

BOARD OF EDUCATION AGENDA

REGULAR MEETING
December 16, 2024 - 6:30 PM

Marina Conference Room

Niel Tam Educational Center 2060 Challenger Drive
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.

Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b).

Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Call to Order - 6:30 PM - Marina Conference Room at Niel Tam Educational Center (2060 Challenger Drive):

Instructions for In-Person and Remote Participation and Viewing:

In Person Participation

Meeting locations are listed at the top of the agenda.

A speaker slip must be submitted to speak on any item in person.

Remote Participation via Microsoft Teams on a Computer/Smart Phone/Device

Ensure you are using the most current version of the Microsoft Teams app or an updated web browser. Certain functionality may be disabled if the app or browser are not updated.

Register using the link below. Click "raise hand" when you wish to speak on an item and

click "unmute" once you have been called to speak.

Remote Participation Via Microsoft Teams:

[Join the meeting now](#)

Meeting ID: 297 490 348 675

Passcode: R5Ja6gN6

2. Pledge of Allegiance - Board of Education President Jennifer Williams will lead the Pledge of Allegiance
3. Introduction of Board Members, Student Board Members, and Staff - Board of Education President Jennifer Williams will call roll.

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Minutes from the October 8th Regular Board of Education Meeting will be Considered for Approval (5 Mins/Action)

D. COMMUNICATIONS

1. Public Comments - This public comment period is for items not listed on the agenda but that are under the Board's jurisdiction. Members of the public can join the meeting in person or from their computer, tablet or smartphone. Please submit a speaker slip (in person) or use the "raise your hand" feature (Teams). Once public comments begin, additional speaker slips and raised hands will not be accepted. If we experience technical difficulties or if there is a disruption, the Board may discontinue virtual public comments at any time. If a member of the public is unable to join the meeting, they may send their comments to: klongergan@alamedaunified.org.
2. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
3. Board Members' Report - Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items. (5 Mins Each/Information)
4. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.

E. ADOPTION OF THE CONSENT CALENDAR

1. Adoption of SELPA Special Education Local Plan Amendment
2. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
3. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
4. Approval of Revised Course Title for Grades 7 and 8: Multi Media Art MS
5. Resolution No. 2024-2025.29 Authorization to Dispose of Surplus Property

6. Resolution No. 2023-2024.27 Appointment of Board Secretary

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. Discussion and Approval of 2025 Board Committee Assignments and Appointment of Board Representatives to Non-AUSD Committees (10 Mins/Action)
2. Approval of Schedule of Regular Board of Education Meetings for 2025 (5 Mins/Action)
3. Recognition of Outgoing Board President, Acknowledgement of Incoming Board President and Vice President, and Election of Board Clerk (10 Mins/Action)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Minutes from the October 8th Regular Board of Education Meeting will be Considered for Approval (5 Mins/Action)

Item Type: Action

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Minutes coming to the Board for approval are:

- October 8, 2024 Regular Board Meeting

NOTE: Minutes for approval will be posted by 5:00pm on Friday, December 13th.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

Description	Upload Date	Type
☐ Unadopted minutes from October 8, 2024	12/13/2024	Backup Material

ADOPTED MINUTES

REGULAR MEETING: The regular meeting of the Board of Education was held at the date and location mentioned above.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:
The Board did not receive any public comments related to this agenda.

2. Adjourn to Closed Session - 5:30 PM
Board of Education Members present: Board President Jennifer Williams, Board Vice President Gary K. Lym, Board Clerk Ryan LaLonde, Board Trustee Heather Little, and Board Trustee Margie Sherratt.

Staff present for Closed Session: Superintendent Pasquale Scuderi and Assistant Superintendent, Business Services, Shariq Khan.

Items discussed in Closed Session:

Conference with Real Property Negotiators (Govt. Code §54956.8) Agency designated representative: Shariq Khan, Assistant Superintendent, Business Services (one case):

- 1) Property address: 210 Central Avenue, Alameda, California 94501

Conference with Legal Counsel Regarding Existing Litigation (Govt. Code §54956.9, subd. (d) (1)) Agency designated representative: Lenore Silverman, Attorney from Fagen Friedman Fulfroost, LLP (one case):

- 1) John Doe and Alameda Unified School District: Update on Settlement Agreement dated July 31, 2024.

3. Reconvene to Public Session - 6:30PM
Board President Williams reconvened the meeting at 6:37PM.

4. Call to Order - Pledge of Allegiance
Board of Education President Jennifer Williams led the Pledge of Allegiance.

5. Introduction of Board Members and Staff:
Board of Education Members present: Board President Jennifer Williams, Board Vice President Gary Lym, Board Clerk Ryan LaLonde, Board Trustee Heather Little, and Board Trustee Margie Sherratt.

Student Board Members Lianna Lau from ASTI, Eugene Kruger from Encinal Jr. & Sr. High School, and Tabitha Kim from Alameda High School were present.

AUSD staff members present: Superintendent Pasquale Scuderi, Assistant Superintendent, Human Resources, Timothy Erwin; Assistant Superintendent, Business Services Shariq Khan; Assistant Superintendent, Educational Services, Kirsten Zazo; Senior Manager of Community Affairs, Susan Davis and Senior Executive Assistant to the Superintendent, Kerri Lonergan.

6. Closed Session Action Report:
There was no action taken during Closed Session.

B. MODIFICATION(S) OF THE AGENDA:

There were no modifications to the agenda.

C. APPROVAL OF MINUTES

The minutes from the September 10th Regular Board of Education meeting were considered for approval.

Motion to approve the minutes from the September 10th Board of Education meeting.

MOTION: Member Little **SECONDED:** Member Lym

STUDENT BOARD MEMBER VOTES

AYES:

NOES:

ABSTAIN: Student Board Members Lau, Kruger, and Kim

BOARD MEMBER VOTES

AYES: Members Williams, Lym, LaLonde, Little, and Sherratt

NOES:

ABSENT:

MOTION APPROVED

D. COMMUNICATIONS

1. Public Comments on Non-Agenda Items:
Lenny Turetsky, parent of AUSD student: Mr. Turetsky urged the Board to consider evaporative cooling as a solution to cooling classrooms during days of high temperatures. Mr. Turetsky explained evaporative cooling does not require much more electricity than a basic fan.
2. Written Correspondence:
The Board did not receive any correspondence related to this agenda.

3. Report from Employee Organizations:

There were no employee organizations present to give a report.

4. Report from PTA Council:

Katie Honegger President, PTA Council: Ms. Honegger announced the end of many of the beginning of the year PTA membership drives. Ms. Honegger also announced she was happy to see so many faces in the room representing the Academy of Alameda because on Thursday PTAC will be supporting AOA in reestablishing their PTA. Ms. Honegger stated she was really excited about this opportunity.

Ms. Honegger also shared that the Mental Health Fair and Mini Conference is coming up October 29th at Ruby Bridges Elementary School.

5. Board Members' Report:

Board Vice President Gary K. Lym: Board Vice President Lym shared a story about a family member's friend, who was severely beaten in while Asian slurs were being yelled at the victim. Board Vice President Lym explained nothing was stolen from the victim, the attack was meant to inflict pain and hurt. Board Vice President Lym cautioned the audience to be aware of their surroundings, and to be aware that words can be just as hurtful as actions.

Board Clerk Ryan LaLonde: Board Clerk LaLonde stated he was very happy to attend the City of Alameda's Pride event last weekend along with Board President Williams and Board Member Little.

Board Clerk LaLonde stated that when he interacts with families he often hears of the issue of bullying. Board Clerk LaLonde stated it's something that we're trying to address from a policy side. Board Clerk LaLonde shared his experience with bullying at the end of the 2023-2024 school year. He stated his child received a text that said a person was going to kill his child and his child's gay dads.

Board Clerk LaLonde stated how this naturally put his family in a state of fear, so his family acted and called the police. Board Clerk LaLonde explained that APD did not show up until four hours later. Board Clerk LaLonde stated as his family waited, they were extremely fearful that someone was coming to their house to hurt them.

Board Clerk LaLonde explained that friends and neighbors supported his family and helped them take steps to ensure their safety and helped them figure out that the individual who made the threat was a student in our school system, and they used school property in their threat. Board Clerk LaLonde explained that because school property was used, AUSD staff were able to take action to discipline the student, but Alameda Police still have not interviewed the person.

Board Clerk LaLonde explained that even though APD hasn't done their part, actions are happening behind the scenes, and they might not be to the level that some families want to have happen. Some victims of these types of events want the book thrown at someone. Board Clerk LaLonde explained that we, as

a community, need to remember that these are also learning moments and educational moments, and that we're taking those opportunities to do that and he is grateful that the person who threatened his family has been held accountable by our school district.

Board Member Heather Little: Board Member Little stated she wanted to recognize and add to what the public speaker talked about regarding the heat in classrooms this last week. Board Member Little stated it has been a rough week for everyone. Board Member Little shared she thinks she knows about 10 people, maybe in the entire city who have air conditioning in their homes. Board Member Little stated this heat wave is obviously an indication of things to come.

Board Member Little stated it was also an opportunity for lots of people in the public to the Board to do things that cannot happen on a dime, and some of these requests were not made in the most collaborative way.

Board Member Little stated this Board and District leadership are getting a lot of the public's frustration, anxiety, and fear. Board Member Little explained she really appreciates the people that came to her with solutions, as opposed to the people who say the Board doesn't care about students and staff, which couldn't be further than the truth.

Board Member Little explained that this Board and Executive Cabinet have proven time and time again to not only listen with compassion and empathy, but to respond to needs. Board Member Little shared there is nothing that we can do in that moment except offer our sympathies and say we're in it with you, and she asked the public and people within AUSD to think about how the emails they are writing sound, and please remember we are doing our best to work with everyone.

Board Member Little explained there is also the issue of money, and where can we come up with millions of dollars to upgrade and install air conditioning in classrooms and what would we potentially cut to afford to do this?

