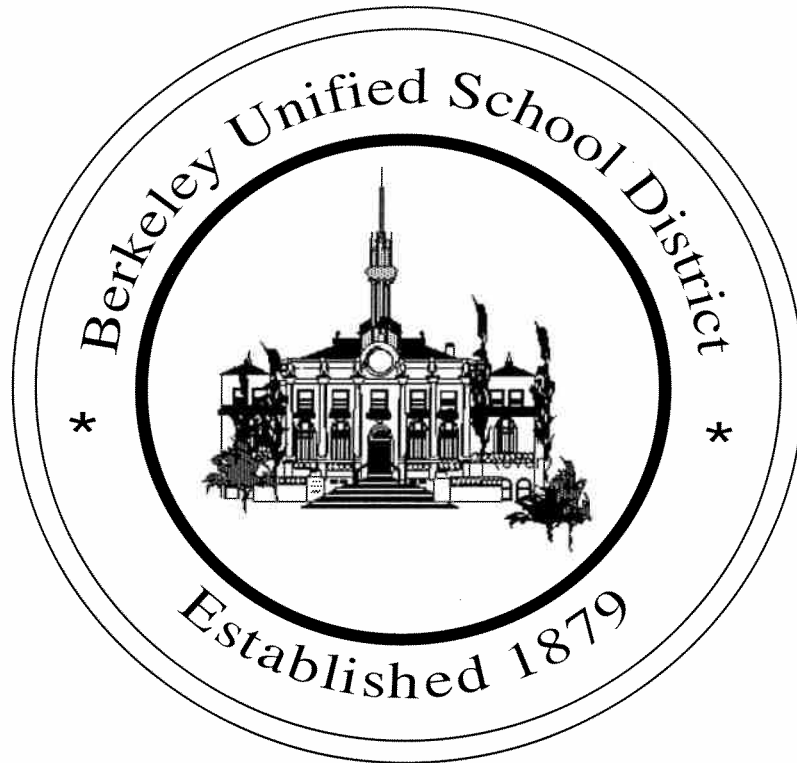


**BERKELEY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
AND
SUPERINTENDENT OF SCHOOLS**



BOARD OF EDUCATION MEETING

JUNE 6, 2001

**BERKELEY UNIFIED SCHOOL DISTRICT
REGULAR MEETING OF THE BOARD OF EDUCATION –AGENDA**

Wednesday, June 6, 2001 at 6:00 p.m.

District Administrative Offices, Board Meeting Room
2134 Martin Luther King Jr. Way
Berkeley, CA 94704-1180

CALL TO ORDER: The Meeting will be called to order by the Presiding Officer at 6:00 p.m. and immediately recess to Closed Session. The Meeting will reconvene in Public Session at 7:30 p.m.

1. **BOARD ROLL CALL:**
- President Terry S. Doran
Vice President Shirley Issel
Director Joaquin J. Rivera
Director Ted Schultz
Director John T. Selawsky
Student Director Niles Xi'an Lichtenstein*

Administration: Stephen A. Goldstone, Ed.D., Interim Superintendent, Secretary

2. Recess to Closed Session – Board Conference Room

- a. Conference with Legal Counsel—Existing Litigation (Government Code Section 54956.9 (a):
Case name unspecified – Disclosure would jeopardize:
☐ Service of Process ☒ Existing Settlement Negotiations
- b. Consideration of student Expulsion (Education Code Section 48918 (c)
(K-12): **(Separate document)**
 - (1) Case No. 221
 - (2) Case No. 222
- c. Collective Bargaining Session (Government Code Section 3549.1 (d)
- d. Grievance Hearing (Government Code Section 54957) **(6:30 p.m.)**
- e. Public Employee Discipline/Dismissal/Release (Government Code Section 54957)
- f. Public Employment and Appointments (Government Code Section 54957):
 - (1) Superintendent's Contract
 - (2) Manager, Student Services
 - (3) Manager, State and Federal Projects
 - (4) Principal Appointments:
 - (a) Emerson Elementary School
 - (b) Jefferson Elementary School
 - (c) Rosa Parks Environmental Science Magnet School
 - (d) Thousand Oaks Elementary School
 - (e) Willard Middle School
- g. Public Employment (Government Code Section 54957) **(Pages 1-4)**
Certificated Transactions:
 - (1) Leave of Absence without pay
 - (2) Change of Status
 - (3) Resignations
 - (4) Retirements.
 - (5) Other Appointments

*The Student Director does not attend Closed Session.

2. Recess to Closed Session – Board Conference Room

g. Public Employment (Government code Section 54957) (continued)

Classified Transactions:

- (1) Substitutes, if and as needed: Assistant Boys & Girls Track & Field Coach, Berkeley High School; Clerical Assistant II; Clerical Specialist; Custodian; Girls' Lacrosse Coach; Instructional Assistant—Interpreter for Deaf; Instructional Specialist; Instructional Technician; Intramural Director; Liaison; Noontime Supervisor; Public Information Officer; Special Education Assistant; Swimming and Water Polo Coach
- (2) Student Worker
- (3) Provisional
- (4) Resignation
- (5) Tutor
- (6) Probationary
- (7) Summer Recess Assignments

RECONVENE TO PUBLIC SESSION

7:30 p.m.

3. BOARD ROLL CALL:

President Terry S. Doran
Vice President Shirley Issel
Director Joaquin J. Rivera
Director Ted Schultz
Director John T. Selawsky
Student Director Niles Xi'an Lichtenstein

REPORT OF ACTION TAKEN IN CLOSED SESSION

COLLECT "REQUESTS TO ADDRESS THE BOARD OF EDUCATION " CARDS

PUBLIC TESTIMONY: 30 Minutes Maximum- 3 Minutes Per Speaker

UNION REPRESENTATIVES: 5 Minutes Each

ADVISORY COUNCILS 5 Minutes Each

SUPERINTENDENT'S REPORT

BOARD MEMBERS' COMMENTS: 5 Minutes Each

SPECIAL ORDER OF BUSINESS: RECOGNITION AND ACTION		Placed on Agenda by	Disposition	Page (s)																																																				
4 Recognition of 2001 Retirees and Approval of Resolution of Appreciation: <table><tr><td>Retirees:</td><td>Years of Service:</td></tr><tr><td>Diane Adler</td><td>11</td></tr><tr><td>Ester Adler</td><td>17</td></tr><tr><td>Carole Bennett-Simmons</td><td>30</td></tr><tr><td>Ruthie Blacksher</td><td>31</td></tr><tr><td>Ellie Winter Cagnina (2000)</td><td>31</td></tr><tr><td>Kristine Carraway</td><td>32</td></tr><tr><td>Freda Clark</td><td>30</td></tr><tr><td>Katherine Evans</td><td>32</td></tr><tr><td>Edna Flitcraft</td><td>21</td></tr><tr><td>Betty Gordon</td><td>34</td></tr><tr><td>Gail Hojo</td><td>2</td></tr><tr><td>Christine Johnson</td><td>35</td></tr><tr><td>Dick LeBlanc</td><td>33</td></tr><tr><td>David Loesch</td><td>3</td></tr><tr><td>John Martinez</td><td>32</td></tr><tr><td>Laura Monroe</td><td>35</td></tr><tr><td>Ernst Posey</td><td>30</td></tr><tr><td>Joan Robinson</td><td>10</td></tr><tr><td>Clarice Rodgers</td><td>30</td></tr><tr><td>Sara saint-Simon</td><td>17</td></tr><tr><td>Carolyn Shaw</td><td>35</td></tr><tr><td>Byril Terrell</td><td>33</td></tr><tr><td>Eugene Thomspen</td><td>11</td></tr><tr><td>Patricia Ungern</td><td>35</td></tr><tr><td>Alice Wakida</td><td>22</td></tr></table>		Retirees:	Years of Service:	Diane Adler	11	Ester Adler	17	Carole Bennett-Simmons	30	Ruthie Blacksher	31	Ellie Winter Cagnina (2000)	31	Kristine Carraway	32	Freda Clark	30	Katherine Evans	32	Edna Flitcraft	21	Betty Gordon	34	Gail Hojo	2	Christine Johnson	35	Dick LeBlanc	33	David Loesch	3	John Martinez	32	Laura Monroe	35	Ernst Posey	30	Joan Robinson	10	Clarice Rodgers	30	Sara saint-Simon	17	Carolyn Shaw	35	Byril Terrell	33	Eugene Thomspen	11	Patricia Ungern	35	Alice Wakida	22	T. Doran S. Issel J. Rivera T. Schultz J. Selawsky N. Lichtenstein 644 –6550 S. Goldstone 644 –6147		Verbal
Retirees:	Years of Service:																																																							
Diane Adler	11																																																							
Ester Adler	17																																																							
Carole Bennett-Simmons	30																																																							
Ruthie Blacksher	31																																																							
Ellie Winter Cagnina (2000)	31																																																							
Kristine Carraway	32																																																							
Freda Clark	30																																																							
Katherine Evans	32																																																							
Edna Flitcraft	21																																																							
Betty Gordon	34																																																							
Gail Hojo	2																																																							
Christine Johnson	35																																																							
Dick LeBlanc	33																																																							
David Loesch	3																																																							
John Martinez	32																																																							
Laura Monroe	35																																																							
Ernst Posey	30																																																							
Joan Robinson	10																																																							
Clarice Rodgers	30																																																							
Sara saint-Simon	17																																																							
Carolyn Shaw	35																																																							
Byril Terrell	33																																																							
Eugene Thomspen	11																																																							
Patricia Ungern	35																																																							
Alice Wakida	22																																																							
5. Acceptance of Gifts: a. Jack Sawyer: A donation of a dolly b. Glen Alden, Safeway Stores: A donation of 60 cases of bottled water. c. Gale Wilkerson, CENTER FOR DISEASE CONTROL & PREVENTION: A donation of two Compaq Computers including monitors and keyboards		T. Doran 644-6550		Verbal																																																				

Regular Meeting of the Board of Education – Agenda

Wednesday, June 6, 2001 at 6:00 p.m.

Page 4 of 9

PRESENTATIONS: 8:30 p.m.- 9:30 p.m.	Placed on Agenda by	Disposition	Page (s)
6. Report of the 1999-2000 Testing Program	D. Pico 644-7764		Please see document distributed at the 5/16/01 Bd.Mtg.
7. Presentation from the Music advisory Program Committee	C.Lim 644-6257		5-10
8. Presentation from the Magnet School Program	I.Phillips 644-6545		Oral
9. Overview of Child Nutrition Services for School Year 2000-2001	E.Lee-Szeto 644-6200		11-24
10. Report on Berkeley High School Food Court	S.Goldstone 644-6147		25-31
11. Progress Report on the Berkeley Unified School District's Nutrition Network Program	J. Sinai 644-6959		32-46

APPROVAL OF CONSENT CALENDAR	Placed on Agenda by	Disposition	Page (s)
12. Appointment of the Superintendent and Approval of the Superintendent's Contract	T.Doran 644-6550		From Closed Session
13. Approval of the following appointments: Manager, Student Services; Manager, State and Federal Projects; Principals: Emerson; Jefferson; Rosa Parks; Thousand Oaks Elementary Schools; and, Willard Middle School	D.Gomez 644-6150		From closed Session
14. Approval of Personnel Recommendations	D.Gomez 644-6150		1-4
15. Approval of Minutes: June 7 & 21, 2000	Q.Graham 644-6147		47-72
16. Approval of Contracts and Purchases in Excess of \$15, 000.00	G. Sirogiannis 644-8911		73-76
17. Approval of Non-Public School Placement of a Special Education Student at Seneca for the period of April 24, 2001 – June 30, 2001, at a cost of \$6,768.00	J. Biondi 644-6210		77
18. Approval of Non-Public School Placement of a Special Education Student at Seneca for the period of May 14, 2001- June 30, 2001 at a cost of \$4,794.00	J. Biondi 644-6210		78
19. Approval of Resolution No. 7271: Authorization to Advertise for Bids for Move into portables at Martin Luther King Jr. Middle School	C.E.James 644-6674		79-81

Regular Meeting of the Board of Education- Agenda**Wednesday, June 6, 2001 at 6:00 p.m.****Page 5 of 9**

APPROVAL OF CONSENT CALENDAR	Placed on Agenda by	Disposition	Page(s)
20 Approval of Resolution No. 7272: Authorization to Advertise for Bids for upgrade to portables at Longfellow Parent Nursery Healthy Start Project	C.E.James 644-6674		82-84
21. Approval of Resolution No. 7273: Approval of Resolution to allow Berkland Baptist Church to use school auditorium	J.Owens 644-8955		85-86
22. Approval of Thousand Oaks Proposal for Permanent Art Work	C.Lim 644-6257		87-95
23. Approval , and Second Reading, Board Policy regarding Rate Increase for Rental of District Property	J.Owens 644-8955		96-101
24. Approval of School Safety Plans	C.Lim 644-6257		102
25. Approval of Resolution in Support of Assembly Bill 1617	T.Schultz 644-6550		Delivered prior to mtg.
26. Approval of Contract with CSBA (California School Boards Association) to revise and update the Board Polices of the Berkeley Unified School District	S.Goldstone 644-6147		Delivered prior to mtg.
27. Approval of Contract with School Services of California to provide study of the Business Office	S.Goldstone 644-6147		103
28. Approval of PAR (Peer Assistance Review) Agreement between BFT (Berkeley Federation of Teachers) and the Berkeley Unified School District	D.Gomez 644-6150		104-113

