, California County Superintendents Educational Services Association, California Educational Technology Professionals Association, Technology Information Center for Administrative Leadership, Computer-Using Educators Inc. and the law firm of Fagen, Friedman and Fulfroost LLP.

"Districts and county offices are continually struggling with how to incorporate rapidly advancing technologies into their existing policies and practices," states Calhoun. "I refer to this as the 'nailing Jello to the wall' challenge, in that these technologies are constantly changing. Instead, this initiative attempts to switch the focus away from individual technologies and onto the real issues of student and staff behavior. Technology policies and administrative regulations aligned with the *outcomes* we really want would remove so many challenges faced by districts today in this area. We all want students and staff prepared to excel in environments where technology is often ubiquitous. With the help of CSBA, this initiative seeks to create policies – usable by every district in California – which make sense for the 21st century."

Consistent with this initiative, CSBA has begun to review its policies and administrative regulations related to technology, student conduct and staff conduct. "The goal of this review is to help districts promote responsible use of technology without creating unnecessary 'scatter' of related principles throughout the policy manual," says Diane Greene, senior policy services consultant at CSBA.

This approach was used when CSBA revised its two sample policies related to student conduct (BP 5131 - Conduct and BP 5131.2 - Bullying) in March 2012. In addition, CSBA updated its policy addressing employee codes of conduct (BP 4119.21/4219.21/4319.21 - Professional Standards) in July to incorporate key principles of professional conduct, including conduct related to employee use of technology.

"Districts may soon find it unnecessary to maintain a separate policy on employee use of technology, for example, since the conduct prohibited in the policy – use of district equipment to access harmful or inappropriate matter, use of district equipment for commercial purposes, unauthorized release of confidential information, and so on – is covered in other policies addressing employee conduct," Greene adds. "CSBA will continue to review its sample policies to identify areas where policies can be streamlined."

CSBA has issued a policy brief, *A New Approach to Technology Policies*, which provides further information and includes a policy development worksheet with questions for boards to consider. This brief is available at [www.csba.org/pab.aspx](http://www.csba.org/pab.aspx).

Information on the ON[the]LINE initiative will also be presented during a workshop at CSBA's 2012 Annual Education Conference and Trade Show. "21st Century Technology Policies that Make Sense for Districts Today!" is scheduled for Thursday, Nov. 29, 4-5:15 p.m.

## CSBA helps districts implement Common Core State Standards

Two years ago the State Board of Education (SBE) adopted Common Core State Standards in English language arts and mathematics, including a set of nationwide standards developed by the National Governors Association Center for Best Practices and additional standards recommended by the California Academic Content Standards Commission. As the state moves toward aligning its assessment system with these standards by the 2014-15 school year, districts/COEs need to begin implementing changes to prepare students and teachers for this transition, including changes involving standards and curriculum, teacher and administrator professional development, new instructional materials, and district assessment systems.

To support implementation of the Common Core at the local level, CSBA is publishing a series of policy briefs entitled *Governing to the Core*. The first edition in the series, released in June, provides a timeline of key dates in implementation and applies the information to the school board's major areas of responsibility: setting direction, establishing structure, providing support to staff, ensuring accountability and providing community leadership. The second edition is scheduled to be published in August and will focus on issues related to instructional materials. These policy briefs are available at [www.csba.org/pab.aspx](http://www.csba.org/pab.aspx).

Further information is also available through an archived webinar, presented through the Education Insights @ CSBA series last fall, which is available at [www.csba.org/TrainingAndEvents.aspx](http://www.csba.org/TrainingAndEvents.aspx).

CSBA's Member Services department has begun to address the Common Core through sample board policies and administrative regulations, including BP 6011 - Academic Standards and AR 6161.1 - Selection and Evaluation of Instructional Materials.

It is expected that BP 6161.11 - Supplementary Instructional Materials will be reissued in November to address the selection of supplemental materials aligned with the standards. Because state adoptions of basic K-8 instructional materials are suspended until the 2015-16 school year, state law requires the CDE to recommend and the SBE to approve lists of supplemental materials that districts/COEs may use to help students achieve the Common Core. The lists will be posted on the CDE's website in February 2013. A board may select its own supplemental materials provided the materials are reviewed by specified content experts and meet certain criteria. In addition, proposed legislation (AB 1719) would require the state to develop a list of materials, by Jan. 1, 2014, that are aligned to English language development standards for English learners. Issuance of BP 6161.11 is being held until November to incorporate the provisions of AB 1719, if it passes.