Board Member Margie Sherratt: Board Member Sherratt stated she is grateful that we get to hear from our Student Board members about what they are thinking about and worrying about. Board Member Sherratt stated the Board learns a lot from what you are doing each day of what's happening in your schools much differently than perhaps we would know.

Board Member Sherratt stated she feels that you are not only here to let us know what happens. I think you're teaching us and helping us to broaden what is really happening here in Alameda, not only in our classrooms, but all around and with one another.

Board President Jennifer Williams: Board Member Sherratt stated she is incredibly grateful to get to work with this Board and she is honored to serve with people that have the courage to speak their truth, and to bring tough topics to the forefront this this year.

Board President Williams stated it's been a tough start to this year, and it just seems like there's crisis after crisis after crisis and she thinks it's really important that we take the time to slow down and listen to what our what our people are experiencing and make sure that we continue to be vigilant about the things that matter to us.

Board President Williams stated she is glad that we will be talking about school culture this year. Board President Williams shared that we're going to be addressing Member Lym's concerns tonight, along with Member LaLonde's concerns.

Board President Williams stated Superintendent Scuderi is going to talk about the fact that he and I made some executive decisions, and at our next Board meeting we will be talking about heat mitigation efforts, so that we will be looking at short term and long-term potential problem solving efforts given the heat wave we just experienced. Board President Williams stated the Board and Superintendent are responding in the best way they can, and she shared how proud she is to serve on this Board and with these Board members and this Administration. She stated there's not a different group of people that she'd rather be on this Board with.

6. Superintendent's Report:

Superintendent Pasquale Scuderi: Superintendent Scuderi acknowledged it has been an absolutely brutal week, and he is aware that Board Members have already covered this, but there is a lot of frustration flying around this week due to the heat, and he totally understands that frustration. Superintendent Scuderi shared that last Friday he was at Maya Lin, Alameda High, and at Edison on Friday, and those were very, very difficult spaces to be in due to the high temperatures. Superintendent Scuderi shared that it was very hard to teach because of the heat. So, as President Williams said, we will begin discussing what a long-term heat mitigation strategy could look like here in Alameda, beginning with our second meeting this month.

Superintendent Scuderi also shared that much more positively, he wanted to acknowledge the ongoing progress we are making at Wood Middle School. He stated the community should start to see some dramatic changes with that new building in the next couple of weeks in terms of final demolition and state staging for construction.

7. Student Board Member Report:

Student Board Member Lianna Lau (ASTI): Student Board Member Lau reported Mental Health Week was last week and it was a huge success, with lunchtime events every day. She shared there were carnival games and surprises, along with cotton candy, and shaved ice, which was perfect in the hot weather.

Student Board Member Eugene Kruger (EJSHS): Student Board Member Kruger stated he would be hosting Encinal's International Walk and Roll to School Day tomorrow, and he wanted to acknowledge all the wonderful kids who help our environment and fight that climate change which is, you know, causing us all these horrible heat issues.

Student Board Member Kruger shared that next Friday is Encinal's Homecoming game, and Saturday is the Homecoming Dance.

Student Board Member Tabitha Kim (AHS): Student Board Member Kim thanked Board members for sharing their personal experiences and she stated it's really important to talk about these things, and as a student it is really comforting to know the care that this Board has shown one another and all the efforts they make for our students and staff.

Student Board Member Kim stated that she recognizes and hopes as a Student Board Member she can at least do her best to let the students at my school just try to understand all the behind the scenes, efforts that are going on, because it is easy for students complain without knowing how much work is going on behind the scenes.

Student Board Member Kim stated this week is a big week for spirit. Alameda High has their Homecoming Week all this week, along with Spirit Days and the rally on Friday, and then the football game as well.

E. ADOPTION OF THE CONSENT CALENDAR

1. Classified Personnel Actions
2. Certificated Personnel Actions
3. Approval and Acceptance of Donations
4. Approval of Bill Warrants and Payroll Registers
5. Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)
6. Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies
7. Approval of Industry Advisory Members for AUSD's Career and Technical Education (CTE) Department
8. Approval of Quarterly Report on Williams Uniform Complaints
9. Proclamation: Safe Schools Week, October 20-26, 2024
10. Ratification of Contracts Executed Pursuant to Board Policy 3300
11. Resolution No. 2024-2025.16 Approval of Budget Transfers, Increases, Decreases
12. Resolution No. 2024-2025.17 Authorization to Dispose of Surplus Property

Motion to adopt the Consent Calendar with the exception of Consent Calendar item #8 – the Approval of Quarterly Report on Williams Uniform Complaints.

MOTION: Member Sherratt

SECONDED: Member Little

STUDENT BOARD MEMBER VOTES

AYES: Student Board Members Lau, Kruger, and Kim

NOES:

ABSTAIN:

BOARD MEMBER VOTES

AYES: Members Williams, Lym, LaLonde, Little, and Sherratt

NOES:

ABSENT:

MOTION APPROVED

F. GENERAL BUSINESS

1. AUSD's Process for Reviewing Charter Renewal Petitions and Presentation by Academy of Alameda (AOA)

On August 22, 2024 the Academy of Alameda's (AOA) submitted their Charter School Renewal Petition to the Assistant Superintendent of Educational Services. Per Charter School Renewal guidelines laid out in Ed. Code 47605:

- The Board shall, within 60 days of receiving the petition, hold a public hearing to review documentation submitted by the charter school, determine the level of support for the petition, and obtain public input.
- The Board shall either grant or deny the charter renewal within 90 days of receiving the petition, and
- At least 15 days before the public hearing at which the Board will grant or deny the charter petition, the Board shall publish all staff recommendations and recommended findings regarding the petition.

Tonight's presentation and public hearing sets out the standards governing charter school renewal petitions. Additionally, AOA staff will make their presentation to the Board of Education.

Public Comments:

Camie Harris, former AUSD administrator and current Academy of Alameda (AOA) Board Member: Ms. Harris asked the Board to approve the Charter Renewal for the Academy of Alameda.

Ni Lee, current Academy of Alameda (AOA) parent: Ms. Lee asked the Board to approve the Charter Renewal for the Academy of Alameda.

Xavier Brossard, current Academy of Alameda (AOA) student: Xavier told the Board how much he loved attending the Academy of Alameda and he asked the Board to approve the Charter Renewal for the Academy of Alameda.

2. LGBTQ Student Data and Needs Update

Kirsten Zazo, Assistant Superintendent of Educational Services introduced Melissa Saunders, AUSD's LGBTQ Liaison. Ms. Saunders provided an overview of data related to AUSD's LGBTQ student population, corresponding mental health outcomes, and current and upcoming supports for students.

Ms. Saunders talked about additional supports for students that would be very welcomed:

- Adoption of revised AR 5145.7 Sex Discrimination and Sex-Based Harassment which includes language related to use of preferred names and pronouns
- Listening sessions at all middle school and high school GSAs
- Support GSAs in creating presentations for their school staff on LGBTQ student needs
- Inclusive programming at each elementary school from Out and About
- Bookstore
- Continued classroom lessons offered on:
 - Hate speech
- Continued professional development offerings on:
 - ○ Hate Speech
 - ○ Pronoun Use
 - ○ Inclusive Classroom Practices

Public Comments:

Thea Herner-Brown, co-chair of the LGBTQ Round Table: Thea asked for more training for staff members around respecting student choice when it comes to names and pronouns. Thea explained this is a huge struggle for many of their peers, who report not feeling safe in their learning environment. Thea also brought up the topic of bathroom use for transgender students in the Elementary grades. Thea reported that students are being told they cannot use the bathroom of the gender they identify with.

Miles Huddleson, member of the LGBTQ Round Table: Miles told the Board about an experience they had when a teacher was blatantly ignoring their pronouns, even though they wrote them on their assignments, and on their emails on the top, right under their name. Miles explained that LGBTQ Liaison Melissa Saunders advocated for them, but the teacher still did not respect their pronouns. Miles told the Board about a time when they were using the bathroom of the gender they identify with and a teacher questioned them. Miles reported this should not happen to any students.

Peque Sanchez, member of the LGBTQ Round Table: Peque explained that he is experiencing the same things that Miles is experiencing. Peque stated that the same teacher was openly homophobic and transphobic with him. Peque stated that even though he told his teacher that his preferred pronouns are male, the teacher kept calling him “she.” Peque reported that even though he has told his school administrators about this teacher, the teacher is still there and is still misgendering students. Peque asked for the Board’s help.

A Board Member stated she would like an express admonition to go out to staff about the issues that were raised tonight. Specifically, the use of appropriate pronouns with our students.

The Board Member also addressed the use of gender-neutral bathrooms and supporting students at each school site. She asked Superintendent Scuderi to send a reminder that we're not going to tolerate this kind of speech here and that we expect our staff to act appropriately and be supportive of all of our students since. That's one of the values that that we stand for.

The Board Member asked for a report back on those efforts before the end of the year, if that's possible.

Board Members thanked the brave students who spoke about their negative experiences. Board Members also thanked Melissa Saunders for her work with AUSD's LGBTQ and Transgender students and families.

3. Executive Cabinet Self-Study of Special Education: Components of Current Program and Needs Assessment

Special Education programming plays a vital role in the services and support we provide to students and families. At the same time special education programming represents a steadily growing portion of our overall operating budget. Staff this year has elevated the analysis of our special education program to a year-long self-study in order to develop direction or recommendations in pursuit of an elusive balance; namely, maintaining and improving services while at the same time containing costs that have proven very difficult to contain.

The self-study is guided by questions and areas of inquiry developed by School Services of California (SSC), which has evolved into the leading business, financial management, and advocacy resource for educational agencies in California. The framework for the analysis, presented statewide last June, is the basis for the internal inquiry we are beginning this year with our Executive Cabinet and Special Education teams, as well as the Board of Education. The framework, outlined in tonight's presentation, covers a variety of segments of our program throughout the year, with tonight's segment essentially covering basic enrollment data, and some critical inquiry questions staff will be wrestling with throughout the year.