APPROVAL OF ACTION ITEMS	Placed on Agenda by	Disposition	Page (s)
29. Business and Operations – Reorganization	S.Goldstone 644-6147		114-119
30 Appointment of the Board Representative to the Alameda County School Boards Association	J.Rivera 644-6550		Oral

PUBLIC HEARINGS: 9:30 p.m.	Placed on Agenda by	Disposition	Page(s)
31. Public Hearing on the Recommended Budget for FY 2001-2002	G.Sirogiannis 644-8911		Separate document
32. Public Hearing on BSEP (Berkeley Schools Excellence Project) Annual Plan Budgets for FY 2002; Class Size Reduction; Educational Materials; Building Maintenance & Security; Music Program; Public Information; BSEP Implementation	M.Thyberg 644-8717		120+ Separate document

DISCUSSION/INFORMATION/REPORT	Placed on Agenda by	Disposition	Page (s)
33. Music Funding from BSEP for FY 2002	C.Lim 644-6257		121-122
34. First Reading of Revised Board Policy 5117 Interdistrict Transfers and 5118 Transfers	C.Lim 644-6257		123-132
35. First Reading on Music Education Instrumental Insurance Coverage Policy	C.Lim 644-6257		133-137
36. First Reading of Modifications to the Pupil Promotion/Retention Policy	C.Lim 644-6257		138-147
37. First Reading of Revision of Board Policy 0210.3 Goals for Student Learning – Middle and High School	C.Lim 644-6257		148-150
38. First Reading of Board Policy on Selection and Evaluation of Instructional Materials	C.Lim 644-6257		151-170
39. Discussion of Proposed Adoption of Grades K-7 Mathematics Instructional Materials	D.Pico 644-6674		171-181 + Separate document

DISCUSSION/INFORMATION/REPORTS	Placed on Agenda by	Disposition	Page(s)
40 Discussion of the Adoption of Materials Related to the Instructional Materials (Schiff-Bustamante) Augmentation Funding Grades 9-12: a. <u>Chemistry</u> , Fifth Edition, by Steven S. Zundahl; published by Houghton Mifflin Company. b. <u>Government in America: People, Politics and Policy</u> , Ninth Edition by George C. Edwards, III; Martin P. Wattenberg, and Robert L. Lineberry; published by Longman c. <u>Principles of Economics, Sixth Edition</u> (including supplementary materials) by Karl E. Case and Ray C. Fair, published by Prentice Hall	D.Pico 644-6674		182-187
41. Discussion of a proposed resolution to create a task force to study curriculum and extracurricular programs regarding military recruitment	Peace & Justice Commission City of Berkeley		188-193

ADDITIONAL PUBLIC TESTIMONY

-

10 Minutes Maximum

BOARD MATTERS

42. Board Committee Appointments/Reports
--

- | |
|--|
| <ul style="list-style-type: none">• Berkeley Arts Education Steering Committee• Berkeley School Financing Corporation• Citizens Advisory Committee on Diversity• Citizens Budget and Finance Advisory Committee• Citizens Construction Program Advisory Committee• Facilities Maintenance and Security Advisory Committee• Music Program Committee• Peace and Justice Commission• Student Assignment Advisory Committee• Surplus Facilities Advisory Committee• Two –by-Two Committee• Youth Commission |
|--|

BOARD REQUESTS

ADJOURNMENT - 11:00 p.m.

**Board of Education Meetings are Broadcast live on KPFB/F.M 89.3
and
Cable Television Channel 25
Guidelines for Speakers at Board of Education Meetings**

You are invited to participate in the Meetings of the Board of Education and make your views known at these meetings.

WHEN YOU WANT TO TALK ABOUT AN AGENDA ITEM OR A NON-AGENDA ITEM:

Please fill in a **REQUEST TO ADDRESS THE BOARD OF EDUCATION CARD** (located on the side of the Speaker's Stand) and give it to the Board Recorder. Your card must be submitted before the Presiding Officer calls for the item—**PUBLIC TESTIMONY**.

You will be called on to speak by the Presiding Officer.

A speaker has three minutes in which to make his/her remarks. (The Presiding Officer will extend the time allocation for those with special speech needs.)

Any subject related to the District or its educational programs may be discussed at Board of Education Meetings **except matters pertaining to individual employees of the Berkeley Unified School District**. There is an established procedure for making such complaints. You may obtain information about this procedure from a school or from the Superintendent's Office.

qeg

**Music Curriculum Committee
Annual Report to Board and BSEP
June, 2001**

The Music Advisory Committee spent a productive year trouble-shooting immediate problems, such as the shortage of instruments and qualified music teachers, as well as communicating with teachers, parents and principals to identify priorities, short-term needs and long term goals.

Throughout the year, the Committee has consistently maintained that two primary factors undermining the strength of the districtwide music program have been the lack of consistent administration and the lack of an effective instrument inventory system. It is recommended that the current release-time program for the district-wide program be maintained for FY 2002, that an administrator with a music education background be retained using funding from the BSEP Implementation Budget, and that funding be allocated from the BSEP Educational Materials Fund (Fund 6) to retain an inventory clerk to manage the district's musical instrument inventory. It is also recommended that the sum of \$75,000 be allocated from Fund 6, to cover costs of materials, instrument replacement and repair, sheet music, and other material costs.

I. Background

The music program in the Berkeley Unified School District (BUSD) has suffered from budget cuts reaching back to the infamous Proposition 13 passed in 1978. At one point a few years ago, the situation became so critical that the entire elementary music program was cancelled. Following an extraordinary volunteer effort that saved the program for a year, the BUSD School Board included in the Berkeley Schools Excellence Project (BSEP) parcel tax measure a provision intended to ensure ongoing funding to maintain a "districtwide elementary instrumental music program." The voters of Berkeley overwhelmingly supported this measure in 1994, with the maintenance of the music program being a primary factor for that support.

The BSEP Measure provided for the creation of a districtwide Music Committee and the level of BSEP funding was sufficient to cover the instrumental music program at the three 4- 6 grade intermediate schools, in addition to the two K-6 magnet schools which existed at the time. The program was compromised almost immediately by the requirements of reconfiguration. As well, the requirement of class size reduction put further stress on the program. One of the first tasks of the Music Committee was to ensure that music be available to all elementary school students, rather than only to those who choose to go to a magnet school. This decision, based upon equity as well as the needs of a well-articulated K-12 music program, further raised the costs of providing a worthwhile music program.

At that time, the Committee struggled with the concept of stretching the program across the 11 new K-5 schools in addition to the 3 new 6-8 grade schools. The Committee recommended, and the Board adopted, an ambitious program which guaranteed that all 4th and 5th grade students in Berkeley would receive music instruction during release periods two times per week. In doing so, the district combined the BSEP allocation with the release-time allocation to ensure funding for maintenance of the program. The proposed structure eliminated the previously existing model of providing instrumental music instruction to fourth and fifth graders during "pull-out" classes.

The elementary instrumental music program has struggled with many challenges under the new program configuration which began in Fall 1997. As the program was required to serve so many more sites after reconfiguration, the music teachers became virtual itinerants, traveling from school to school. Most teachers now travel to 5 and 6 different sites, making it much more difficult for them to get to know the needs of their students and communicate with parents. Scheduling became quite complicated, with 13 teachers (11.5 FTE) working at different school sites. Dealing with instrument inventory, space issues, classroom management and miscellaneous administrative matters also became far more challenging, and there has been significant teacher turnover.

The new structure for delivering music instruction in grades 4-6 required that the program be administered centrally rather than at the site level. The program administrators have worked diligently with the challenges of the music program structure. However, the personnel assigned to administer the program have changed annually, undermining the goal of delivering a well-functioning program. As an example, when this year's new program administrator came to the job, she faced unfilled teacher positions as well as unfilled instrument orders. The Committee worked hard with the new administrator to meet these immediate needs, but this situation further delayed much needed work on curriculum and staff development.

The Committee recommends that every effort be made to retain an individual with a music education background as a permanent program administrator in order to bring stability to the music program and continue much needed work in the areas of curriculum and staff development. It is recommended that .5 FTE be allocated from the BSEP Measure Implementation budget for this purpose, as the maintenance and administration of the elementary instrumental music program is necessitated by the BSEP measure. This is the recommendation of the BSEP P&O Committee.

II. Importance of Music Education

As the Board considers this recommendation, the Board is encouraged to review information concerning the importance music education to the cognitive development of children. Much information has been previously supplied by the Committee. Research overwhelmingly supports a strong music program. For example, as previously reported by the Committee, a master's thesis by Jeanne Akin, *Music Makes a Difference* documents numerous studies showing the value of music education to learning the "core" curriculum. Some key research findings include:

1. Arts education leads to cognitive and basic skills development.
2. Arts education increases interest in academic learning.
3. The study of music produces the development of academic achievement skills.
4. Learning to play a musical instrument helps students to develop faster physically, mentally, emotionally and socially.
5. Music education improves student listening skills.
6. Kindergarten basic skills achievement increases when music and other arts are added to the curriculum.
7. Music and arts enriched curriculum can be a factor in raising IQ scores for second graders.
8. In reading for meaning, music students can out-achieve non-music students.
9. Receiving increased music instruction can lead to increased learning in mathematics.
10. Brain research shows that music and arts activities develop the intellect.
11. There are many research studies that show a connection between music education and reinforcement for academic tasks.
12. Eye-hand coordination needed to learn to write can be developed by learning to play an instrument.
13. Disciplinary problems are reduced in school systems which have arts programs.
14. Personal expression is encouraged through performance in the arts.

III. Goal and Vision for the BUSD Music Program

The goal and vision of the BUSD Music Advisory Committee is to offer music instruction and program to every child in the district at every level of his or her instruction.

It is important that all children receive articulated general music instruction. The ideal music program should have ample provision for the primary years. It would have classroom teachers appropriately trained in music as well as Kodaly

or Orff programs offered to all children. Instrumental and choral music options should be offered in later elementary years, with articulated instrumental and choral offerings available during the middle and high school years. Of course, an ideal music must include qualified music teachers. The program should also include mechanisms for connecting students with individualized tutoring and instruction when needed and appropriate. Additionally, the program should be well prepared to take advantage of community resources.

Currently, the delivery of music instruction is somewhat uneven across sites. For example, at some elementary sites, rich, well-articulated Kodaly and Orff programs exist for grades K-3, providing excellent general music education consistent with the State Challenge Standards and good preparation for the 4th & 5th grade instrumental music options offered during release periods. At other elementary sites, little or no music education is provided prior to the students entry into the release time program. The music program continues to be uneven at the middle school level where there are limited choral opportunities. This is complicated by school days that are too short.

While it is not expected, or even considered desirable, for a music program administrator to administer all programs K-12, it is hoped and expected that this individual would help the district move in the direction of a more coherent, articulated K-12 music program.

Additionally, the Committee has been advised that the BUSD music program has lost opportunities to take advantage of additional resources available in the community simply because the program has not been well prepared. It is hoped and expected that consistent administration will prevent this situation from reoccurring.

One of the Committee's strong goals, is to have the luxury of time to engage in a "visioning" process, in order to provide strategic planning for the Music Program over the next few years. With the adoption of the recommendations contained in this report, we believe this can be accomplished.

IV. Immediate Needs

While it is expected that the BUSD will continue to develop the district-wide music program consistent with long-term goals, it is also expected that certain immediate needs be met in the short term.

The first immediate need, as indicated above, is consistent program supervision and support. The Committee recommends that every effort be made to retain an individual with responsibilities including, but not limited to, the following:

1. Coordinate all facets of the elementary music program.
2. Oversee curriculum development and delivery, including coordinating staff development programs as necessary.
3. Procure and maintain instrument and curriculum materials inventory, with the assistance of a technician, and oversee instrument insurance policies.
4. Establish and maintain communications between the music teachers and principals, classroom teachers, parents and the community regarding the delivery of the curriculum; arrange conferences between parents and teachers as may be necessary regarding curriculum matters.
5. Conduct staff meetings regularly to ensure the proper delivery of the curriculum as well as distribution, tracking and maintenance of supplies and instruments.
6. Coordinate participation of the music teachers and students in the Annual Arts Festival, provide overall coordination between schools and music teachers of music students performance to include Berkeley Symphony Education Program.
7. Prepare program curriculum evaluation reports and perform other duties as assigned.
8. Spearhead community outreach and resource development, and interface with other art support networks, including BASEC and BPEF.