All these resources provide the basic information that governance teams need in order to understand the state implementation of the standards and the implications for districts/COEs and students. Additionally, governance teams will have an opportunity to be engaged in an exchange of ideas around the Common Core through workshops and study sessions at CSBA's 2012 Annual Education Conference and Trade Show.

## New school lunch standards go into effect

Effective July 1, 2012, federal regulations align meal patterns and nutrition standards for the National School Lunch Program with the Dietary Guidelines for Americans as required by the Healthy, Hunger-Free Kids Act of 2010. These standards increase the amount of fruits, vegetables and whole-grain products required, specify that all milk offered must be low-fat or fat-free, limit the amount of sodium and saturated fat, prohibit trans fat, and set minimum and maximum calorie levels. New standards for the School Breakfast Program will go into effect beginning with the 2013-14 school year.

The new standards also affect schools that do not participate in the National School Lunch







or Breakfast program because state law (Education Code 49550) requires all schools to provide at least one nutritionally adequate meal each school day to students who qualify for free and reduced-price meals, and defines a “nutritionally adequate meal” as one that meets federal child nutrition program regulations.

CSBA updated AR 3550 - Food Service/Child Nutrition Program in July to reflect the changes in federal nutrition standards. A policy brief issued by CSBA in April, *Nutrition Standards for Schools: Implications for Student Wellness*, provides further information; see [www.csba.org/pab.aspx](http://www.csba.org/pab.aspx).

A report issued in July by California Watch, a nonprofit, nonpartisan investigative reporting group, calls attention to the challenges districts face in complying with federal standards (see [www.californiawatch.org](http://www.californiawatch.org)). The group analyzed school lunches reviewed by the state in the past five years. On a positive note, most districts succeeded in serving foods with key nutrients, including calcium, vitamin A and vitamin C. California Watch points out that California still outperforms many other states. However, 60 percent of the lunches failed to meet at least one federal nutritional requirement. For example, about 30 percent of schools exceeded the saturated fat limit, about 80 percent exceeded recommended sodium levels and nearly a fourth failed to meet three or more nutritional standards.

Governance teams should be monitoring the extent to which school meals comply with federal standards. Districts/COEs participating in any federal child nutrition program are required to designate one or more employees to ensure that each school complies with the school wellness policy (see BP 5030 - Student Wellness), and also must periodically measure and make available to the public a description of progress made in attaining the goals of the wellness policy.

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## **OAH clarifies discipline rules for students not yet identified for special education**

Two rulings issued by the state Office of Administrative Hearings (OAH) in May 2012 confirm that procedural protections applicable to students with disabilities in regard to disciplinary actions also extend in some cases to students not yet eligible for special education. In cases involving Anaheim Union High School District and Fairfield-Suisun Unified School District, the issue was whether school administrators had “knowledge” of the students’ disabilities that might entitle the students to procedural safeguards under the Individuals with Disabilities Education Act. As defined in federal law and regulations, “knowledge” means that, before the occurrence of the misbehavior, one of the following occurred:

1. The student’s parent/guardian had expressed concern, in writing, to a teacher, administrator or supervisor that the student is in need of special education or related services.
2. The parent/guardian requested an evaluation of the student for special education.
3. The student’s teacher or other staff expressed specific concerns directly to the director of special education or other supervisory personnel about a pattern of behavior demonstrated by the student.

Thus, concerns expressed by staff during a Section 504 meeting or student study team meeting about a student’s pattern of behavior may constitute “knowledge” of the student’s disabilities. OAH held that concerns need not be raised solely to special education administrators, but to any other supervisory personnel.

Disciplinary procedures for students not yet eligible for special education are addressed in AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), as reissued by CSBA in March 2012. The new OAH rulings do not require any further revisions to that administrative regulation.

# CSBA leadership development opportunities

## CSBA Annual Education Conference and Trade Show

Registration is now open for CSBA's Annual Education Conference and Trade Show, the association's premier continuing education program providing practical solutions to help governance teams from districts/COEs to improve student learning and achievement. Board members, superintendents and board-support professionals are invited to attend the conference on Nov. 29 through Dec. 1, 2012, in San Francisco.

The conference offers inspirational general sessions, informative workshops, an extensive trade show, and numerous networking opportunities. Workshop strands featured at the 2012 conference include advocacy and engagement; community schools through partnerships and collaboration; the digital age; emerging trends in education; funding, finance and facilities; leadership through governance; and student achievement.

Attendees are encouraged to come a day early (Nov. 28) to attend one of three full-day pre-conference symposiums:

- **Board Presidents Workshop** provides tips, tactics and techniques to build effective governance teams, conduct meaningful meetings and fulfill governance responsibilities while focusing efforts on improved student learning and achievement.
- **Orientation for New Trustees: Preparation for the First 100 Days** offers newly elected board members their first opportunity to gain important training in their new roles.
- **Legal Symposium for Experienced Board Members** features attorneys from the California Council of School Attorneys and guest speakers leading discussions of the challenging legal issues facing education leaders.