Tonight marks the first of multiple updates the board will receive through the fall and winter, with staff hoping that the initial self-study will turn into public discussions and in community engagement around these topics between March and May of 2025.

4. Resolution No. 2024-2025.15 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for Fiscal Year 2024-2025

In order to be eligible to receive funds available for the purposes of this article, districts must conduct an annual public hearing to determine whether each pupil in the district has sufficient textbooks or instructional materials, or both, that are aligned to the content standards adopted pursuant to Section 60605 in each of the following subjects, as appropriate, and that are consistent with the content and cycles of the curriculum framework adopted by the state board:

- Mathematics
- Science
- History-social science
- English/language arts, including the English language development component of an adopted program

Resolution No. 2024-2025.15 certifies that the Alameda Unified School District (AUSD) has adhered to all laws and to all State Board of Education rules, regulations, and policies regarding the purchase of instructional materials. The Public Hearing for AUSD's Sufficiency of Pupil Textbook and Instructional Materials was held on September 24, 2024..

Motion to approve Resolution No. 2024-2025.15 Certification of Requirement of Education Code Section 60119 for Pupil Textbooks and Instructional Materials for Grades K-12 for Fiscal Year 2024-2025.

MOTION: Member LaLonde

SECONDED: Member Sherratt

STUDENT BOARD MEMBER VOTES

AYES: Student Board Members Lau, Kruger, and Kim

NOES:

ABSTAIN:

BOARD MEMBER VOTES

AYES: Members Williams, Lym, LaLonde, Little, and Sherratt

NOES:

ABSENT:

MOTION APPROVED

G. ADJOURNMENT – Board President Jennifer Williams adjourned the meeting at 9:08pm.

Respectively Submitted,

Kerri Lonergan
Senior Executive Assistant
Alameda Unified School District

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

- Item Title:** Adoption of SELPA Special Education Local Plan Amendment
- Item Type:** Consent
- Background:** There are 134 regions within the state of California offering special education services. Each region is a Special Education Local Area Plan (SELPA). Alameda Unified School District (AUSD) falls under the North Region SELPA.
Each SELPA maintains documentation of a Local Plan that:
- Assures access to special education for all individuals with exceptional needs residing within the geographic area served by the plan
 - Assures compliance with all Federal and State codes and statutes
- The Local Plan can be amended at anytime a change is deemed necessary. AB 1808 (6/27/18) required all SELPAs to amend their Local Plans to a common template. This amendment began in the Fall of 2019 before the pandemic.
- Under Part 1 #3: Regional Governance and Administrative Structure of the Local Plan (Ed. Code. 56195 et seq. and 56205) Board of Education responsibilities include Adoption of the Local Plan.
- Staff tonight seek approval from the Board of Education to Adopt the SELPA Special Education Local Plan Amendment.
- AUSD LCAP Goals:** 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.
- Fund Codes:**
- Fiscal Analysis**
- Amount (Savings) (Cost):** N/A
- Recommendation:** Approve as submitted.
- AUSD Guiding Principle:** #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.
- Submitted By:** Kirsten Zazo, Asst.Supt. of Ed. Services on behalf of North Region SELPA Director, Katy Babcock
-

ATTACHMENTS:

Description	Upload Date	Type
☐ SELPA Local Plan_Section B: Governance and Administration	12/9/2024	Backup Material

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212]

The North Region SELPA is located in a Metropolitan Area of northern Alameda County and includes the Alameda Unified School District, the Albany Unified School District, the Berkeley Unified School District, the Emery Unified School District, and the Piedmont Unified School District (49.82 square miles).

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)]

The North Region Special Education Local Plan Area (SELPA) is a multi-district SELPA composed of five local educational agencies (LEAs) joined together to provide for the coordinated delivery of programs and services to students with disabilities. The North Region SELPA provides a wide range of technical assistance to support special education programs provided by the member school districts and facilitates placement of students with disabilities in county programs when appropriate to ensure all students with disabilities in the SELPA have a Free Appropriate Public Education. In adopting the Local Plan, each participating LEA agrees to 1) carry out the duties and responsibilities assigned to it within the plan and 2) ensure equal access to programs and services to eligible persons requiring special education in the service region. The governance and administrative structure of the SELPA is established by agreement among the school boards of the member LEAs. The governance structure consists of the Administrative Unit, the SELPA Director, the LEA School Boards, the SELPA Policy Board, and the Community Advisory Committee. The SELPA Director may convene additional advisory committees when needed.

1. The Albany Unified School District is designated as the Administrative Unit (AU) for the North Region SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by the Policy Board that describes the AU responsibilities for implementing the following functions:
 - a) Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

- b) Administrative support of the SELPA, including payroll, benefits, information technology, expenditure accounting, and ensuring that facilities to house and operate the SELPA are provided by a member district.
- c) Employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and hire new employees.
- d) Provide an annual audit of all income and expenditures, as required by law.

2. The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan. The SELPA Director assures equal access to all programs and services in the SELPA and provides information and guidance to members of the public (including parents or guardians of students with disabilities who are receiving services under the Local Plan), including information on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Director provides information to assure that all students receiving special education services receive due process of law. Specific duties include, but are not limited to:

- a) Coordinate Local Plan development and amendments
- b) Develop and monitor Interagency agreements
- c) Develop and monitor non-public school/agency contracts and services
- d) Determine and evaluate SELPA Program Specialist services
- e) Complete program review, data collection, and evaluation
- f) Assist LEAs with curriculum and program development
- g) Hire, supervise, evaluate, and discipline SELPA personnel
- h) Coordinate and conduct staff development
- i) Allocate special education fiscal resources
- j) Compile and submit special education fiscal reports to the State.
- k) Maintain special education policies and procedures documentation and recommend new policy and procedure updates for Policy Board approval
- l) Participate in dispute prevention and resolution, including alternative dispute resolution.
- m) Coordinate necessary services for individuals with disabilities among LEAs
- n) Provide LEAs with technical assistance to meet special education compliance requirements
- o) Consult with LEAs to ensure students with disabilities are appropriately represented in Local Control Accountability Plans
- p) Advocate for legislation that supports special education policy and funding
- q) Facilitate member LEAs to communicate and collaborate on common goals

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

- r) Inform the Policy Board, CAC, and LEAs of legislative and fiscal changes, proposals, trends, and concerns related to the provision of services for students with disabilities.
3. The school board of each LEA shall approve its participation in the North Region Local Plan for Special Education. The local school board responsibilities include, but are not limited to:
- a) Adoption of the Local Plan
 - b) Input on SELPA policies and procedures through the Superintendent (or designee) of the LEA
 - c) Adoption of SELPA policies and procedures approved by the SELPA Policy Board.
 - d) LEA compliance with all elements of the Local Plan, including policies and procedures approved by the SELPA Policy Board.
 - e) Approval of district-specific modifications to SELPA policies and procedures
 - f) Appointment of individuals to the CAC
4. The Policy Board is made up of the Superintendents from each of the five districts. A quorum shall consist of three members. A chair and vice-chair shall be elected annually. The SELPA Director is an ex-officio member. The Policy Board meets a minimum of four times per school year. All meetings of the policy board shall be held according to law and the Brown Act. The notice, agenda, and minutes of all regular meetings shall be provided to all district Superintendents and published on the SELPA website. It is the responsibility of the Policy Board to review and approve amendments to the Local Plan, the SELPA annual service and budget plans, and any changes in the income distribution model. The Policy Board provides input to and approves the evaluation of the SELPA Director. All Policy Board members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote. The Policy Board shall:
- a) Coordinate and implement the SELPA Local Plan
 - b) Approve SELPA policy and procedures
 - c) Select, supervise, discipline, and evaluate the SELPA Director
 - d) Approve an agreement with the Administrative Unit for services
 - e) Approve an operations budget for the SELPA including regionalized services and program specialist funds at an annual cost not to exceed the available funds for such service
 - f) Approve interagency agreements
 - g) Approve the Local Plan, Annual Budget Plan, and Annual Service Plan
 - h) Monitor compliance as required by law
 - i) Receive recommendations from the Community Advisory Committee, SELPA Director,

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

LEA Boards, and other concerned agencies and individuals

- j) Resolve disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs

5. The North Region SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with disabilities enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with disabilities. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the Local Plan and at least a majority of such parents shall be parents of individuals with disabilities. CAC members shall be appointed by each Local Education Agency (LEA) school board according to the CAC Bylaws. The LEAs are the five member school districts in the SELPA. The SELPA Director or SELPA designee serves as a nonvoting ex officio member of the CAC and as a liaison between the CAC and the SELPA Policy Board. The CAC shall have regularly scheduled meetings at least once every two months for ten months a year. CAC meetings are public meetings governed by the Brown Act. Meeting agendas will be publicly posted on the SELPA website at least 72 hours before each meeting and meeting minutes posted on the SELPA website after each meeting. CAC responsibilities include:

- a) Advising the SELPA Policy Board and the SELPA Director regarding the development and review of the Local Plan.
- b) Making recommendations on annual priorities to be addressed by the plan.
- c) Assisting in parent education and in recruiting parents and other volunteers.
- d) Encouraging community involvement in development and review of the Local Plan.
- e) Supporting activities on behalf of individuals with disabilities.
- f) Assisting in parent awareness of the importance of regular school attendance.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

The SELPA Director maintains documentation of special education policies and procedures and recommends new and/or updated policies and procedures for Policy Board approval. When drafting new, or updating existing, policies and procedures, the SELPA Director may consult public databases, District staff, CAC members, the California Department of Education, the County Office of Education, agency representatives, community members, and/or other groups or individuals that possess specialized knowledge or interest in specific policies or procedures.