It is recommended that this individual have significant training in and experience with music education.

Another immediate need is in the area of the districtwide music inventory and circulation system. Over many years, using primarily BSEP funds, the BUSD Music Program has purchased musical instruments and cases, as well as supplies and equipment such as music stands, drum pads, Orff instruments, portable CD players, music books, sheet music, CD's, and so forth. Beginning over 4 years ago, the Music Committee and staff began to develop what was hoped to be a workable inventory plan. As with other aspects of the program, inventory maintenance has become more complicated with the realities of reconfiguration. Primarily due to the lack of a technical support person to be accountable for the inventory and circulation system, there has unfortunately been loss, theft and misplacement of valuable items. Thus the Music Committee and the BSEP

Education Materials Subcommittee recommended, and the Planning and Oversight Committee adopted, a BSEP Fund 6 budget recommendation for FY 2002 to provide a new staff position (Music Program Materials Technician @ .5FTE) to work under the supervision of the music program administrator, to procure, access, circulate and maintain all equipment & supplies of the BUSD district-wide music program, including musical instruments, books, sheet music, and other related materials.

It should be emphasized that the BSEP P&O Committee has strongly recommended that the District fund the positions described above. These include the .5 FTE "Music Department Chair", (which we have referred to as a "coordinator," as well as the .5 FTE Music Program Materials Technician from Fund 6. The P&O Committee also recommends the sum of \$75,000 from Fund 6, to be used for materials, instrument replacement and repair, and similar items.

These recommendations are contained in materials submitted by the P&O Committee, and should be in your packet.

Additionally, it is recommended that a musical instrument insurance program be instituted. A program which would have families pay a fee of \$10 per school year and \$5 per summer for coverage of instrument damage due to vandalism or unusual use is being recommended.

V. Program Structure

The Music Committee engaged in considerable discussion regarding the elementary instrumental music program structure with teachers, parents and principals. As noted above, the music program is currently delivered during release periods in 4th and 5th grade. While there are significant difficulties and challenges which accompany this structure, some of which have been outlined above, the Committee has determined to recommend that the 4th & 5th grade program continue with the current instructional model for FY 2002. The Committee is hopeful that, under the leadership of Chris Lim, Associate Superintendent for Instruction, and with the addition of new staff as recommended above, many improvements can be made to the program for the next school year. Please note that the Arts grants from BAESC will be used for curriculum training and development.

We strongly urge you to approve the above recommendations, and we look forward to working with you next year to help this fine program achieve its potential.

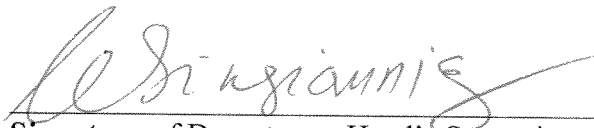
BERKELEY UNIFIED SCHOOL DISTRICT

DATE: June 6, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY:



Signature of Department Head



Signature of Department Head's Supervisor

SUBJECT:

Overview of Child Nutrition Services for School Year 2000 – 2001

RECOMMENDATION:

Review Child Nutrition Services progress in working towards the goals of Berkeley USD Food Policy.

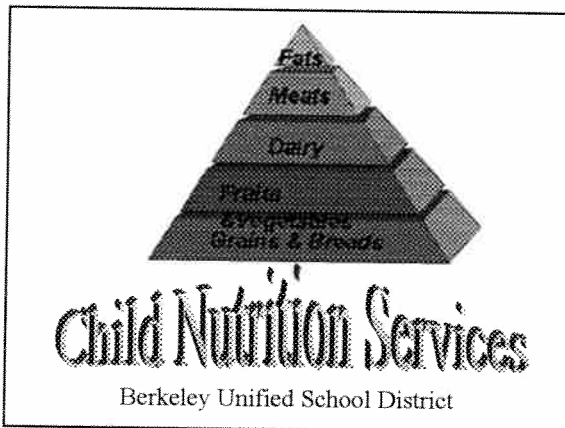
DISCUSSION:

Issues that affect achieving the goals of the district's Food Policy.

FINANCIAL IMPACT:

Child Nutrition Services Program would not impact the district's general fund for the current or next fiscal year.

JUNE 6, 2001 Child Nutrition Services
Board Presentation



Food Policy Mission

- ➡ Education mission to
- improve the health of the entire community by teaching students and families ways to establish and maintain life long healthy eating habits.

Progress Report on Goals

- ✦ Ensure that no student in Berkeley is hungry.
 - Steps taken to achieve this goal.
 - All students are provided food with/without payment
 - Steps need to be taken achieve this goal.
 - Implement school sites without a breakfast program.
 - Inservice CN staff on Food Policy and offer foods to all students.
- ✦ Ensure that a healthy and nutritious breakfast, lunch and after school snack is available to every student at every school so that students are prepared to learn to their fullest potential
 - Steps need to be taken to achieve this goal.
 - Offer breakfast at all sites and take action on lack of participation.
 - Determine site eligibility of sites without snack a to determine the possibility of offering snacks at these sites.

Progress Report on Goals

- ✦ Eliminate the reduced-priced category for all meals so that all low income children have healthy food available at no cost .
 - Steps taken to achieve this goal.
 - Reduced price payments eliminated for 1999 - 2000.
- ✦ Ensured that all qualified children become eligible for free meals by frequently checking with Alameda County Social Services.
 - Steps need to be taken to achieve this goal.
 - Send the student data base to Alameda County semi annually first to see if there is a greater increase of student names.

Progress Report on Goals

- ✦ Ensure maximum meal participation in meal program by developing a coordinated, comprehensive outreach and promotion plan for the school meal program.
 - Steps need to be taken to achieve this goal
 - To reinstate the promotion and planning committee.
 - Work out a year long schedule on promotions for elementary, secondary middle schools and the high school.
 - Work with the nutrition network program to coordinate special days such as the testing days and National Nutrition Month (March)
- ✦ Shift from food based menu planning to nutrient based menu planning to allow for more flexible food selection
 - Steps taken to achieve this goal
 - All menu recipe and items are in the computer
 - Steps need to be taken to achieve this goal
 - Inform the Dept. of Education of the new menu pattern for school year

Progress Report on Goals

- ✦ Ensure that the nutritional value of the food served significantly improves upon USDA Dietary Guidelines by providing nutritious fresh, tasty, locally grown food that reflects Berkeley's cultural diversity.
 - Steps taken to achieve this goal.
 - Purchasing produce from local farmers.
 - Purchasing produce at the farmers market
 - Using local area vendors to serve fresh and organic foods
 - Using companies within a 100 miles radius to offer organic food items for the menus
 - Implementation of Farmer's Market Salad bars to all elementary schools and middle schools with cafeterias by next school year.

Progress Report on Goals

- ✦ Ensure the food served shall be organic to the maximum extent possible as defined by the California Certified Organic Farmers

Steps taken to achieve this goal

- '99-'00 Organic produce expenditures were \$ 32, 821.05
- '00-'01 Organic produce expenditure YTD is \$ 43,254.55, 32% ▲
- Entree '99-'00 expenses, \$ 2100. '00-'01 expenditures = \$ 8,328. 296% ▲
- Organic snacks '99-'00 exp= \$ 16,819. '00-'01 exp= \$ 29,533.07, 76% ▲

- ✦ Eliminate potential harmful food additives and processes, such as bovine growth hormones, irradiation, and genetically modified foods.

– Steps taken to achieve this goal

- Letter from current milk producers to verify no bovine growth hormones.
- Have not order any irradiated or genetically modified foods.

Progress Report on Goals

- ✦ Serve meals in a pleasant environment with sufficient time for eating, while fostering good manners and respect for fellow students

– Steps need to be taken to achieve this goal

- Meal service area and eating tables need to look appealing and comfortable with tablecloths and flowers to enjoy the meals
- Adults need to eat with students to foster good manners

- ✦ Maximize the reduction of waste by recycling, reusing, composting and purchasing recycled products. Each school site shall have a recycling program

– Steps need to be taken to achieve this goal

- A comprehensive school site team effort is required to collaborate between site principal, custodian, teachers, students, staff and recycling coordinator to implement a recycling program successfully
- CN manager to purchase recycled products for site to recycle

Progress Report on Goals

- ✦ Ensure that a full service kitchen will be installed at school sites where public bond money is expended to repair or remodel a school.

– Steps need to be taken to achieve this goal

- Bond AA has passed and committees will convene to discuss kitchen layouts once business plan is completed.

Department VISION

- ➤ Child Nutrition Services is an important contributor to the quality and excellence of student's educational experience. We are committed to nourish and educate the hearts and minds of Berkeley students.

Department Mission

- ➤ Our charge is to prepare and serve nutrition, appealing and high quality food that reflects our community cultural diversity.
- ➤ We build partnerships with schools, practice good communications processes, promote healthy eating habits, while maintaining sound business practices and fiscal responsibility.

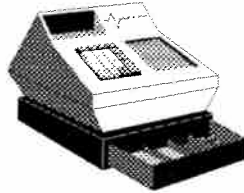
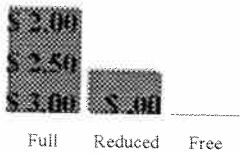
Department Mission

- ➤ Our department is committed to being an effective and efficient organization consisting of a well-trained work force that values quality and public service, takes pride in our work, maintain high standards of hygiene and safety, fosters teamwork, creates a positive work climate with respect of ourselves and each other.

Funding

Revenues generated by the lunch program

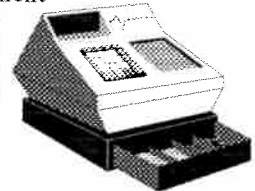
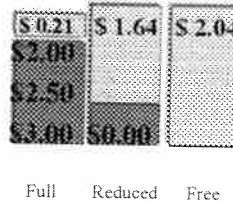
- Student Payments



Funding

Revenues generated by the lunch program

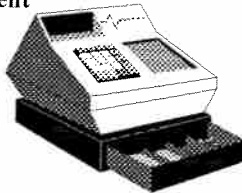
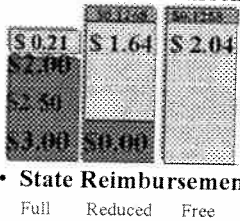
- Student Payments
- Federal Reimbursement



Funding

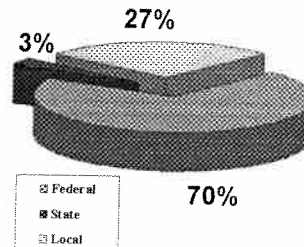
Revenues generated by the lunch program

- Student Payments
- Federal Reimbursement



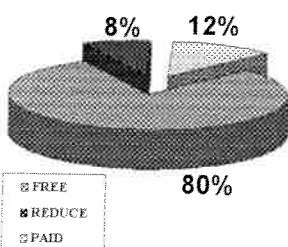
- State Reimbursement

Income



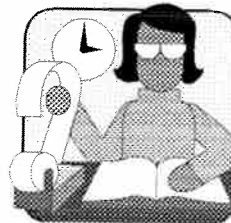
- Federal Reimbursement
- State Funding
- Local Sales (adult sales, a la carte, catering, student co-payments)

Customers



- Free Category
- Reduced
- Paid, not qualify for free or reduced meals

Expenses



- 42% Employee Salaries
- 10% Employee Fringe Benefits
- 32% Food Purchases
- 5% Capital Outlay
- 1% Other
- 5% Indirect Charges
- 5% Direct Charges

Operating Statement

	Actual 1999-2000	Projected 2000-2001	Projected 2001-2002
Revenue	2,057,931	2,263,292	2,225,835
Expense	2,043,952	2,395,000	2,279,450
Profit or (Loss)	13,979	(131,708)	(53,615)

Operating Statement

	Actual 1999-2000	Projected 2000-2001	Projected 2001-2002
Federal Revenue	1,314,647	1,387,672	1,460,835
State Revenues	56,400	57,619	59,000
Local Revenue	686,884	818,000	706,000
Salary&Benefits	1,079,088	1,127,000	1,183,350
Food & Supplies	646,765	800,000	740,000
Svc & Equipment	117,322	252,000	150,000
Direct & Indirect	200,777	216,000	206,100
TOTAL	13,979	(131,708)	(53,615)

Operating Statement

	Actual 1999-2000	Projected 2000-2001	Projected 2001-2002
Elementary Schools	1,070,458	1,090,867	1,146,460
Federal Revenue	45,124	46,026	47,027
State Revenues	75,484	126,551	199,551
Local Revenue	542,610	586,018	662,553
Salary&Benefits	420,397	465,580	512,138
Food & Supplies	93,857	51,600	100,000
Svc & Equipment	127,106	121,715	139,300
Direct & Indirect	7,096	38,532	(20,953)