Discounted registration fees are offered through Nov. 9. For further information, or to register or secure housing online, go to <http://aec.csba.org>.

## Back-to-School webcast

In this live, two-hour webcast, CSBA governmental relations experts will provide a comprehensive overview of what districts/COEs need to know to prepare for the new school year. Governance teams will receive information about the latest education issues including budget triggers, pension reform, November ballot issues and more, and will have an opportunity to engage with presenters during a question-and-answer session.

This complimentary online session will be held Sept. 20, 10:00 a.m. to 12:00 p.m. To register, go to the events calendar on the CSBA website at [www.csba.org/TrainingAndEvents.aspx](http://www.csba.org/TrainingAndEvents.aspx).

## Roadmap to Policy Updates

CSBA's complimentary Roadmap to Policy Updates workshop is coming to Southern California this fall. In this 2½ hour workshop, participants will learn how to maximize the benefits of CSBA's policy services, explore and discuss best practices and procedures for keeping their policy manual current through CSBA's GAMUT Online and Manual Maintenance services, and discover ways to access policies online. The workshop includes a discussion of the components of a policy manual and a GAMUT Online demonstration.

All workshops are scheduled for 1:30-4:00 p.m. Upcoming workshops include:

- September 18 – Anaheim Union High School District
- September 19 – East Whittier City School District
- October 4 – San Diego County Office of Education

For further information, contact Cindy Akin at [cakin@csba.org](mailto:cakin@csba.org) or (800) 266-3382 x 3260. To register online, go to CSBA's Events Calendar at [www.csba.org/TrainingAndEvents.aspx](http://www.csba.org/TrainingAndEvents.aspx).





## Archived webinars on chronic absence and school climate

Anyone who missed CSBA's webinars on chronic absence and bullying can now view the archived webinars, and other earlier webinars in the Education Insights @ CSBA series, at [www.csba.org/edinsights.aspx](http://www.csba.org/edinsights.aspx).

"Curbing Chronic Absence" defines chronic absence, describes why it matters for student achievement and district finances, and follows the efforts of two communities — San Francisco and Redwood City — to address chronic absence. The webinar also introduces a new tool, available at no cost through Attendance Works, to aid districts in calculating their chronic absence rates by school, grade level and subgroups.

"How to Create Safer and Bully-Free Schools" focuses on how a safe and positive school environment is critical to improving student attendance, engagement and achievement in school. The presentation explores the changing nature of bullying, highlights successful approaches and solutions to preventing and stopping bullying, and provides best practice recommendations of what leaders can do to improve school climate.

## Coming soon from CSBA

### Charter school manual

An updated edition of CSBA's *Charter Schools: A Manual for Governance Teams* is slated to be released at CSBA's 2012 Annual Education Conference and Trade Show. The manual presents background information about charter schools in California and describes processes for petition review, provision of facilities, oversight, renewal and revocation. The new edition will reflect recent changes in state law and regulations and best practices related to the role of the district board with respect to charter schools. Also see CSBA's updated sample policies and regulations, issued in March 2012, including BP/AR 0420.4 - Charter School Authorization, BP/E 0420.41 - Charter School Oversight, BP 0420.42 - Charter School Renewal, BP 0420.43 - Charter School Revocation and BP/AR 7160 - Charter School Facilities.

### Student wellness guides

With support from The California Endowment, CSBA is updating two of its popular guidebooks that help districts/COEs adopt, implement and assess policies that promote student wellness. All districts/COEs that participate in the National School Lunch or Breakfast Program must adopt a wellness policy with specified components. The Healthy, Hunger-Free Kids Act of 2010 made some revisions to these requirements, such as requiring boards to periodically compare their local policy with model wellness policies provided by the U.S. Department of Agriculture and to report assessment data to the state and public. BP 5030 - Student Wellness reflects these requirements.

The retitled *Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies* will provide information and sample forms to help the board measure the implementation of its student wellness policy and evaluate the progress toward achieving the goals in the policy. For each wellness goal, the publication references related law and/or CSBA sample policy language, suggests information that might be addressed in the assessment report, and lists possible data sources.

In addition, *Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide* will be updated to reflect new information gained over the past six years on the impact of student health on academic achievement, as well as new best practices.



Contact us at (800) 266-3382.

3100 Beacon Boulevard | West Sacramento, CA 95691 | [www.csba.org](http://www.csba.org)