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

The Policy Board approves SELPA policies and procedures. The Policy Board is made up of the Superintendents from each of the five districts. The Policy Board meets a minimum of four times per school year. All meetings of the Policy Board shall be held according to law and the Brown Act. The notice, agenda, and minutes of all regular meetings shall be provided to all district Superintendents and published on the SELPA website. All Policy Board members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote. Superintendents will consult with the SELPA Director to ensure students with disabilities are appropriately represented in LCAP goals. Superintendents of each LEA are responsible to their respective school boards.

The school board of each LEA shall approve its participation in the North Region Local Plan for special education. The local school board responsibilities include, but are not limited to 1) adoption of the Local Plan; 2) input on SELPA policies and procedures through the Superintendent (or designee) of the LEA; 3) Adoption of SELPA policies and procedures approved by the SELPA Policy Board; 4) LEA compliance with all elements of the Local Plan, including policies and procedures approved by the SELPA Policy Board; and 5) approval of district-specific modifications to SELPA policies and procedures. School board adoption of the Local Plan means automatic and immediate adoption of all current SELPA policies and procedures. New or revised policies/procedures approved by the SELPA Policy Board during the Local Plan adoption term (no longer than three years) are also automatically and immediately adopted by school boards as a function of their participation in the Local Plan.

Specific policymaking policies and procedures are documented in the Local Plan section on Policies, Procedures, and Programs. Written agreements with entities participating in the Local Plan are available to the CDE upon request

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

The Alameda County Office of Education complies with Local Plan review, approval, submission, administration and implementation requirements defined in California Education Code. Special education funding allocations to member LEAs are calculated according to state and federal funding regulations and SELPA policy. Funding distributions are processed through the Alameda County Office of Education for apportionment directly to the LEAs. The Alameda County Office of Education provides special education pass-through funds accounting. Member districts maintain a Memorandum of Understanding with the Alameda County Office of Education that defines procedures for placement and delivery of services to students identified as eligible for special education and placed by the school district in a county Community/Alternative Education school.

The Albany Unified School District is designated as the Administrative Unit (AU) for the North Region SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

the Policy Board that describes the AU responsibilities for implementing the following functions:

- a) Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- b) Administrative support of the SELPA, including payroll, benefits, information technology, expenditure accounting, and ensuring that facilities to house and operate the SELPA are provided by a member district.
- c) Employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and hire new employees.
- d) Provide an annual audit of all income and expenditures, as required by law.

The SELPA Director is responsible for coordination of the SELPA and implementation of the Local Plan. The SELPA Director assures equal access to all programs and services in the SELPA and provides information and guidance to members of the public (including parents or guardians of students with disabilities who are receiving services under the Local Plan), including information on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Director provides information to assure that all students receiving special education services receive due process of law. Specific duties include, but are not limited to:

- a) Coordinate Local Plan development and amendments
- b) Develop and monitor Interagency agreements
- c) Develop and monitor non-public school/agency contracts and services
- d) Determine and evaluate SELPA Program Specialist services
- e) Complete program review, data collection, and evaluation
- f) Assist LEAs with curriculum and program development
- g) Hire, supervise, evaluate, and discipline SELPA personnel
- h) Coordinate and conduct staff development
- i) Allocate special education fiscal resources
- j) Compile and submit special education fiscal reports to the State.
- k) Maintain special education policies and procedures documentation and recommend new policy and procedure updates for Policy Board approval

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

- l) Participate in dispute prevention and resolution, including alternative dispute resolution.
- m) Coordinate necessary services for individuals with disabilities among LEAs
- n) Provide LEAs with technical assistance to meet special education compliance requirements
- o) Consult with LEAs to ensure students with disabilities are appropriately represented in Local Control Accountability Plans
- p) Advocate for legislation that supports special education policy and funding
- q) Facilitate member LEAs to communicate and collaborate on common goals
- r) Inform the Policy Board, CAC, and LEAs of legislative and fiscal changes, proposals, trends, and concerns related to the provision of services for students with disabilities.

The school board of each LEA shall approve its participation in the North Region Local Plan for Special Education. The local school board responsibilities include, but are not limited to:

- a) Adoption of the Local Plan
- b) Input on SELPA policies and procedures through the Superintendent (or designee) of the LEA
- c) Adoption of SELPA policies and procedures approved by the SELPA Policy Board.
- d) LEA compliance with all elements of the Local Plan, including policies and procedures approved by the SELPA Policy Board.
- e) Approval of district-specific modifications to SELPA policies and procedures
- f) Appointment of individuals to the CAC

The Policy Board is made up of the Superintendents from each of the five districts. A quorum shall consist of three members. A chair and vice-chair shall be elected annually. The SELPA Director is an ex-officio member. The Policy Board meets a minimum of four times per school year. All meetings of the policy board shall be held according to law and the Brown Act. The notice, agenda, and minutes of all regular meetings shall be provided to all district Superintendents and published on the SELPA website. It is the responsibility of the Policy Board to review and approve amendments to the Local Plan, the SELPA annual service and budget plans, and any changes in the income distribution model. The Policy Board provides input to and approves the evaluation of the SELPA Director. All Policy Board members have one vote and decisions will be made by a majority vote except in circumstances where state or federal mandates require a unanimous vote. The Policy Board shall:

- a) Coordinate and implement the SELPA Local Plan
- b) Approve SELPA policy and procedures

Section B: Governance and Administration

SELPA

Fiscal Year

- c) Select, supervise, discipline, and evaluate the SELPA Director
- d) Approve an agreement with the Administrative Unit for services
- e) Approve an operations budget for the SELPA including regionalized services and program specialist funds at an annual cost not to exceed the available funds for such service
- f) Approve interagency agreements
- g) Approve the Local Plan, Annual Budget Plan, and Annual Service Plan
- h) Monitor compliance as required by law
- i) Receive recommendations from the Community Advisory Committee, SELPA Director, LEA Boards, and other concerned agencies and individuals
- j) Resolve disputes, if any, between participating LEAs that arise concerning special education related matters or related to the interpretation of the Local Plan and other agreements or policies between or among the LEAs

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

- Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

The North Region SELPA Community Advisory Committee (CAC) serves in an advisory capacity. CAC membership includes parents of individuals with disabilities enrolled in public or private schools, parents of other students enrolled in school, students with disabilities, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with disabilities. At least a majority of the CAC shall be composed of parents of students enrolled in schools participating in the Local Plan and at least a majority of such parents shall be parents of individuals with disabilities. CAC members shall be appointed by and responsible to each Local Education Agency (LEA) school board. The LEAs are the five member school districts in the SELPA. The SELPA Director or SELPA designee serves as a nonvoting, ex-officio member of the CAC and acts as a liaison between the CAC and the SELPA Policy Board. CAC responsibilities include:

Section B: Governance and Administration

SELPA

Fiscal Year

- a) Advising the SELPA Policy Board and the SELPA Director regarding the development and review of the Local Plan.
- b) Making recommendations on annual priorities to be addressed by the plan.
- c) Assisting in parent education and in recruiting parents and other volunteers.
- d) Encouraging community involvement in development and review of the Local Plan.
- e) Supporting activities on behalf of individuals with disabilities.
- f) Assisting in parent awareness of the importance of regular school attendance

The SELPA invites all CAC members to give input into the development of the draft Local Plan. The SELPA Director considers all CAC input provided in writing or verbally in meetings. After revisions/edits are made to the plan, the CAC has 30 days to review the Local Plan and give written input on the Plan for the SELPA Director to consider before it is presented at a public hearing and before it is approved by the Policy Board.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

The SELPA will review the Local Plan Section B Governance and Administration at least every three years and update the plan as needed to ensure information remains accurate and relevant. The North Region SELPA Director shall be responsible for coordinating any proposed amendments to the Local Plan.

Amendments to the Local Plan Section B may be considered at any time. The Policy Board may approve changes to the Local Plan Section B on an interim basis, not to exceed one school year. To formally approve proposed and interim amendments the following procedure shall be followed:

Input and recommendations from special and regular education teachers and administrators as well as CAC members shall be obtained regarding the proposed or interim amendments to the Local Plan.

The CAC and other advisory groups as determined appropriate by the North Region SELPA Director will have 30 days to review the recommended amendments to the Local Plan, and provide additional input and revision, if needed.

The Policy Board will review the recommended amendments and propose any final revisions. The Policy Board will review and approve the final amendments of the Local Plan. LEA school boards will review and take action to adopt the approved amendments to the Local Plan Section B. Amendments require the approval of the county office of education and California

Section B: Governance and Administration

SELPA

Fiscal Year

Department of Education.

The SELPA will review the Local Plan Sections D Annual Budget Plan and Section E Annual Service Plan at least every year and update the plans based on input from district fiscal staff, special education administrators, CAC members, at least one special education teacher, and at least one general education teacher and administrator. After revisions/edits are made to the plans, the CAC has 30 days to review the Local Plan and give written input on the Plan for the SELPA Director to consider before it is presented at a public hearing and before it is approved by the Policy Board.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

The Albany Unified School District is designated as the Administrative Unit (AU) for the North Region SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by the Policy Board that describes the AU responsibilities for implementing the following functions:

- a) Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- b) Administrative support of the SELPA, including payroll, benefits, information technology, expenditure accounting, and ensuring that facilities to house and operate the SELPA are provided by a member district.
- c) Employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and hire new employees.
- d) Provide an annual audit of all income and expenditures, as required by law.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Adoption of the Local Plan Section B Governance and Administration by each member LEA school board serves as the contractual agreement of each member LEA's responsibility for the education of each student with special needs residing within the geographical area served by the Local Plan.

The Albany Unified School District is designated as the Administrative Unit (AU) for the North Region SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by the Policy Board that describes the AU responsibilities.

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed between the North Region SELPA and the

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

following agencies and will be followed by member school districts:

- a) Regional Center of the East Bay
- b) California Children's Services
- c) Early Head Start/YMCA of the East Bay

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the North Region SELPA office.