Operating Statement

	Actual 1999-2000	Projected 2000-2001	Projected 2001-2002
Middle Schools	188,317	190,200	197,643
Federal Revenue	9,114	9,296	9,342
State Revenues	196,941	206,788	212,992
Local Revenue	204,033	220,356	229,170
Salary&Benefits	97,015	112,123	121,991
Food & Supplies	17,598	78,000	25,000
Svc & Equipment	49,037	42,925	41,597
Direct & Indirect	26,689	(47,120)	2,219

Operating Statement

	Actual 1999-2000	Projected 2000-2001	Projected 2001-2002
High School	59,872	37,805	45,366
Federal Revenue	2,162	2,297	2,631
State Revenues	87,532	65,148	51,930
Local Revenue	118,274	104,357	112,031
Salary&Benefits	64,678	62,011	60,112
Food & Supplies	13,152	74,000	15,000
Svc & Equipment	19,633	24,036	17,808
Direct & Indirect	(66,171)	(159,082)	(105,024)

Operating Statement

	Actual 1999-2000	Projected 2000-2001	Projected 2001-2002
Snack & Other Programs	67,800	69,000	71,366
Federal Revenue	0	0	0
State Revenues	269,698	419,513	241,527
Local Revenue	214,171	216,269	179,596
Salary&Benefits	64,678	160,286	60,759
Food & Supplies	7,285	48,400	10,000
Svc & Equipment	5,001	27,324	7,395
Direct & Indirect	46,363	36,234	55,143

Grant Fundings Not in CN Budget

Nutrition Network Grant	35,000
SHAPE Garden Nutrition Grant	50,000
TOTAL (Revenues)	85,000
'01 Revenues/Deficit	-131,708
Net Operations	-46,708

Reserve Fund

	Actual 1999-2000	Projected 2000-2001
Ending Balance	\$ 1,051,358	1,065,337
Operating	13,979	(131,708)
Excess or Deficit		
Total	\$ 1,065,337	\$ 933,629

FINANCE

- Reserve will show a deduction this year due to increased capital equipment expenditures for remodeled school sites and demolished site.
- High School fire insurance has not come through for food court carts and to fully cover payment for the mobile food unit to provide food services another source to offer food for students meeting the approval of the City of Berkeley health department.

FINANCE

- Additional expenses beyond indirect cost to cover for maintenance: **\$ 36,669**
 - Equipment installations: \$ 22,881
 - MX sink installation: \$ 4,400
 - Longfellow sink \$ 1,400
 - Adult School Dishwasher \$ 1893
 - TO sink installation \$ 788
 - Longfellow Equipments \$ 14,400
 - Refrigerator repairs \$ 2,108
 - Dishmachine repair \$ 801
 - Electrical work at HS \$ 9,100
 - Electrical work at TO \$ 590
 - Electrical work at Willard Jr. \$ 1,189

Operational & Organization Issues

- Maintenance department often does not have the staff or money to fix food services equipment which leads to outside vendors.
- Outside computer services contractors often are delayed to complete work due to insufficient support required from the technology department and data processing center.
- Labor pool for hiring part-time or substitute work is very small due economic conditions and applicants fingerprinting processing reveal many as unacceptable for hire.

New Programs For This Year

- Oxford school involve in Whole Grain Breakfast Bar Project.
- All School sites had morning snacks during testing week.
- Universal breakfast at one middle school, Willard Middle School, during testing week.
- Worked with Nutrition Network Grant
 - to promote morning snacks during Testing week
- Computer Point of Service Program
 - Implementing at Oxford, LeConte, Crag, MX & BAM
- Fresh Soup offered on Fridays with Salad Bar & - Implemented Potato Bar & Smoothies
 - Participation for paid category increases by 60 -200%

New Organic Salad Bars

- Schools currently in operation with Farmers Market Salad Bar are: Malcolm X, Oxford and LeConte.
- Emerson School ready to start, waiting to hire staff. Thousand Oaks next site to begin salad bar promotion and nutrition education.
- New School year targeted schools to offer salad bar:
 - ➔ Jefferson by September 2001
 - ➔ Arts Magnet by Oct. 2001
 - ➔ Rosa Parks by December 2001
 - ➔ City of Franklin by February 2002
 - ➔ Washington, John Muir & Cragmont require more refrigeration units, storage & preparation space but available to implement if Adult School site is prepare

Operational & Organization Issues

- Inconsistent understanding and implementation at some sites of BUSD Food Policy
- Food Teams will be necessary to implement new programs at school sites to guarantee buy-in
- Inadequate kitchen facilities
- Inadequate storage facilities
- Construction problems delayed usage new facilities and result in CN dept. to hire outside contractors to complete work done.

Plan of Action For Next Year

- Continue with Universal Breakfast at Columbus School.
- Increase nutrition education in classrooms to integrate classroom cooking, gardening activities and cafeteria menus.
- Implementing Salad Bar Programs at all elementary schools - thereby offering Organic Produce as much as possible
- Secondary schools (facilities permitting) to model after Willard Middle School food court set up with snack bar operation.

Fresh & Healthy

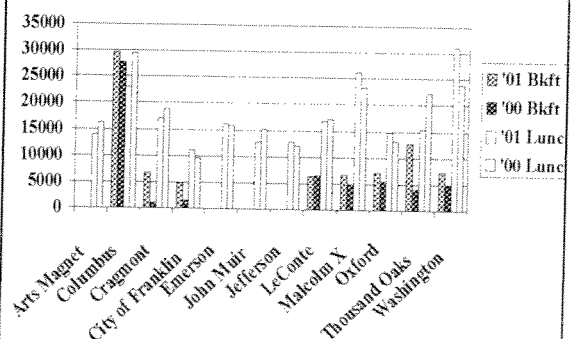
Plan of Action For Next Year

- Monthly marketing and promotion program for each school level to increase participation.
 - Elementary School
 - Free lunch to teachers every 4 months
 - Free giveaway to students eating organic salad bar and organic entrees to stimulate interest
 - Middle School
 - Free salad bar to teachers every 4 months
 - Free giveaways (bottled water, sports bottle, juice spritzers, small basketball) to students eating organic salad bar
 - High School
 - Coupons for 2 for 1 participation
 - Free food item of interest (bottled water, smoothie, etc.)

Plan of Action For Quality Control

- Monthly site visitation with CN Director and supervisors
 - Eat lunch with students and get feedback
 - Observe meal waste
 - Analyze improvement of menu & operations
- Weekly feedback from site manager on menu
 - comparing temperature control
 - commenting appearance of food
 - comments from students
- Student comments from survey card

School Site Meal Participation



School Site Meal Participation

- Cragmont School
 - Participation for breakfast increased every category this year over last year's participation, this is due to breakfast was not served during the move from Franklin to the new school site.
 - Lunch participation down with free and reduced by 21 - 28% over last year, but paid is up by 80% .
- Emerson School
 - Participation for lunch increased for reduced and paid category from 18 - 45% this year over last year's participation. Lunch participation down with free category by 12.6% over last year.

School Site Meal Participation

- LeConte School
 - Participation for breakfast increased every category this year over last year's participation, this is due to breakfast was not served during the move from Franklin to the new school site.
 - Lunch participation down with free and reduced by 21 - 28% over last year, but paid is up by 80% .
- Jefferson School
 - Participation for lunch increased for paid category by 212% over last year's participation. Lunch participation down with the free and reduced category over last year due to changes in economic demographics.

School Site Meal Participation

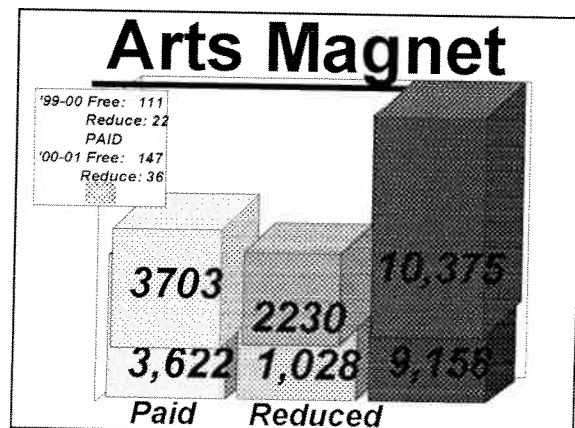
- Oxford School
 - Participation for breakfast increased every category over last year's participation, due to breakfast whole grain project.
 - Lunch participation for reduced and paid are up by 30 & 826% over last year, but free is down by 10%
- Thousand Oaks School
 - Participation for breakfast increased in every category due to breakfast served in the classroom.
 - Lunch participation down with the free and paid category due to move in new school and hot food not available to students without a cafeteria & kitchen.

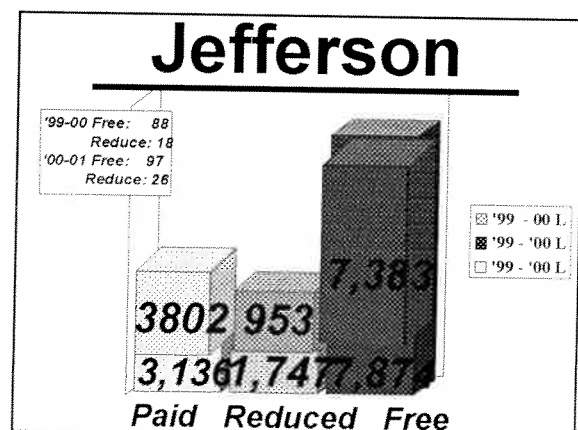
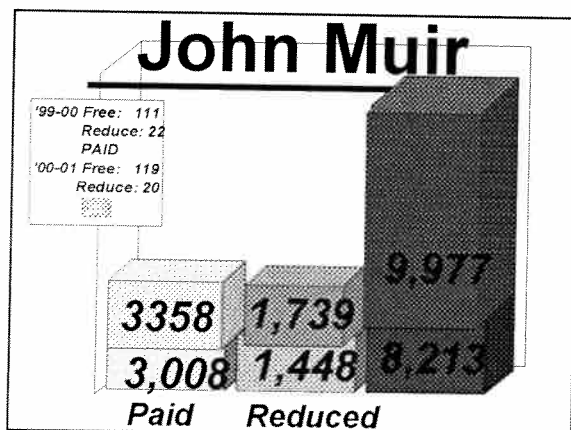
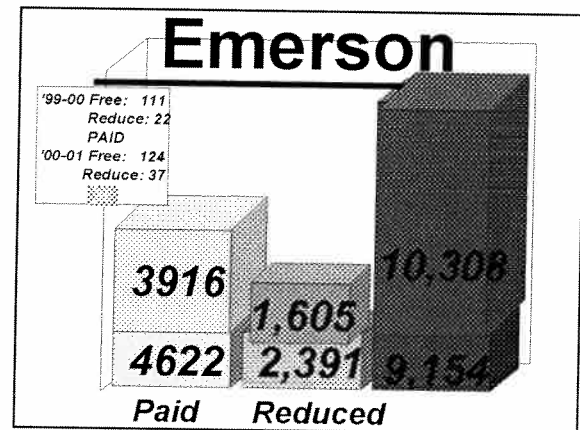
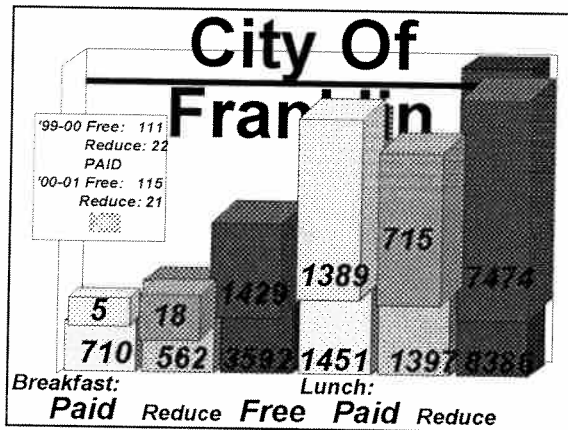
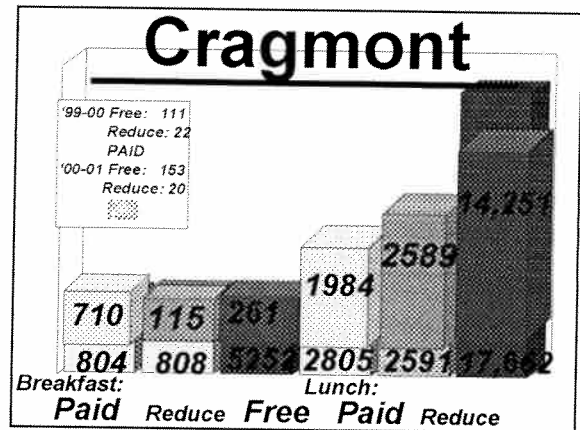
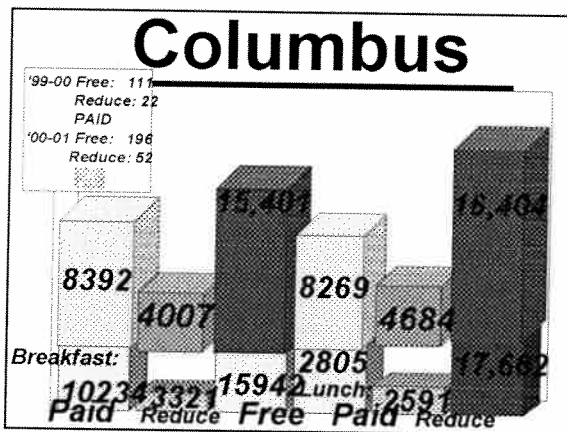
School Site Meal Participation

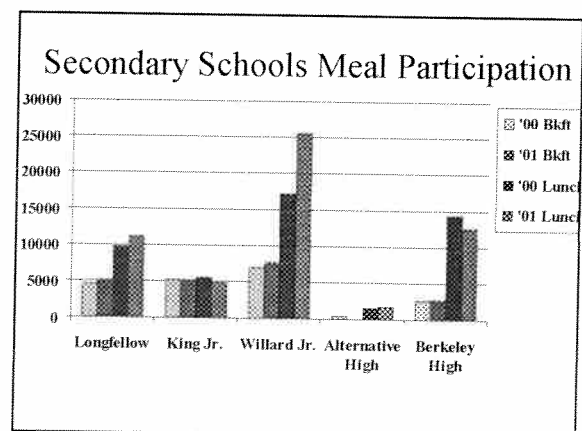
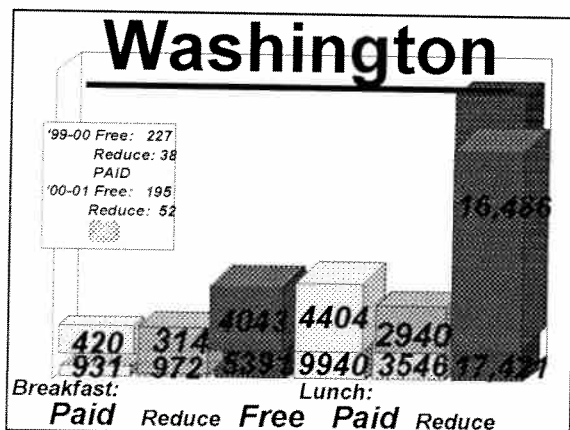
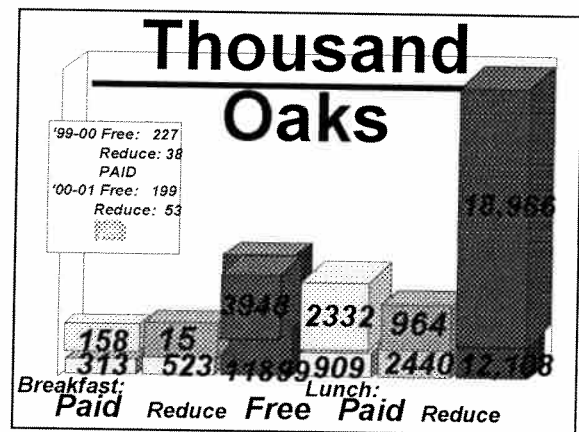
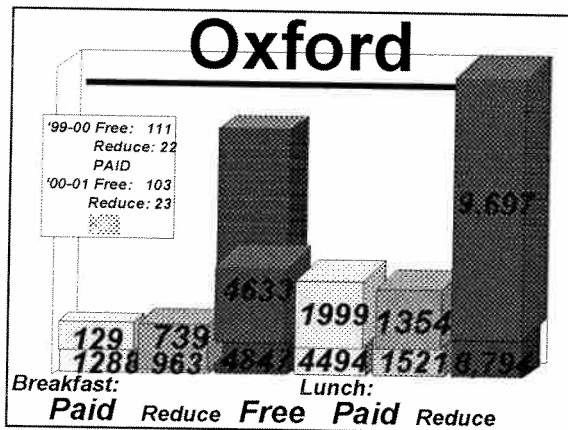
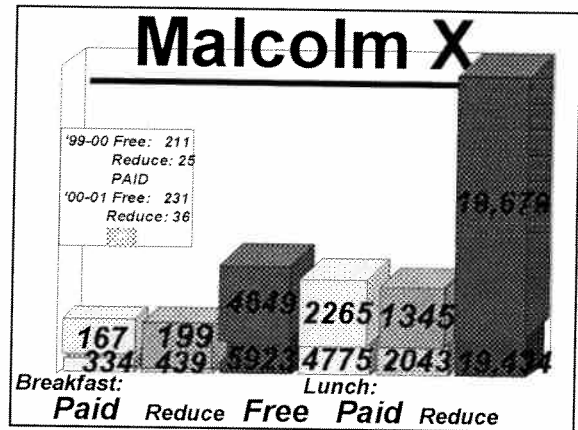
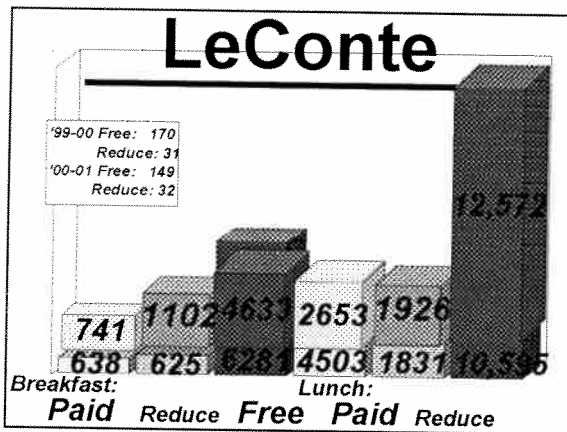
- Washington School
 - Participation for breakfast and lunch increased every category over last year's participation. This is due to encouragement from staff and school to participate in the school meal program.
- Arts Magnet School
 - Participation for lunch decreased in every category due to personnel at the school site.
- City of Franklin School
 - Participation for breakfast and lunch increased in every category over last year's participation. This is due to CN staff encouraging students to participate in the school meal program.

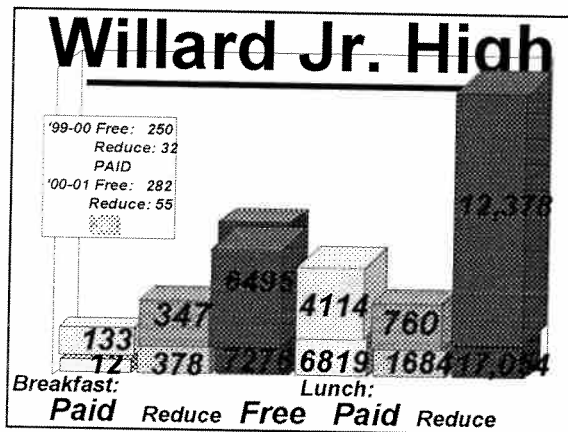
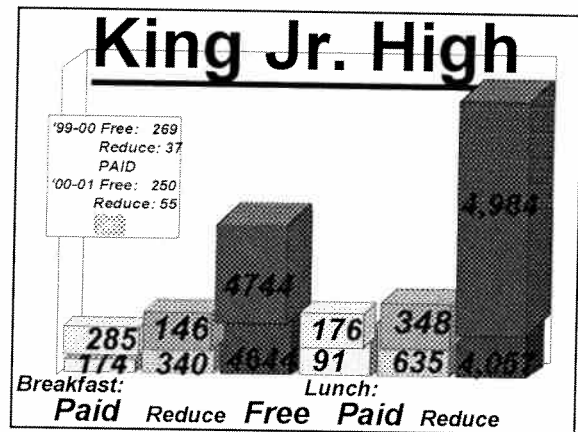
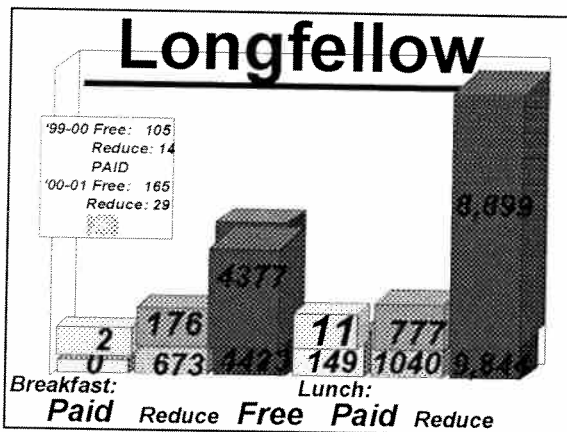
School Site Meal Participation

- John Muir School
 - Participation for lunch decreased in every category over last year's participation from 11 - 24%. This is due to inconsistent CN staff at school site.
- Malcolm X School
 - Participation for breakfast increased in every category.
 - Participation for lunch increased in paid category by 110% and reduced by 52% over last year.
- Rosa Parks School
 - Universal breakfast maintains breakfast level.
 - Lunch participation for paid and reduce decreased due to not offering a universal lunch program this year.

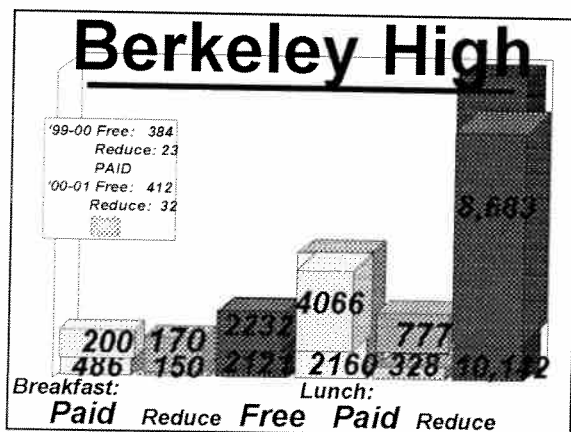




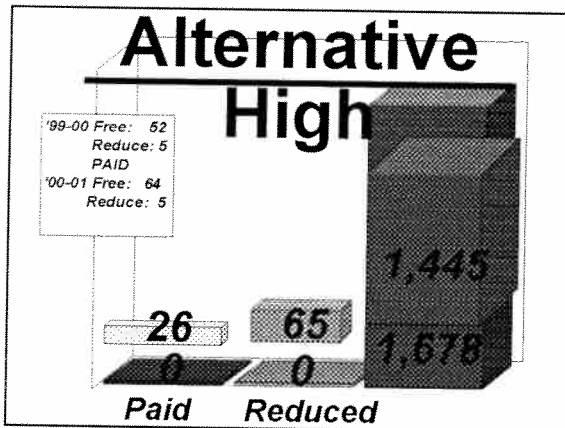




- ### Willard Jr. High School
- New Kiosk Installed & implemented 12/00
 - Menu
 - reflects food court set up with 3 areas students can select from
 - Hot Food Kiosk: Burgers, Corn Dog, Burritos and daily new hot entrée, Monday (American) Oven Fried Chicken, Tuesday (Oriental) - Teriyaki Chicken Bowl or Egg Roll Wednesday (Pasta) - Noodle entrée with garlic breadstick Thursday (Mexican) - Walking Tacos or Enchiladas Friday (Vegetarian, organic entrée)
 - Pizza Kiosk
 - Organic Salad and Fresh Sandwich Kiosk
 - Snack Bar operation limit to two windows, goal is to eat the meals in cafeteria for a healthier meal.



- ### High School Issues
- Expenses for meals at BHS have not been offset by current revenues.
 - Open campus allow students to eat anywhere.
 - Students developed eating habits and may desire foods that the food court does not offer.
 - BHS offers healthy food but the interest and demand are not bringing the students to the food court.
 - Requires continuous promotions and marketing to encourage and increase participation.
 - Requires 400 paid meals to break even if 2 sides not selected. Paid meals are subsidizing the eligible meals.