Each district is responsible for providing special education programs and services to the students within their jurisdiction. However, when a school district is unable to provide an appropriate program or service, it shall arrange for an appropriate placement/service through an Individual Education Program (IEP) team meeting with other agencies as required to meet the needs of the student. The North Region SELPA facilitates written placement and billing agreements between one member district to provide placement for a student from another member district. Districts may also place students if necessary to provide a free appropriate public education at nonsectarian schools (NPS) or provide services through nonpublic, nonsectarian agencies (NPA). The North Region SELPA develops (in coordination with other Bay Area SELPAs) Master Contract and Individual Service Agreement templates that member school districts use to document terms and conditions for contractual agreements between the districts and NPSs or NPAs that are certified by the CDE. LEA school board approval is obtained for master contracts with nonpublic schools and agencies that provide special education and/or related services to students that reside within the SELPA. Nonpublic schools and agencies are responsible to meet the terms of the master contract.

A Memorandum of Understanding is maintained between the Alameda Unified School District and Children's Hospital Parent Infant Program for the provision of special education services to infants with developmental disabilities.

Member districts maintain a Memorandum of Understanding with the Alameda County Office of Education that defines procedures for placement and delivery of services to students identified as eligible for special education and placed by the school district in a county Community/Alternative Education school.

There are no contractual agreements that supersede Education Code.

The North Region SELPA's system for determining the responsibility of participating agencies in Interagency Agreements or Memorandums of Understanding for the education of each student with a disability residing within the geographical area served by the plan may include:

- a) LEA input through their Superintendent's role on the SELPA Policy Board
- b) Special education administrator input from each member LEA
- c) Community Advisory Committee input
- d) Collaboration with (and input from) outside agencies and other LEAs

Section B: Governance and Administration

SELPA

Fiscal Year

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The school board of each LEA shall approve its participation in the North Region Local Plan for special education. The local school board responsibilities include, but are not limited to:

- a) adoption of the Local Plan
- b) input on SELPA policies and procedures through the Superintendent (or designee) of the LEA
- c) Adoption of SELPA policies and procedures approved by the SELPA Policy Board
- d) LEA compliance with all elements of the Local Plan, including policies and procedures approved by the SELPA Policy Board)
- e) approval of district-specific modifications to SELPA policies and procedures.

School board adoption of the Local Plan means automatic and immediate adoption of all current SELPA policies and procedures. New or revised policies/procedures approved by the SELPA Policy Board during the Local Plan adoption term (no longer than three years) are also automatically and immediately adopted by school boards as a function of their participation in the Local Plan.

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

Superintendents of each LEA are responsible to their respective school boards. In addition, district Superintendents:

- a) Serve as a member of the SELPA Policy Board
- b) Assist in the identification of special education program and service needs for the North Region SELPA through participation on the Policy Board
- c) Communicate SELPA information to their school boards
- d) Implement special education policies and procedures approved by the Policy Board
- e) Ensure Local Plan implementation in their respective LEAs

The Alameda County Superintendent:

- a) Reviews and approves the Local Plan

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

- b) Ensures county programs serve students with disabilities who live in the SELPA geographic area
- c) Provides fiscal processes to accurately and timely allocate special education funds according to SELPA policies, and state and federal law
- d) Provides fiscal processes to accurately and timely allocate special education funds according to SELPA policies, and state and federal law

c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

LEA special education administrators coordinate and implement special education services and programs within their respective LEAs. LEA special education administrators monitor IEPs for compliance with state and federal law, engage in Child Find, ensure students with disabilities have access to a free, appropriate public education program in the least restrictive environment, and ensure special education expenditures align with federal and state law. and with SELPA policies.

The Alameda County Office of Education special education administrator ensures county programs adhere to special education requirements defined in state and federal law and that county program are communicated to school districts within the SELPA.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The Albany Unified School District is designated as the Administrative Unit (AU) for the North Region SELPA. The AU is responsible for administrative support of the SELPA and employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and hire new SELPA employees.

The SELPA Director is responsible to hire, supervise, evaluate, and discipline SELPA personnel.

The Policy Board is made up of the Superintendents from each of the five districts. The selection of a candidate for the position of SELPA Director shall be the responsibility of the Policy Board. The Policy Board conducts and approves the evaluation and discipline of the SELPA Director and supervises the SELPA Director.

SELPA North Region

Fiscal Year 2024-25

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

An income distribution model has been adopted by the North Region SELPA and shall be reviewed and revised as necessary to align with changes in federal, state, and local requirements. The model distributes all funds pursuant to applicable state and federal regulations, as well as SELPA policy.

The AU is the SELPA's fiscal agent and is responsible for receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.

The SELPA documents each district's special education funding allocations for all state special education funds (AB602) as well as for all state and federal grants twice annually when the state certifies its distribution to the SELPA (i.e., first and second principal apportionment certifications). The SELPA communicates accurate district allocations and adjustment documentation to its Administrative Unit, to the member districts, and to the County Office of Education (COE) to ensure the funds to which each member district is entitled are distributed in a timely manner.

The LEAs allocate and adjust special education funds according to the allocations defined by the SELPA policy and state and federal law.

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

The SELPA Director assures equal access to all programs and services in the SELPA and provides information and guidance to members of the public, including parents or guardians of individuals with disabilities who are receiving services under the Local Plan, including information on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Director provides information to assure that all students eligible for special education receive due process of law. The SELPA Director shall provide LEAs with technical assistance on evidence-based program design/implementation and compliance requirements. The SELPA Director shall consult with LEAs annually to ensure students with disabilities are appropriately represented in Local Control Accountability Plans.

Each LEA member of the North Region SELPA Local Plan is responsible for educating children with disabilities in the least restrictive environment. Placement in separate special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program or use of supplementary aids or programs, cannot be achieved satisfactorily. Children with disabilities are served in their home districts whenever the needs identified on the individualized education program can be met within the home district. However, it is recognized that some students have

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

unique educational needs that cannot be met in their home districts. Because of such identified unique educational needs, some students receive services from other districts within or outside the SELPA. LEA responsibilities include, but are not limited to:

- a) Coordinating and conducting child find activities
- b) Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district
- c) Identifying and serving students in medical, foster or Licensed Children's Institutions (LCI) facilities
- d) Participating in state/district-wide assessments
- e) Operating all special education programs and services in accordance with state and federal laws and regulations
- f) Staffing programs with individuals that possess required certification/licensing
- g) Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings
- h) Utilizing the same special education information system, forms, procedures and guidelines as all other districts within the SELPA.
- i) Collecting and completing state and federal report requirements; including self-reviews, comprehensive reviews, and data entry, data integrity and approval of special education CALPADS reports.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

An income distribution model has been adopted by the North Region SELPA that distributes all funds pursuant to applicable state and federal regulations. and SELPA policy

The AU is the SELPA's fiscal agent and will maintain accounting records for the receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law. The AU provides for an annual audit of all SELPA income and expenditures, as required by law.

The SELPA Director documents allocations twice annually at state funding certification timeframes to communicate accurate allocations and adjustments to the county, the AU, and the LEAs. The SELPA Director will submit fiscal reports to the state according to federal regulations, state funding model, and SELPA policy. Records of reports are maintained in the SELPA office.

LEAs will maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than that of the prior year (Maintenance of Effort), in compliance with state and federal mandates. Each LEA will provide accounting of

Section B: Governance and Administration

SELPA

Fiscal Year

special education expenditures according to state and federal funding regulations and SELPA policy. LEAs will provide grant expenditure reports and other required special education fiscal reports to the SELPA (or directly to the state, as applicable).

The Policy Board is made up of the Superintendents from each of the five districts. It is the responsibility of the Policy Board to review and approve amendments to the Local Plan, the SELPA budget plans and any changes in the income distribution model. The Policy Board shall:

- a) Approve an operations budget for the SELPA including regionalized services and program specialist funds at an annual cost not to exceed the available funds for such service
- b) Approve the Annual Budget Plan for submission to the state

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

Specialized equipment and services, including books, materials, and supplies for students with low incidence disabilities as well as assistive technology for students who require it will be provided at the site where the Individual Education Program (IEP) team determined provides the student with a free appropriate public education in the least restrictive environment. Funding for specialized equipment and services is intended to supplement, not supplant, funding for equipment and services provided in the general education program.

Policies, Procedures, and Programs

Pursuant to EC sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

Section B: Governance and Administration

SELPA

Fiscal Year

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

Section B: Governance and Administration

SELPA

Fiscal Year

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team

Section B: Governance and Administration

SELPA

Fiscal Year

determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Section B: Governance and Administration

SELPA

Fiscal Year

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to EC sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA North Region

Fiscal Year 2024-25

Description:

The Albany Unified School District is designated as the Administrative Unit (AU) for the North Region SELPA. The AU is the SELPA's fiscal agent and a written agreement is maintained by the Policy Board that describes the AU responsibilities for implementing the following functions:

- a) Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- b) Administrative support of the SELPA, including payroll, benefits, information technology, expenditure accounting, and ensuring that facilities to house and operate the SELPA are provided by a member district.
- c) Employment of SELPA staff to coordinate implementation of the Local Plan, including human resource activities required to recruit, interview, and hire new employees.
- d) Provide an annual audit of all income and expenditures, as required by law.

The SELPA Director assures equal access to all programs and services in the SELPA and provides information and guidance to members of the public, including parents or guardians of individuals with disabilities who are receiving services under the Local Plan, including information on the availability of established due process and legal service options and procedures. In cooperation with the State Department of Education, the SELPA Director provides information to assure that all special education pupils receive due process of law. Specific duties include, but are not limited to coordinating Local Plan development and implementation. The SELPA Director will make recommendations to the Policy Board when revisions are needed and coordinate amendments to the Local Plan. The SELPA Director facilitates development and approval of SELPA policies and procedures required to implement the Local Plan. In order to implement the Local Plan, the SELPA Director shall be considered a "school official and employee" in regards to access to student records.