Equipment & Inventory Yr'01

	Age	Make	Year	Manufacturer	Replacement	Year	Cost	Notes
Jefferson School								
1 food warmer	1980's	Cres-Cor	2000			\$3,200		
4 convection ovens	1970's	Montague	2006			\$18,000		
1 steamer oven	1980's							
1 tilting fry oven	1980's	Green	2010			\$7,500		
1 jacketed steamer kettle	1980's	Cleveland	2010			\$18,000		
1 slicer	1970's	Hobart	2015			\$4,500		
1 50 qt. Hobart Mixer	1970's	Hobart	2015			\$15,000		
2 door reach-in freezer	Oct 1986	Traulsen	2014			\$4,000		
2 door reach-in freezer	Oct 82	Victor	2007			\$4,000		
2 door reach-in refrigerator	1980's	Traulsen	2000			\$3,000		
1 walk-in refrigerator	1970's		2002			\$3,500		New Motor
6 heated serving wells	1970's							
1 three compartment sink	1970's							
1 two compartment sink	1970's							
1 buffalo chopper	1970's	Chef Master	2020			\$5,500		
1 conveyor belt over-wrap machine	Sept 1996	Amer-Pak						
1 portable salad bar	1993	Camco						
12 case milk cooler	Oct 1992	Bew-Air	2007			\$2,500		
Need Walk-in Freezer No Space	New		new			\$70,000		\$148,000

Willard Middle School Central Kitchen

	Age	Make	Year	Manufacturer	Replacement	Year	Cost	Notes
1 walk-in refrigerator	1970's		2005			\$4,500		New Motor
1 reach-in refrigerator - in kitchen	1980's		2003			\$2,400		
1 reach-in refrigerator in snack bar	Mar-91							
1 slicer	1970's	Hobart	2002			\$1,000		New Blade
1 convection ovens	2000	Vulcan	2001			\$5,350		Purchase
2 food warming cabinets	1980's	Cres-Cor	2002			\$7,500		
1 two-door reach-in freezer in kitchen	1997	Traulsen	2012			\$5,000		
1 two-door reach-in freezer in snack bar	Oct-90	Superior	2005			\$4,000		
1 grill-top range	2000	Vulcan	2000			\$3,663		Purchase
2 three-compartment sinks								
1 ice-cream freezer	1980's	Shaefer	2005			\$3,000		
1 dish-washing machine (not used since 1983)	1970's							
Remodeling - 3 Kiosk Counter Stands	2000	Camco	2000			\$34,400		Purchase
Tilting Pan	2000	Vulcan	2001			\$13,500		Purchase
Steam Jacket Kettle	2000	Vulcan	2001			\$3,500		Purchase
TOTAL								\$27,400

Berkley High School

	Age	Make	Year	Manufacturer	Replacement	Year	Cost	Notes
Berkley High School								
1 Three Door Refrigerator	1970's	Traulsen						
2 freezers (Ice Cream Chest & 2 door reach in)	1980's & 1970's	Hobart/Traulsen	2002			\$3,500		Purchase
1 food warming cabinet	1970's	Cres-Cor						
1 cash register	2000	Custom Model	2000			\$64,475		Purchase
6 middle food carts	2001	All Star Carts	2001			\$2,757		Purchase
1 Portable hand sink								\$70,732
Building New Cafeteria (\$429,500)								
4-5 Convection Ovens			2003			\$30,000		
Hood System			2003			\$50,000		
Refrigerator, walk in			2003			\$70,000		
Refrigerator Reach in			2003			\$30,000		
Freezer, Reach in			2003			\$30,000		
Ice Machine			2003			\$3,000		
Counters & S/S tables			2003			\$75,000		
Berkley High School								
Kiosk Counter tops	2003					\$75,000		
S/S dishwashing machine	2003					\$15,000		
S/S dishwashing sink	2003					\$5,000		
Warmers	2003					\$10,000		
Three Compartment S/S Sink & Waste Disposal	2003					\$3,200		
Heating Unit Sinks	2003					\$75,000		
Signs & Menu boards	2003					\$10,000		
New Cash Registers (7)	2003					\$7,000		\$430,500

Longfellow Kitchen

	Age	Make	Year	Manufacturer	Replacement	Year	Cost	Notes
Longfellow Kitchen								
1 food warming cabinet	1970's	Cres-Cor						
1 refrigerated unit	Apr-99	Winston	2002			\$400		Ex singuard
1 portable salad bar	1995	Camco	2002			\$4,950		
2 two-door refrigerators	1970's	Victory's	2002			\$3,000		
1 two-door freezer	1970's	Hobart	2002			\$3,000		
1 slicer	1995	Winston						
2 three-compartment sink & Vegetable Prep sink	2001		2001			\$4,899		Purchased
2 Work Tables with stainless steel counter tops	1970's							Will repair
1 MIA Cabinet	2000	Bew-Air	2000			\$1,560		Purchased
1 serving counter (5 heated wells)	2000	Weststar	2001			\$5,250		Purchased
1 service cart	2000	Camco	2000			\$747		Purchased
1 Pizza Warmer Holding unit	2000	Hisco	2000			\$863		Purchased
Remodeling								
New Convection Oven - \$ 8,000			2001			\$5,860		Purchased
New Hood System - \$ 15,000 & Installation			2001			\$15,000		Not Installed
Remodeler service area with veneer & tiles			2001			\$5,000		
New Sign & Menu Boards - \$ 5,000			2001			\$5,000		
New Cash Registers - \$ 4,000			2001			\$4,000		
King Middle School Snack Bar								\$42,350
1 two-door refrigerator	1980's	Tyler	2006			\$3,000		
1 freezer	Sept 1999	Traulsen	2014			\$4,000		
2 ice-cream freezers	1970's & 1990	Schaefer	2002			\$5,000		
2 food warming cabinets	1970's	Cres-Cor	2001			\$7,000		
1 bulk in counter food warming units (3-drawers)	1970's	FoodMaster	2002			\$10,000		
1 two-compartment sink	1970's							
1 microwave	1982							
1 electronic two-burner hot-plate	1990							
2 cash registers	1970's		2002			\$4,000		
Need Menu Boards & Signs	new		2002			\$3,000		\$76,000

City of Franklin

	Age	Make	Year	Manufacturer	Replacement	Year	Cost	Notes
City of Franklin								
1 refrigerated unit	1997	Winston	2018					
1 milk cooler eight - case	1980	Beverage Air	2002			\$1,500		
1 freezer	1980		2002			\$3,000		
2 microwaves	1994	Alameda	2002			\$1,200		
1 preparation worktable	1980		2002			\$5,000		
2 long serving (work) tables	1980		2002			\$3,000		
1 three S/S compartment sink w/ garbage disposal	1980's		2002			\$3,000		
2 - Two Door Refrigerator	2002	Victory	2002			\$3,800		Three Door
Salad Bar	New	Camco	2002			\$1,000		\$21,600
Columbus - no stove and minim								
1 two-door refrigerator	1998	Traulsen	2020					
1 two-door freezer	1998	Traulsen	2020					
1 refrigerated unit	1998	Winston	2020					
1 warming cabinet	1980's	Cres-Cor	2002			\$4,250		Retham
1 twelve case milk cooler	1980's	Beverage Air	Dec 97			\$1,400		Purchased
Salad Bar	new	Camco	2002			\$1,200		
1 speed-line refrigerator unit	1998	GA Systems	2020					\$5,450

LeConte - Kitchen	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 three-door refrigerator		1970's	Traulsen	2003	\$3,800	
1 two-door freezer		Nov-88	Traulsen	2003		
1 three compartment sink		1988	Cambro	2010		
1 salad bar		1988	Bev Air	2005		
1 work table		1988	Winston	2010		
1 eight case milk cooler		1988				
Need New Return Unit						
						\$7,900

Emerson - Kitchen	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 two-door refrigerator		1980's	Traulsen	2005	\$4,500	
1 two-door freezer		Nov-1988	Traulsen	2003		
1 two compartment sink		1970's				
1 two-door pizza oven		1980's		2010	\$6,000	Connect Oven
1 warming unit		1970's	Crescor	2002	\$3,000	
1 four well strong unit		1980's				
						\$15,500

Oxford - Kitchen	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 two-door refrigerator		1970's	Traulsen	2005	\$6,000	Connect Oven
1 two-door freezer (combo - reach-in)		1970's	Traulsen	2005		as above
1 two-door pizza oven		1970's	General Electric	2010	\$8,000	Connect Oven
1 grill top range		1980's	General Electric			Not Replace
1 serving counter with four wells		1980's				
1 dish-machine (not used since early 1980's)		1970's				
1 Milk Cooler		2000	Beverage Air	2001	\$1,200	Purchased
2 work tables with one sink		2000	Cambro	2000	\$0	
1 Salad Bar		1970's				
2 Compartment Sink						
						\$14,000

Arts Magnet - Kitchen	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 two-door refrigerator		Feb-81	Ranget	2010	\$4,300	
1 two compartment sink		1992	West	2013	\$8,000	not replace
1 Convection oven		1992	West			not replace
1 oven range with four burners		Jan-81	Ranget			not replace
1 serving counter with portable warm		Feb-81	Ranget			not replace
2 reach in refrigerator built into counter		Feb-81	Cambro	2001	\$1,000	
1 Salad Bar		Nov				
						\$17,000

Washington School	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
2 food warming cabinets		1970's				
2 Compartment Sink		1986	CreCor	2002	\$4,200	Return
1 heated speed-line		1986	GA Systems			
1 refrigerator speed-line		1986	GA Systems			
1 reach-in case milk cooler		1980's	Storage Air	2005	\$1,800	
1 four-door refrigerator		1980's	Traulsen	2005	\$3,000	
1 two-door freezer		1986	Traulsen	2015		
1 microwave		1986	Amana			
						\$9,000

East Campus	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 three-drawer warming unit		1980's	ToastMaster			
1 microwave		1980's				
1 work table		1986				
1 home-style refrigerator freezer		1980's				not replace
Need New Refrigerator				2002	\$2,400	
Need Return Unit				2002	\$4,200	
						\$6,600

John Muir - Kitchen	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 warming cabinet		1980's	CreCor	2002	\$4,200	Return Unit
1 eight case milk cooler		1970's	Beverage Air	2005	\$1,600	
1 preparation table		1970's				
1 two compartment sink		1970's				
1 dish-washer (not been used since 1970's)		1980's				
1 home-style refrigerator - Need Institutional		1980's	Engelhard	2002	\$2,400	
1 home-style freezer - Need Institutional		1980's	Seart	2002	\$2,500	
						\$10,900

Malcom X - (Remodeled Cafeteria)	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
1 three-door refrigerator		1970's	Traulsen	2002	\$5,500	
1 two-door freezer		Nov-99	Traulsen	2024		
Purchased 11/99 Speedlines		Nov-99	GA Systems	2024		
Purchased 10/99 Freezer		Oct-99	Traulsen	2024		
Purchased 10/99 Milk Cooler		Oct-99	Beverage Air			
Purchased 11/99 3 Comp Sink		Nov-99	Duke			
Purchased 11/99 Install S/S Wall		Nov/Dec-99	Duke			
Purchased 10/99 S/S table		Nov-99	Duke			
						\$2,500

Cragmont - New School Site	Age	Make Year	Manufacturer	Replacement		Notes
				Year	Cost	
Remodeled Heating Cabinet		Nov-99	Winston	2010		
Purchased 10/99 Milk Cooler		Nov-99	Beverage Air	2015		
Purchased 10/99 Refrigerator		Nov-99	Traulsen	2014		
Hot Food Speed Line		Dec-99	GA Systems		\$16,000	
						\$16,000

TOTAL						\$697,700
--------------	--	--	--	--	--	------------------

Equipment Replacement Costs

Year	Cost To Replace
2001	\$11,400
2002	\$128,500
2003	\$436,800
2005	\$31,600
2010	\$20,000
2012	\$5,000
2013	\$8,000
Total	\$672,900



School Meals Performance Benefits Include:

- Better Attendance
- Fewer Late Arrivals
- Increased Concentration
- Improved Discipline

School Meals Performance Benefits Include:


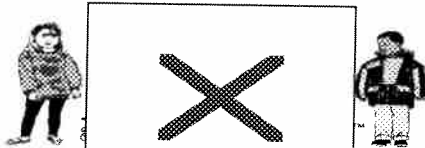


- More Class Participation
- Fewer Visits to Nurse
- Greater Self-esteem
- Improved Overall Health

AND . . .

... Studies show that students who eat School Meals

perform better
in the classroom and
score higher
on standardized achievement tests.

**BUSD's Locally-run
Child Nutrition
Program**

To: Board of Education, Berkeley Unified School District
Superintendent, Berkeley Unified School District
Principal, Berkeley High School
Child Nutrition Advisory Committee
Director, Child Nutrition Services

From: Tom Bates, Director, Food Systems Project
Date: May 29, 2001

Re: MAY 2001 REPORT ON THE BERKELEY HIGH FOOD COURT

HISTORY:

Several years ago, the Berkeley High School cafeteria was declared an earthquake hazard and was demolished. Since then, all on campus food for students has been served from the snack facility. It has been known for several years that the cafeteria would be rebuilt, requiring the demolition of the snack facility.

In school year 1999-2000 the Child Nutrition Services (CNS) food program at Berkeley High School lost approximately \$60,000.

In August 2000, Mayor Shirley Dean convened the Downtown Business Association, Berkeley Police Department, CNS and the Food Systems Project (FSP) to address problems in the downtown area during Berkeley High Schools open lunch period.

In September 2000, the FSP was asked by the Berkeley Unified School District (BUSD) to assist the District in establishing a Food Court, to serve as an alternative facility pending construction of the cafeteria. (State Law requires Berkeley High School to have a food service to serve low-income students) The FSP contracted to receive \$5,000 for their work.

The FSP participated in planning the Food Court with the Berkeley Mayor's Office, local food vendors, Berkeley High students and staff, Berkeley Health Department, Berkeley Police Department, BUSD support staff and Child Nutrition Services. (Approximately 27 meetings)

January 2001 the snack facility was torn down.

Page 1.