LEAs will ensure access to a full continuum of service across the SELPA is available to provide a free appropriate public education to all students with disabilities for whom they are responsible. The school board of each LEA shall approve its participation in the North Region Local Plan for Special Education. The local school board responsibilities include, but are not limited to:

- a) Adoption of the Local Plan

Section B: Governance and Administration

SELPA

Fiscal Year

- b) Adoption of policies and procedures for special education programs and services within their districts
- c) LEA compliance with all elements of the Local Plan, including policies and procedures approved by the SELPA Policy Board.
- d) Input on SELPA policies and procedures through the Superintendent (or designee) of the LEA
- e) Approval of district-specific modifications to SELPA policies and procedures
- f) Appointment of individuals to the CAC

2. Coordinated system of identification and assessment:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

Description:

3. Coordinated system of procedural safeguards:

Document Title:

Document Location: https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites"/>

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

assistance to LEAs on forms and procedures related to assessment, identification, and placement.

The LEAs provide procedural safeguards in writing to families consistent with Education Code, ensure the safeguards are implemented, assist families to understand procedural safeguards, and assist them to file complaints when required.

4. Coordinated system of staff development and parent and guardian education:

Document Title:

Document Location:

Description:

The SELPA provides a coordinated system of staff development and parent education.

The SELPA Director provides training and support as required or determined appropriate for each LEA. The SELPA Director maintains parent information on the SELPA website and supports the CAC with resources and logistics to provide parent education events.

Each LEA determines their staff development and parent/guardian education local needs and seeks technical assistance or input from the SELPA as needed.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title:

Document Location:

Description:

The SELPA supports a coordinated system of curriculum development and alignment with the core curriculum among member LEAs.

The SELPA Director provides technical assistance and staff development as required or determined appropriate to assist LEAs with curriculum and program development.

Each LEA Superintendent will consult with the SELPA Director to assure each LEA's Local Control Accountability Plan (LCAP) appropriately aligns learning opportunities for students with disabilities with the core

Section B: Governance and Administration

SELPA

Fiscal Year

curriculum.
Each LEA shall ensure that students with disabilities will have access to instructional materials, support, and all required core curriculum including state adopted core curriculum and supplementary materials.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

The SELPA provides a coordinated system of data collection and management and directly approves California Longitudinal Assessment and Pupil Data System (CALPADS) special education reports as required by the California Department of Education. The SELPA Director provides technical assistance and training to LEAs as

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

requested and/or deemed necessary by the SELPA.

The LEA responsibilities include, but are not limited to:

- a) Utilizing the same special education management information system, forms, procedures and guidelines as all other districts within the SELPA.
- b) Collecting and completing state and federal report requirements; including self-reviews, comprehensive reviews, and data entry, data integrity and approval of special education CALPADS reports.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

Interagency agreements necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with the following agencies:

- a) Regional Center of the East Bay
- b) California Children’s Services
- c) Early Head Start/YMCA of the East Bay

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the North Region SELPA office.

The SELPA Director coordinates interagency agreements and serves on committees when interagency agreements are being developed, reviewed, and/or revised. The SELPA Director ensures that interagency agreements are in place as required by Education Code and also provides technical assistance and dispute resolution as needed.

LEAs approve interagency agreements through their Superintendent representative on the Policy Board. LEAs implement the terms of interagency agreements as applicable.

9. Coordination of services to medical facilities:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:	SELPA website https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites
Description:	<p>The SELPA facilitates services to medical facilities by the designated LEA and assures full educational opportunity regardless of district of special education accountability.</p> <p>LEAs identify and serve students with disabilities who are placed in public hospitals, state licensed children’s hospitals, psychiatric hospitals, proprietary hospitals, or other health facilities for medical purposes that are located in within their district.</p>

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title:	Individualized Education Program (IEP)
Document Location:	SELPA website https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites
Description:	<p>The SELPA facilitates services to licensed children’s institutions and foster homes by the designated LEA and assures full educational opportunity regardless of district of residence.</p> <p>Special education services for students with disabilities residing in foster family homes or licensed children’s institutions are the responsibility of the district in which the foster family home or licensed children’s institution is located, unless based on Education Code there is another district of special education accountability which is responsible.</p>

11. Preparation and transmission of required special education local plan area reports:

Document Title:	Data Collection
Document Location:	SELPA website https://www.northregionselpa.org/apps/pages/PolicyBoard and all District websites
Description:	<p>The SELPA ensures timely preparation and transmission of required SELPA reports.</p> <p>The SELPA Director provides technical assistance to LEAs related to preparation of SELPA reports.</p> <p>Each LEA prepares and submits timely data in order for the SELPA to</p>

Section B: Governance and Administration

SELPA

Fiscal Year

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Document Title:

Document Location:

Description:

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

The SELPA Director will ensure appropriate interagency agreements are in place and facilitate LEA connection to agencies as appropriate.

Each LEA will provide appropriate career and vocational education and transition services as required under federal and state law.

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

The SELPA Director ensures all students with disabilities have full educational opportunity regardless of their district of special education accountability. The SELPA Director will develop an Annual Service Plan and facilitate interdistrict and interSELPA transfers as needed to ensure a full continuum of services is available to all students with disabilities within the SELPA.

Each LEA is responsible to provide programs that meet the individual needs of all students with disabilities in their district and ensure educational benefit for students with disabilities.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title:

Document Location:

Description:

The SELPA Director will facilitate the administrative processes required to allocate and distribute state and federal special education funds in accordance with the funding allocation plan approved by the Policy Board. The SELPA Director will also develop and recommend for Policy Board approval an Annual Budget Plan.

The SELPA Administrative Unit (AU) will receive and distribute to member districts special education funds for the operation of special

Section B: Governance and Administration

SELPA

Fiscal Year

education programs and services, pursuant to state and federal law
Each LEA through their Superintendent representation on the Policy Board will determine and approve the allocation of funds to member LEAs and will also approve the Annual Budget Plan.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

See Interagency Agreement between North Region SELPA and Regional Center of the East Bay related to services for children aged birth to three years. For a description of programs for early childhood special education programs and services for children from birth through five years of age, see the Annual Service Plan.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

Document Location:

Description:

All LEA Boards within the North Region SELPA and the North Region SELPA Policy Board have adequate notice of meeting and public comment sections on their agendas

The North Region SELPA Administrator and the LEA Special Education Directors are also available to meet with parents or members of the public who may have questions or concerns.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

If a dispute arises over the responsibility for service provision, governance activities, program transfer, or distribution of funding; or if a school district, including any charter LEA or group of school districts believes that an action taken by the North Region SELPA Policy Board will create an undue hardship on the LEAs; or that an action taken exceeds the authority granted the Policy Board within the Local Plan and/or state or federal statute, the aggrieved district(s) may submit the matter for dispute resolution.

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

The goal of the North Region SELPA is for disputes to be resolved at the lowest possible level. The first step in the dispute resolution process, therefore, is for the aggrieved party(s) to contact the other party(s) and attempt to resolve the matter informally. If the matter is not resolved at this level, the aggrieved party(s) may request formal mediation. Any request for mediation must be submitted in writing to the North Region SELPA Director. If the issue is related to an action taken by the Policy Board, the request must be submitted within thirty (30) days of the action taken by the Policy Board. The written request must clearly identify the reason(s) for the request and the potential resolution(s) to the problem. If mediation is not successful, the aggrieved party(s) may request a review by an independent review panel of the results of the mediation. A request for review by an independent review panel must be submitted in writing to the North Region SELPA Director within thirty (30) days of the completion of the mediation process, and must include the reason(s) for the request and the potential resolution(s) to the problem.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title:

Document Location:

Description:

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. Evaluation includes an onsite visit to the NPS before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement and an on-site visit at least once annually. The LEA representative shall also review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

county jail, age 18-21 who had received special education services in accordance with an IEP but left school prior to incarceration or who had been identified as a child with a disability and did not have an IEP in their last education setting

The district of residence will provide special education and related services to adults age 18-21 in county jail who remain eligible for services and wish to receive them. The district of residence is where the parents resided when the student turned 18 unless and until the parents move to a new district of residence. For conserved students, the district of residence is the residence of the conservator.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Facilities Bond Measure I and Measure B Contracts (Standing Item)

Item Type: Consent

Background: In November 2014, Alameda voters approved Facilities Bond Measure I, and in June 2022, they approved Facilities Bond Measure B.

According to the bond schedules, various contracts will be presented to the Board for approval. These contracts may include construction bid contracts, addenda to architectural services agreements, specialist and consultant agreements, and more. To streamline this process, staff has established a standing board item to separately track and manage contracts related to Measure I and Measure B, distinct from other district contracts.

1. (Fund 21, Measure B) Amendment No. 2 to Master Facilities Lease between AUSD and Lathrop Construction Associates, Inc. for an **increase** of \$107,302.00 and a new total of \$3,347,137.00. (Kofman Theater)
2. (Fund 21, Measure I) Amendment No. 2 to Master Facilities Lease between AUSD and Lathrop Construction Associates, Inc. for an **increase** of \$273,733 and an already Board adopted CO for \$21,069.00 for a new total of \$2,976,684.00. (Longfellow)
3. (Fund 21, Measure B) Amendment No. 6 to Master Facilities Lease between AUSD and Lathrop Construction Associates for an **decrease** of \$314,082.00 and a new total of \$68,557,482.00. (Wood MS)

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Lathrop Construction Associates (Kofman)	12/12/2024	Backup Material

- ▣ Lathrop Construction Associates (Longfellow) 12/12/2024
- ▣ Lathrop Construction Associates (Wood MS) 12/12/2024

Backup Material
Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Individual Service Agreements (ISAs) with Non-Public Schools and Non-Public Agencies

Item Type: Consent

Background: Each year, Alameda Unified School District's Special Education Department executes "Master Contracts" with Non-Public Schools and Non-Public Agencies to support the Special Education Department. Through the year, Individual Service Agreements (ISAs) are entered into under these "Master Contracts" that allocate funds for services required to provide support to AUSD students in accordance with the Individuals with Disabilities in Education Act (IDEA).

Below are details of contracts executed and attached to this agenda item.

(Fund 01) Individual Services Agreement between AUSD and Pine Health for a total of \$49,920.00.

(Fund 01) Individual Services Agreement between AUSD and Pine Health for a total of \$42,624.00.

(Fund 01) Individual Services Agreement between AUSD and Pine Health for a total of \$42,624.00.

(Fund 01) Individual Services Agreement between AUSD and Spectrum Camden for a total of \$67,596.00.

(Fund 01) Individual Services Agreement between AUSD and Telos Academy for a total of \$277,310.00.

For reasons of confidentiality, the contracts for non-public schools and non-public agencies with student specific information are not uploaded to this item, and will be maintained in the Special Education Department for review upon request.

AUSD LCAP Goals: 4. Ensure that all students have access to basic services.

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached non-confidential contract(s) for detailed expenditures.

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Kirsten Zazo, Assistant Superintendent of Educational Services

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Revised Course Title for Grades 7 and 8: Multi Media Art MS

Item Type: Consent

Background: The Multi Media Art course was previously offered only to 8th graders. Multi Media Art MS will be offered to 7th and 8th graders effective the 25-26 SY. Staff seek approval of the revised course title and course code.

This dynamic multimedia class is designed to introduce middle school students to various digital art forms and technologies, serving as a foundation for high school electives. The course acts as a crucial pipeline, allowing students to explore different aspects of multimedia arts before committing to specific electives in high school. By providing hands-on experience in multiple areas, students can make informed decisions about their future coursework, increasing their engagement and investment in their chosen paths. Students will explore photography, graphic design, AI-assisted art, video production, and digital publishing while developing an understanding of artistic genres and iconic artists.

Course Title: Multi Media Art MS

Prerequisite: N/A

Elective/Required: N/A

Grade Level: 7th and 8th

Subject Area: CTE/Art

Length: 1 Year

Credits: 10

Proposed by: Vernon Walton, Director of Secondary Education

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.| 2a. Support all students in becoming college and career ready.| 2b. Support all English Learners (ELs) in becoming college and career ready.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

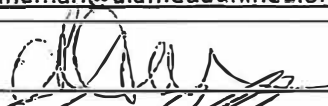

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.

Submitted By: Vernon Walton, Director of Secondary Education

ATTACHMENTS:

Description	Upload Date	Type
☐ Multi-Media Art MS	12/12/2024	Backup Material

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

1. Course Title: Multi-Media Art MS	6. Prerequisite(s): N/A
2. Action: <input type="checkbox"/> New Course <input type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Title Change Only	7. Grade Level: Changing from 8 th grade only to 7 th & 8 th grade
3. Transcript Title/Abbreviation: MultiMedArt MS (For Educational Services)	8. Elective/Required: N/A
4. Transcript Course Code/Course Number: LAGJ (For Educational Services)	9. Subject Area: CTE/Art
5. CBEDS Code: (For Educational Services) 9380	10. Department: CTE/Art
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If so, year removed from list: _____	
13. Meets the " N/A " requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Diana Henneman</u> Title/Position: <u>Teacher</u> Phone: <u>510748-4023</u> Fax: _____ E-Mail: <u>dhennean@alamedaunified.org</u>	
15. Signatures: Department Chair:  Principal:  Acknowledged by Other Principals: <u>Jessica Lucio</u> <u>Sheila SathelWarner</u> Educational Services: <u>VWJ</u> <small>Veronica Wilson, 47411/2021.02.27 PCTI</small>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval <u>12.16.2024</u>	

SECTION B. COURSE CONTENT

17. Course Description:

This dynamic multimedia class is designed to introduce middle school students to various digital art forms and technologies, serving as a foundation for high school electives. The course acts as a crucial pipeline, allowing students to explore different aspects of multimedia arts before committing to specific electives in high school. By providing hands-on experience in multiple areas, students can make informed decisions about their future coursework, increasing their engagement and investment in their chosen paths. Students will explore photography, graphic design, AI-assisted art, video production, and digital publishing while developing an understanding of artistic genres and iconic artists.

18. Course Goals and/or Major Student Outcomes:

Same as high school Multi Media Art class.

19. Course Objectives (standards):

Same as high school Multi Media Art class.

20. Course Outline:

I. Introduction to Multimedia

- A. Course overview
- B. Importance of multimedia in modern communication
- C. Overview of major artistic movements
- D. Study of influential multimedia artists
- E. Analyzing and critiquing multimedia works
- F. Incorporating artistic influences into personal projects

II. Photography Fundamentals

- A. Basic composition techniques
- B. Lighting principles
- C. Camera settings and operation
- D. Introduction to Adobe Lightroom: Image organization, Basic editing tools
- E. Introduction to Adobe Photoshop: Layer basics, simple retouching techniques

III. AI-Assisted Image Creation

- A. Introduction to AI image generation
- B. Effective prompting techniques
- C. Using AI-generated fill in image editing with Adobe software (generative fill images)
- D. Ethical considerations in AI-generated art

IV. Online Portfolio Development

- A. Importance of digital portfolios
- B. Selecting a platform (e.g., Behance, Wix, WordPress)
- C. Curating and presenting work effectively
- D. Writing artist statements (iterations will be updated throughout the year)

V. Graphic Design Basics

- A. Elements and principles of design
- B. Color theory
- C. Typography fundamentals
- D. Introduction to Adobe Illustrator: Creating vector graphics, logo design basics

VI. Branding and Marketing Project

- A. Understanding brand identity
- B. Creating a cohesive visual brand (collaboration with marketing class)
- C. Designing marketing materials (posters, social media graphics)

VII. Yearbook Collaboration

- A. Introduction to layout design
- B. Photo selection and editing for publication

VIII. Video Production Basics

- A. Extend composition knowledge and introduction to shot types and framing for cinematography
- B. Basic camera operation for video using smartphones
- C. Introduction to video editing software: Adobe Premiere Pro
- D. Simple special effects and transitions
- E. Video yearbook

21. Instructional Materials:

Board approved required text:

Supplementary materials:

Same as high school Multi Media Art class.

22. Instructional Methods and/or Strategies

Same as approved high school Multi Media Art.

23. Assessment and Evaluation

Same as approved high school Multi Media Art.

24. Grading Policy

Same as approved high school Multi Media Art.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

26. History of Course Description:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2024-2025.29 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 permit the Board of Education, through its designated agent, to legally dispose of surplus equipment that is either obsolete or in disrepair, and thus should be removed from district inventory.

Exhibits A, B and C list items that are either damaged, obsolete, or no longer needed by the district, as well as materials that should be stored but are not currently required at the site.

Approval of Resolution No. 2024-2025.29 will authorize staff to dispose of these items in the most appropriate manner, in accordance with Administrative Regulation 3270: Sale and Disposal of Books, Equipment, and Supplies.

AUSD LCAP Goals: 1. Eliminate barriers to student success and maximize learning time.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Assistant Superintendent of Business Services

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No. 2024-2025.29	12/12/2024	Resolution Letter
☐ Exhibit A	12/12/2024	Exhibit
☐ Exhibit B	12/12/2024	Exhibit
☐ Exhibit C	12/12/2024	Exhibit

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

December 16, 2024

Resolution No. 2024-2025.29

Authorization to Dispose of Surplus Property

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Maintenance, Operations, and Facilities, Food Services, or Technology as listed in:

Exhibits A, B, and C- Property Transfer or Retirement Forms

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per the Exhibit.

PASSED AND ADOPTED by the following vote this 16th day of December, 2024:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Jennifer Williams, President
Board of Education
Alameda Unified School District

ATTEST:

By: _____
Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District

Property Transfer/Retirement Form

Exhibit A

Type of request:

Transfer Waste Recycle

Current Location

Alameda High School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Bench Press - AHS Weight room	Cybex - 485591S106744	03562/103146	3 - Retire/Poor
1	Overhead Press - AHS Weight room	Nautilus - no serial number	103113	3 - Retire/Poor

Submitter Signature

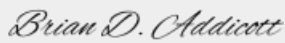


Approvals

Site Admin Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Dominguez, Terry

Date Submitted: 12/2/2024

Form #: 64325

Property Transfer/Retirement Form

Exhibit B

Type of request:

Transfer Waste Recycle

Current Location

District Office- Maintenance Operations and Facilities

New Location

District Office- Special Education

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Round table	24-015	24-015	2 - Fair

Submitter Signature



Approvals

Site Admin Signature

Sign

Receiving Site Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Gimlett, Rebecca

Date Submitted: 11/22/2024

Form #: 64086

Property Transfer/Retirement Form

Exhibit C

Type of request:

Transfer Waste Recycle

Current Location

District Office- Maintenance Operations and Facilities

New Location

Island High School

Property Item Type

Furniture/ Equipment

Item Details

Qty	Item Description	Model/Serial Number	Asset Tag	Condition
1	Rolling whiteboard - to MPR	24-012	24-012	Good

Submitter Signature



Approvals

Site Admin Signature

Sign

Receiving Site Signature



Director Signature



Asst. Superintendent Signature



Submitted By: Gimlett, Rebecca

Date Submitted: 12/5/2024

Form #: 64589

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2023-2024.27 Appointment of Board Secretary

Item Type: Action

Background: Pursuant to Board Bylaw BB 9122: Secretary, the Board shall appoint the Superintendent to serve as Secretary to the Board. The Secretary to the Board shall be responsible for maintaining a record of Board proceedings and shall:

1. Prepare, distribute, and maintain the Board agenda
2. Record, distribute, and maintain Board minutes
3. Maintain Board records and documents
4. Conduct official correspondence for the Board
5. As directed by the Board, sign and execute official papers
6. Perform other duties as assigned by the Board

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation:

AUSD Guiding Principle: #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success. | #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution for Board Secretary	12/6/2023	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

December 12, 2023

Resolution No. 2023-2024.27

Resolution Appointing Superintendent as Board Secretary

WHEREAS, Section 35025 of the Education Code of the State of California authorizes this Board to appoint a Secretary who shall not be a member of the Board; and

WHEREAS, Board Bylaw 9122 provides that the Board shall annually appoint the District's Superintendent to act as Secretary and carry out the responsibilities set forth in Board Bylaw 9122;

NOW, BE IT RESOLVED, that the Board hereby appoints Superintendent Pasquale Scuderi as Board Secretary.