FSP arranged for local food vendors to participate in the Food Court. (Taqueria Cancun, E-Z Stop Deli, Cheeseboard Pizza, Poulet, Long Life Veggie House) and for Pedal Express a local firm, to deliver the local vendor's food. FSP organized students to participate in the development and promotion of the Food Court. FSP staff continues to work with the student leadership class.

FSP arranged a kick-off for the Food Court featuring Alice Waters.

FSP has provided a staff member every school day to assist the Child Nutrition staff workers serve the food.

THE BERKELEY HIGH FOOD COURT - ACCOMPLISHMENTS:

- implementation of BUSD's "Food Policy"
- serves a daily nutritious on-campus lunch that meets the USDA nutritional guidelines and the requirements of the BUSD Food Policy to approximately 140 students, teachers and staff. The meal includes an entree, organic salad, organic fruit, organic apple juice and milk.
- promotes pollution free transportation of food through Pedal Express.
- supports local food serving businesses.
- supports regional organic farmers by purchasing organic salad ingredients from vendors at the Berkeley Farmers' Market, organic apple juice from Bernie's Pomo Tierra Orchards, and organic fruits supplied by Veritable Vegetable.
- conducted a school-wide student survey to incorporate students' ideas and preferences into Food Court selections.

PROBLEMS:

The most serious problem facing the Berkeley High Food Court is the lack of over-sight and leadership. The Child Nutrition Services has:

- failed to do advance planning. The Food Court management has been in crisis mode from the start.
- failed to do a budget or business plan to be anticipate and to address the potential problems of the Food Court.
- failed to adequately staff the Food Court.
- failed to provide quality/quantity control
- failed to secure necessary facilities
- failed to follow through in a timely manner to obtain additional menu items to increase the food variety.

(Specifics provided in Attachment A)

RECOMMENDATIONS:

In my view, the Food Court cannot succeed in the long term without adequate oversight and leadership from the Child Nutrition Services. The FSP has propped up this project with staff time, creativity and a desire to see it succeed. Our staffing at the Food Court will be over at the end of the school term and we have provided services well beyond scope of our \$5,000 contract.

BUSD needs to bring in a manager committed to the School Board's Food Policy to provide positive leadership to the Child Nutrition Services and to the Berkeley Food Court.

Specific Recommendations:

1. The CNS Director should develop a business plan that includes menu development, a marketing plan, a staff hiring and management plan, facilities plan and financial projections for various levels of sales.
2. The CNS Director's menu plan should be reviewed by the Child Nutrition Advisory Committee Menu Sub-committee that currently reviews lunch menu's for the BUSD. This would help the CNS Director find and choose items that are consistent with the BUSD Food Policy and consistent with the criteria developed for the BHS Food Court vendors.

Page 3.

3. A staff hiring plan should be implemented immediately to improve the Food Court services. As of today's date, the Food Court needs at least 2 more student staff. Student involvement is essential for success.
4. Planning should begin immediately for next year. Will we be getting the Mobile Food Preparation Unit? How will this be incorporated into the Food Court? How much staffing will we need? Sourcing for new food items should be happening now and a plan should be developed and ready for implementation for next year.
5. Competitive food sales by student groups needs to be regulated and coordinated with CNS.

ATTACHMENT A:

1. Lack of planning

- a. The CNS Director has often stated that the Food Court is losing money, but has made no effort to develop a proactive plan to improve the sales.
- b. There is no current plan for marketing, staff hiring, or menu development -- at least none that we are aware of.

- c. Poor planning and follow through in securing necessary facilities.

1. It has been 6 months since FSP, BUSD Management Staff and the Department of Health worked with the CNS Director on the selection and timetable for the purchase of a Mobile Food Preparation Unit (MFPU) for Fall 2001. In May, the CNS Director announced that she lacked the funds to purchase the MFPU. Without an MFPU, the Food Court will continue to be extremely limited in what food it can offer. Currently, there is no indication of a plan to incorporate the MFPU into the Food Court and no back-up plan if the MFPU isn't purchased.
2. There are no new benches or chairs after 4 months. The BUSD Grounds committee developed a plan for the benches and they should have been ordered and delivered by now. What is the status of the benches?
3. There is no adequate on campus office space for the CNS staff.

2. Failure to adequately staff the Food Court.

- a. Currently there are 3 staff and one substitute worker plus one FSP staff person at lunch every day. Lines continue to be long and students leave because of the wait. One staff member has been unable to hand out tickets during lunch to the students eligible for the free lunches because she is busy with paying customers. The substitute has not been very reliable and often the Food Court is understaffed.
 - b. The original operating plan presented to the Board of Education outlined the need to hire a paid student coordinator to organize the assistance of approximately 15 students each lunch time. No plan for student hiring has been developed. Although, CNS did a job description it was not specific to the
- Page 1 Attachment.**

Food Court and had to be rewritten by FSP. Since then there had been no efforts to advertise for the position or develop a hiring process, FSP decided to push the process forward by designing flyers, getting information from students interested in the position and contacting them to set up interviews.

3. Lack of Outreach

- a. In the report to the Board in November, the budget for marketing included: \$3,500 for advertising and \$1,800 for signs. It has not been implemented.
- b. FSP has done some outreach with little or no budget. FSP organized promotions with the help of Alice Waters and through the giveaways of samples from Falcoln Trading Co. However, there has been no action on the part of the Food Services Director to promote the Food Court.

4. Poor Visibility

- a. Currently the only signs at the Food Court are signs developed by FSP, student leadership, and Alice Waters on a limited budget. There has been little effort on the part of the Food Services Director to order signs or to work with the school to advertise the Food Court.

5. Lack of quality/quantity control

- a. Quality: the quality of the food served is inconsistent. It is unclear who is responsible for quality control.
- b. Quantity: Reports from the students indicate that portion sizes are too small on some items. Obtaining large enough portions of healthy food at affordable prices will require positive interest, creativity and attention to detail.
- c. Quantity of meals: There continue to be days when the Food Court runs out of food early in the lunch period and students are turned away.
- d. The Child Nutrition Services Director agreed to address the problem of portion size that Poulet Chicken would be replaced with a Walking Taco entree after Spring break, but this has not been implemented.

6. Lack of follow through on sourcing new food items.

- a. A taste test for chips and drinks took place over a month ago and student preferences were supposed to be purchased. Many students kept asking where

Page 2 Attachment.

the chips and drinks were. The Food Services Director finally reported that the chips and drinks have been sitting at the Adult School because of a lack of drivers to deliver them to the High School.

7. Inadequate analysis of Food Court budget, expenses, revenues, free and reduced numbers in the Director's Annual Report

- a. Food Court numbers calculate an average cost/meal, which does not accurately reflect actual expenses and revenues. According to the production sheets, the actual orders of side dishes like the salad and apple juice are lower than the orders of entrees---hence the actual cost per meal should be lower.
- b. Labor costs: the labor costs/meal are based on a 6-hour lunch shift. Does lunch actually take 6 hours, or is breakfast taking more than the 1.5 hours that is allocated for staff time
- c. Some costs of lunch items are inaccurate: The rolls are no longer a part of the menu and should not be included in the costs of a meal. Pedal express is \$30/day (rather than \$40/day).
- d. The Director's Annual report does not include actual expenses and revenues to date.
- e. The report does not provide any projections for how expenses and revenues would change if 300 lunches were sold each day, 500, 700?
- f. Free and reduced numbers: The number of students getting free lunches has gone down, while paid lunches have increased. There is no analysis on why this has happened and how we might increase the number of free and reduced price meals. This is essential to meet the goals of the program.
- g. The report does not include the budget from previous years at the snack bar. How does this year compare to last year?

Berkeley Unified School District

DATE: June 6, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Chris Lim
Chris Lim, Associate Superintendent, Instruction

Julie Sinai
Julie Sinai, Manager, School Linked Programs

Erica Peng
Erica Peng, Program Supervisor, Nutrition Network Program

SUBJECT: Progress Report on BUSD Nutrition Network Program

RECOMMENDATION:

It is recommended that the Board of Education accept this progress report on the District's Nutrition Network Program.

DISCUSSION:

This Progress Report on BUSD Nutrition Network Program is organized in three sections:

- I. Overview of California Nutrition Network Program
- II. Status of CA Nutrition Network Contracts with BUSD
- III. Current Year Program Goals, Objectives, and Accomplishments

Supplementing this report are three attachments:

1. Year 2 - BUSD Nutrition Network Program Matrix (2000-2001)
2. California Department of Health Services Audit Summary, dated April 9, 2001, (Program Review and USDA Audit) of BUSD Year 1 Network Contract (1999-2000)
3. USDA Food Stamp Nutrition Education Program Funding

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

BUSD Nutrition Network Program 2000-2001
Contract Status and Program Overview
Presentation to the Board of Education
June 6, 2001

Introduction:

The Berkeley Unified School District (BUSD) Food Policy, adopted in August of 1999, states BUSD's educational mission, which is "to improve the health of the entire community by teaching students and families ways to establish and maintain lifelong healthy eating habits through nutrition education, experiences in the garden and the food served in schools."

A large part of this mission has been implemented through partnership with the California Nutrition Network, which has funded the development of a comprehensive nutrition education and physical activity program, during traditional day and after school, and where appropriate, summer.

BUSD is currently in its second year of partnership with the Network. In its first year of partnership, (FFY October 1, 1999-September 30, 2000), BUSD held seven individual contracts with the Network totaling approximately \$217,000. Six contracts were with school sites (Emerson, LeConte, Malcolm X, Oxford, Rosa Parks, and Willard) and one contract was with BUSD Child Nutrition Services (CNS) for developing organic farmers' market salad bars for sites with adequate facilities. (See below for Year 1 Overview)

In our second year of partnership (FFY October 1, 2000-September 30, 2001), the BUSD Nutrition Network Program expanded to eleven schools and CNS, adding Berkeley Arts Magnet, City of Franklin, John Muir, Thousand Oaks, and Washington. The program also expanded to include after school and summer school programming. At the Network's request, the programs for these eleven schools and CNS, were consolidated into one District contract totaling \$984,429. (See below for Year 2 Overview)

I. CA Nutrition Network Local Incentive Award Program:

A. CA Nutrition Network Program Goal

- The funding is administered by the California Nutrition Network for Healthy, Active Families, of the California Department of Health's Cancer Prevention and Nutrition Section. The Network's goal is to create partnerships that assist low-income consumers in adopting healthy eating and physical activity behaviors, as part of a healthy lifestyle. The strategy is to provide innovative nutrition education intervention to lower the risk of cancer and chronic disease related to diet and obesity problems, in low-income children and adults.

B. Funding Source

(See attached Food Stamp Nutrition Program information sheet)

- ❑ The source of funding for the Local Incentive Award Program is the United States Department of Agriculture's (USDA) Food Stamp Nutrition Education Program. The funding must be utilized for nutrition education and physical activity promotion and must target low-income consumers (Food Stamp recipients and/or households with annual incomes of less than \$20,000).
- ❑ Funding is available to public entities (local health departments, schools, school districts, Indian tribal Organizations, park & recreation agencies, community colleges, etc.) that meet the low-income eligibility requirement. For schools or any agency targeting schools, at least 50% of the students at each of the school sites must be eligible for free and reduced priced meals.
- ❑ Entities may receive up to 50% of the submitted in-kind budget. For example, BUSD's current year program submitted \$1,968,859 in-kind, and has been awarded \$984,429 for program development and implementation.
- ❑ The program is part of the Food Stamp Act of the 1998 Farm Bill. The law authorizing the program is up for renewal in 2002. It is uncertain whether the law will be reauthorized.

II. CA Nutrition Network (CNN) contracts with BUSD

We are currently in our second year contract with the Network. Contract negotiations for our third year contract have begun and program and budget for next year's program must be submitted by June 25, 2001.

The eligibility requirement for school participation is increasing from 40% to 50% free and reduced enrollment. As a result, there are some sites that will lose their Network funding, so we are working with them on their free and reduced "campaigns" to increase enrollment.

A. Federal Fiscal Year (FFY) October 1, 1999-September 30, 2000 (Year 1)

- ❑ 1999-2000 was the first year of CNN BUSD partnership. Six schools (Emerson, LeConte, Malcolm X, Oxford, Rosa Parks, and Willard) and BUSD Child Nutrition Services (CNS), held 7 individual contracts with the Network, totaling approximately \$217,000 to improve the nutrition and physical health of school children via nutrition education based garden and cooking classes, family events, and salad bars.

1. Contract status

- ❑ In evaluating the 1999-2000 BUSD partnership, The Network has expressed “serious concerns” regarding 1) the management and contract compliance of the 6 school contracts, and 2) progress towards fulfilling contract objectives. (See attached Year 1 Program Review and USDA audit dated April 9, 2001)
- ❑ On March 7, 2001, the Network conducted a site visit to discuss incomplete reporting and compliance with contract objectives.
- ❑ On March 8, 2001, the Network and USDA conducted a site visit at Rosa Parks Elementary School.
- ❑ The Network is currently withholding final reimbursement totaling approximately \$100,000, pending USDA audit findings and resubmission of appropriate required documentation.
- ❑ The current Program Supervisor and staff are ensuring completion of the contract and resubmission of final reporting. The substantial amount of time this demands impacts delivery of current program, as well as preparation for next year’s budget and scope of work.