PASSED AND ADOPTED by the following vote this 12th day of December, 2023:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

JHeather Little, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Pasquale Scuderi, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Discussion and Approval of 2025 Board Committee Assignments and Appointment of Board Representatives to Non-AUSD Committees (10 Mins/Action)

Item Type: Action

Background: Each year during the Board's annual organization meeting and in accordance with *Board Bylaw 9130: Board Committees* and *Board Bylaw 9140: Board Representatives*, the Board assigns members to its standing committees and assigns representatives to other public agencies or organizations.

AUSD LCAP Goals: 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): n/a

Recommendation: Other
Discuss and assign Board committee members.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Kerri Lonergan, Senior Executive Assistant

ATTACHMENTS:

	Description	Upload Date	Type
□	Subcommittee and Committee Appointments for 2024	12/12/2024	Backup Material
□	Subcommittee and Committee Appointments for 2025 - Blank	12/12/2024	Backup Material

Board Committees and Appointments 2024

Board Committee	Purpose	Board Members for 2024
<i>City/School Joint Subcommittee</i>	Informational discussions facilitated by the Mayor/City Manager and Board President/Superintendent on areas of mutual interest	Heather Little Margie Sherratt Talia Kotovsky Lianna Lau
<i>Wellness Advisory Council</i>	Responsible for implementation of Wellness Policy through outreach to sites and eventual development of Wellness site councils	Ryan LaLonde Heather Little Lianna Lau
<i>Board Policy Subcommittee</i>	Reviews recommended changes to Board Policies	Gary K. Lym Ryan LaLonde Talia Kotovsky
<i>AUSD/Peralta Joint Subcommittee</i>	Informational discussions facilitated by AUSD Superintendent and Board and Peralta Community College Trustee(s) on areas of mutual interest	Jennifer Williams Gary K. Lym Lianna Lau
<i>Diversity, Equity, and Inclusion Workgroup</i>	Informal discussions on the topics of Diversity, Equity, and Inclusion.	Gary K. Lym Margie Sherratt

Non-AUSD Committee	Purpose	Board Members for 2024
<i>Alameda County School Boards Association</i>	Alameda County School Board members' networking and information sharing	Ryan LaLonde
<i>Alameda Collaborative for Children, Youth, and Families</i>	Joint committee of the City, County, and District focused on improving opportunities for Alameda youth	Jennifer Williams Talia Kotovsky Mirabelle Kruger Lianna Lau
<i>Redevelopment Successor Agency Oversight Board</i>	The Redevelopment Oversight Board shall meet with the City of Alameda in its capacity as Successor Agency of the City.	Jennifer Williams

Board Committees and Appointments 2025

Board Committee	Purpose	Board Members for 2025
<i>City/School Joint Subcommittee</i>	Informational discussions facilitated by the Mayor/City Manager and Board President/Superintendent on areas of mutual interest	
<i>Wellness Advisory Council</i>	Responsible for implementation of Wellness Policy through outreach to sites and eventual development of Wellness site councils	
<i>Board Policy Subcommittee</i>	Reviews recommended changes to Board Policies	
<i>AUSD/Peralta Joint Subcommittee</i>	Informational discussions facilitated by AUSD Superintendent and Board and Peralta Community College Trustee(s) on areas of mutual interest	
<i>Diversity, Equity, and Inclusion Workgroup</i>	Informal discussions on the topics of Diversity, Equity, and Inclusion.	

Non-AUSD Committee	Purpose	Board Members for 2025
<i>Alameda County School Boards Association</i>	Alameda County School Board members' networking and information sharing	
<i>Alameda Collaborative for Children, Youth, and Families</i>	Joint committee of the City, County, and District focused on improving opportunities for Alameda youth	
<i>Redevelopment Successor Agency Oversight Board</i>	The Redevelopment Oversight Board shall meet with the City of Alameda in its capacity as Successor Agency of the City.	

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Schedule of Regular Board of Education Meetings for 2025 (5 Mins/Action)

Item Type: Action

Background: The Board's regular schedule of meetings is the second and fourth Tuesday of every month with the exceptions of July (no Board meetings scheduled) and December (one meeting scheduled). At times, there will be other months where the Board will have just one meeting or a meeting on a day that doesn't fall on the second or fourth Tuesday due to religious holidays, school breaks, or federal and state holidays.

For 2025, the Board will have two options to consider: the first option has 19 regular meetings and the second option has 20 regular meetings.

The first option has one meeting per month for the months of April, November, and December.

The second option has one meeting per month for the months of November and December.

If there are additional meetings needed, the Board President and Superintendent can work together to agendaize a Special Board Meeting.

AUSD LCAP Goals: 2a. Support all students in becoming college and career ready.| 3. Support parent/guardian development as knowledgeable partners and effective advocates for student success.| 4. Ensure that all students have access to basic services.

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Kerri Lonergan, Senior Executive Assistant to the Superintendent and Board of Education

ATTACHMENTS:

	Description	Upload Date	Type
▢	Calendar of Board Meetings for 2025 - Option #1	12/12/2024	Backup Material
▢	Calendar of Board Meetings for 2025 - Option #2	12/12/2024	Backup Material

Proposed Board of Education Schedule for 2025 Option #1 – 19 Regular Meetings

MONTH	DATES	AGENDA POSTING DATES
JANUARY 2025	January 14 (Second Tuesday) January 28 (Fourth Tuesday)	January 8 January 22
FEBRUARY 2025	February 11 (Second Tuesday) February 25 (Fourth Tuesday)	February 5 February 19
MARCH 2025	March 11 (Second Tuesday) March 25 (Fourth Tuesday)	March 5 March 19
APRIL 2025	April 8 (Spring Break) * April 15 (Third Tuesday) April 22 (Fourth Tuesday) **	April 9
MAY 2025	May 13 (Second Tuesday) May 27 (Fourth Tuesday)	May 7 May 21
JUNE 2025	June 10 (Second Tuesday) June 24 (Fourth Tuesday)	June 4 June 18
JULY 2025	<i>There are no regularly scheduled Board meetings in July.</i>	
AUGUST 2025	August 12 (Second Tuesday) August 26 (Fourth Tuesday)	August 6 August 20
SEPTEMBER 2025	September 9 (Second Tuesday) September 23 (Religious Holiday) *** September 30 (Fifth Tuesday)	September 3 September 24
OCTOBER 2025	October 14 (Second Tuesday) October 28 (Fourth Tuesday)	October 8 October 22
NOVEMBER 2025	November 11 (Veterans Day) * November 18 (Third Tuesday) November 25 (Fall Break) *	November 12
DECEMBER 2025	December 9 (Second Tuesday)	December 3

* These meetings are being cancelled because they are during AUSD breaks

** This meeting falls too close to the April 15 meeting. The Board can schedule a Special Meeting if needed.

*** This meeting falls during a religious holiday.

Proposed Board of Education Schedule for 2025

Option #2 – 20 Regular Meetings

MONTH	DATES	AGENDA POSTING DATES
JANUARY 2025	January 14 (Second Tuesday) January 28 (Fourth Tuesday)	January 8 January 22
FEBRUARY 2025	February 11 (Second Tuesday) February 25 (Fourth Tuesday)	February 5 February 19
MARCH 2025	March 11 (Second Tuesday) March 25 (Fourth Tuesday)	March 5 March 19
APRIL 2025	April 8 (Spring Break) * April 15 (Third Tuesday) April 29 (Fifth Tuesday)	April 9 April 23
MAY 2025	May 13 (Second Tuesday) May 27 (Fourth Tuesday)	May 7 May 21
JUNE 2025	June 10 (Second Tuesday) June 24 (Fourth Tuesday)	June 4 June 18
JULY 2025	<i>There are no regularly scheduled Board meetings in July.</i>	
AUGUST 2025	August 12 (Second Tuesday) August 26 (Fourth Tuesday)	August 6 August 20
SEPTEMBER 2025	September 9 (Second Tuesday) September 23 (Religious Holiday) ** September 30 (Fifth Tuesday)	September 3 September 24
OCTOBER 2025	October 14 (Second Tuesday) October 28 (Fourth Tuesday)	October 8 October 22
NOVEMBER 2025	November 11 (Veterans Day) * November 18 (Third Tuesday) November 25 (Fall Break) *	November 12
DECEMBER 2025	December 9 (Second Tuesday)	December 3

* These meetings are being cancelled because they are during AUSD breaks

** This meeting falls during a religious holiday.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Recognition of Outgoing Board President, Acknowledgement of Incoming Board President and Vice President, and Election of Board Clerk (10 Mins/Action)

Item Type: Action

Background: The Board has designated today's meeting as the annual organizational meeting required by section 35143 of the Education Code. Section 35143 states that the Board shall elect officers at its annual organizational meeting. One such officer is the Board Clerk.

Board Bylaw 9123 states that the duties of the Clerk shall be to:

1. Certify or attest to actions taken by the Board when required.
2. Maintain such other records or reports as required by law.
3. Sign documents on behalf of the district as directed by the Board.
4. Serve as presiding officer in the absence of the President and Vice President.
5. Notify Board members and members-elect of the date and time for the annual organizational meeting.
6. Perform any other duties assigned by the Board.

AUSD LCAP Goals:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Recommendation: Other

Discuss and take action on the election of a Board Clerk.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Pasquale Scuderi, Superintendent