B. Current Year 2000 - 2001 (Year 2)

- ❑ At the Network’s encouragement, for Year 2, Nutrition Network programs for participating schools, and the CNS salad bar, were consolidated under one District contract, totaling \$984,429. Eleven schools are participating this year (Berkeley Arts Magnet, City of Franklin, Emerson, John Muir, LeConte, Malcolm X, Oxford, Rosa Parks, Thousand Oaks, Washington, and Willard). This consolidation has proved to be successful in terms of sharing resources, developing systems, building capacity, coordinating programmatic elements, and coordinating with other district efforts and programs.
- ❑ The Network has acknowledged BUSD’s current accomplishments in developing systems of communication and coordination, and building site capacity, as model “Best Practices” for the success and sustainability of such programs. BUSD is involved in the Network’s Statewide Planning Team, and is leading the “Best Practices” component of the Northern California Training for school and district awardees on June 1, 2001.

1. Contract status

- ❑ The current contract was executed and approved on April 24, 2001. Efforts have been made to fiscally separate this year's contract with last year's contract, but we have not yet been assured of this.
- ❑ The first round of invoicing for the period of October 1, 2000-March 30, 2001, will be submitted to the Network by June 15, 2001.

B. 2001 - 2002 (Year 3)

1. Contract status

- ❑ An In-kind Application was submitted to the Network on April 23, 2001 for next year's partnership. A Match Application (budget and scope of work) must be submitted by June 25, 2001. We are currently working with schools who don't meet the increased 50% low-income eligibility requirement, on increasing their free and reduced enrollment. For schools that do qualify, we are planning program and budget for next year before teachers leave for the summer.

III. BUSD 2000-2001 Program Goals, Objectives and Accomplishments

The following Goals and Objectives are specifically outlined in our Scope of Work submitted to the Network. Bullets indicate actual program accomplishments.

GOAL 1

BUSD will facilitate collaboration within school sites, the District, and the community for the successful planning, development, implementation, and evaluation of a comprehensive nutrition education and physical activity program, during traditional day, after school, and where appropriate, summer.

OBJECTIVE 1.1

By September 1, 2001, a communication and planning system at each school site, within the district, and with community partners, will ensure coordinated development of nutrition education, physical activity initiatives/programs, and food service.

- ❑ Coordinating site-based meetings with principals and lead site contacts (i.e. teachers, Healthy Start Coordinators, After School Learning Program Coordinators, Curriculum Coordinators, etc.) regarding Nutrition Network Program development and implementation.
- ❑ Facilitating more communication and collaboration between site-based staff around planning and putting on health/nutrition activities and events. We have created a

roster for each site, of all district-level and site-based staff involved with health- and nutrition-related programming.

- ❑ Facilitating monthly communication and coordination meetings with other East Bay Network awardees and potential applicants (City of Berkeley Public Health Department, Alameda County Office of Education, UC Cooperative Extension, Mt. Diablo School District)
- ❑ Facilitating meetings to coordinate the District's Nutrition Network and Shaping Health as Partners in Education (SHAPE) grant funding streams.

OBJECTIVE 1.2

By November 30, 2000, a committee of the BUSD Child Nutrition Advisory Committee (CNAC) will provide guidance and support to the development of the BUSD CNN Program and its coordination with other school and community resources.

- ❑ Presented interim Progress Report to CNAC in March 2001. There was Committee agreement for a district-lead strategy regarding funding, staff and curriculum development, and evaluation of health/nutrition education and instruction. Nutrition Network staff is currently holding informal strategy meetings with district SHAPE partners, and other CNAC members relevant to funding and/or curriculum development.

GOAL 2

BUSD will educate students on healthy dietary and lifestyle choices; promote the consumption of at least five servings of fruits and vegetables, whole grains, and beans a day; promote 30 minutes of physical activity daily; and actively involve and provide students with the opportunities to practice healthy dietary and lifestyle choices.

OBJECTIVE 2.1

By September 1, 2001, 4,500 BUSD students will receive comprehensive nutrition education instruction, including the promotion of eating five servings of fruits and vegetables and 30 minutes of physical activity daily, that will help them make healthy dietary and lifestyle choices. (See attached schedule of activities per school site)

Garden and cooking instruction

- ❑ Each of the 11 participating schools are successfully implementing both nutrition-based garden and cooking education, during traditional day and/or after school, with a focus on nutrition and physical health. Tastings of fresh fruits and vegetables are a part of garden and cooking classes.
- ❑ Classroom teachers participate in the cooking classes, which involve nutrition education, and students learning recipes, preparing the ingredients, setting the tables, cleaning, and eating together. Many teachers are creating in-class lessons and activities that utilize the garden and cooking instruction.
- Teachers report how students work together more cooperatively, are more attentive, and respond to learning new skills with confidence.

Field trips to farmers' market and regional farms

- ❑ In-class pre-field trip activities include nutrition education around eating at least 5 servings of fresh fruits and vegetables daily ("5 A Day"), food pyramid and the importance of whole grains and beans, discussion about where food comes from, and preparing the farmers' market shopping list and budget.
- ❑ Farmer's Market field trip activities include orientation to the market, farmer interviews, mapping different farms, purchasing items and keeping track of budget, tasting fruits and vegetables.
- ❑ In-class post-field trip activities include group reports on farmer interviews, preparation of healthy snacks using produce purchased at the market.
- Response from teachers has been overwhelmingly positive and confirm the value of the hands-on life-skills experience the farmers' market field trips provide.

Evaluation

- ❑ BUSD Nutrition Network is partnering with Dr. Michael Murphy, researcher from Harvard University and Massachusetts General Hospital, on evaluating how nutrition and health-related instruction impacts students' actual nutritional intake, overall health, social interaction and behavior, and academic performance.

A second round of interviews and 24-hour meal intake recall are being conducted with 85 Oxford students and parents. The first round of interviews show that many students (approximately 20%) are not well nourished and that these students are doing significantly less well in school and behavior.

50 students at both Longfellow and King are completing surveys, 24-hour meal intake recall, and ecoliteracy test. Data for middle schools will be analyzed over the summer.

OBJECTIVE 2.2

By September 1, 2001, approximately 900 BUSD K-5 students will receive 30 minutes of physical activity daily with trained staff.

- ❑ All After School Learning Program Coordinators and Extended Day Care Teachers have received training for implementing the Sports, Play and Active Recreation for Kids (SPARK) program.
- ❑ Nine of the ten participating elementary schools are providing directed after school physical activity. (Oxford has no after school program) Approximately 550-600 after school students are receiving the physical activity classes 1-5 times per week, for 30-45 minutes.

OBJECTIVE 2.3

By September 2001, 600-1200 students will have regular opportunities to make healthy dietary choices through the implementation of six soup/salad nutrition education stations.

- ❑ Coordination of the farmers' market salad bar has included 1) developing an Request for Proposal for interested schools, 2) school facilities evaluation and timeline for

salad bar implementation, 3) salad bar outreach and promotion to school community, 4) in-class nutrition education for all students at schools with salad bars, 5) hiring and training Site Salad Bar Coordinators, 6) setting up produce purchasing and preparation systems, 7) monitoring and improving program based on site surveys, 8) integrating salad greens from each site's garden with students assisting with harvest and preparation.

- ❑ Three salad bars at Malcolm X, LeConte, Oxford, have been implemented with baked potato, soup, and smoothie days supplementing the salad bar. All fresh produce is from the Berkeley Farmers' Market or Veritable Vegetables, an organic produce distributor.
- ❑ Based on an analysis of the salad bar at Malcolm X during September and October of 2000, overall meal participation increased by approximately 20%.
- Both student and staff response has been extremely positive, with many teachers choosing to eat from the salad bar, as well. The salad bar has been a wonderful way to expose and introduce students to eating fresh fruit and vegetables, and beans.
- For more details see Child Nutrition Services Report to the Board.

OBJECTIVE 2.4

By September 2001, families at schools with active parent and community involvement will have been exposed to healthy dietary and lifestyle choices through at least 10 outreach and marketing events (i.e. PTA meetings, school newsletters, Weekend Garden Festivals, school-wide events, after school programs, etc.)

- ❑ During March Nutrition month, all participating schools coordinated events that outreached to parents and families. Events included after school gardening and cooking with parents, weekend garden and cooking events, nutrition education at evening school-wide events, newsletter articles.
- ❑ Nutrition education outreach and promotion was also conducted through PSAs and interviews on KPFA and Berkeley Public TV (BETV). We are also piloting cooking demonstrations on BETV during the live homework tutor show.
- ❑ Cooking demonstrations were conducted in partnership with the Berkeley Farmers' Market during the market's March Nutrition Month promotions.
- Information about the cooking program was available at the market, with community members responding to requests for supporting the cooking program by donating cooking supplies and equipment.

GOAL 3

BUSD will develop a district-wide research and experience based nutrition education and physical activity curriculum resource for classroom and after school use.

OBJECTIVE 3.1

By September 30, 2001, BUSD will have a resource bank of nutrition education and physical activity activities and materials that support classroom instruction, resulting from research and experiences within the district and outside of the district.

- ❑ With planning assistance from Diane Pico, BUSD Curriculum and Assessment Manager, Nutrition Network Program convened a District Health and Nutrition Curriculum Committee in March 2001. The Committee has met three times, with 20-30 attendees. Participants include K-12 teachers, site curriculum coordinators, garden and cooking instructors.
- ❑ The immediate objective is to identify key baseline concepts, skills, techniques, common vocabulary, per grade level and aligned with grade level health and science standards, that the committee agrees are important for students to learn, experience, and internalize through garden, cooking, and other in-class nutrition education instruction.
- ❑ Teachers have voiced the importance of agreement on *what* the common concepts are, while maintaining flexibility in *how* each site approaches the teaching.
- ❑ Identified baseline objectives will serve as a foundation for staff and curriculum development for next year's garden, cooking, and in-class nutrition education instruction.
- Teachers have expressed appreciation and support for this Committee as a forum for sharing, coordinating, and developing a more cohesive commitment to standards-based nutrition education in garden and cooking classes, other in-class instruction, and staff development opportunities.

BUSD Nutrition Network Program Matrix 2000-2001
Presentation to the Board of Education, June 6, 2001

	Gardening		Cooking		SPARK	Salad Bar	March Nutrition Month	Field Trips
	DAY	A/S	DAY	A/S				
Arts Magnet	K-6		K-5	Planning				
	100-150 students served four times each month.		235 students served once each month.		Planning Summer	Oct-01	YES	
City of Franklin		3rd-5th		1st-3rd*	YES		YES	PLANNING
	30 students served four times each month.		35 students served once each week.		44 students served two-three times each month.			
Emerson	3	K	K	1st-3rd*	YES	Apr-01	YES	PLANNING
	50-60 students served four times each month.		20-30 students served once each week.		180 students served once each week.			
John Muir	K-5	K-5	Starting	K-5*	YES		YES	
	200 students served four times each month.				34 students served one-two times each week.			
LeConte	K-3	K-3	K-5	4th-5th*	YES	Operating	YES	YES
	350 students served four times each month.		339 students served twice each month.		30 students served once each week.			Farmers' Market
								Green Gulch
Malcolm X	K-3	K-4	K-5	K-5*	YES	Operating	YES	Frog Hollow Farm
	250-300 students served four times each month.		320 students served one-two times each month.		40 students served once each week.			Farmers' Market
Oxford	K-3				NO	Operating	YES	Frog Hollow Farm
	200 students served four times each month.							
Rosa Parks	K-3		K-5		YES		YES	PLANNING
	200-250 students served four times each month.		359 students served twice each month.		120 students served one-two times each week.			
Thousand Oaks		1st-3rd		1st-2nd*	YES	May-01	YES	YES
	30 Students served four times each month.		40 students served once each month.		87 students served three-five times each week.			St. Mary Urban Youth Farm
Washington	K-5	Planning	K-5		YES		YES	PLANNING
	150 students served four times each month.							
Willard	6th-7th		6th	Planning	NO	CNS / operating	YES	
	400-450 students served four times each month.		224 students served twice each month.					
* Avg. 30 students served once each week.								

DEPARTMENT OF HEALTH SERVICES

714/744 P STREET

P.O. BOX 942732

SACRAMENTO, CA 94234-7320

(916) 323-0594



April 9, 2001

Ms. Julie Sinai
Berkeley Unified School District/Nutrition Network Grant
1835 Allston Way, Room 8
Berkeley, California 94703

RE: Preliminary Site Visit Report (Program Review & USDA Audit)
Site Visit Date: March 7, 2001 and March 8, 2001

Summary

Two site visits were conducted by the *California Nutrition Network for Healthy, Active Families (Network)* on March 7 and 8, 2001. The first site visit was conducted to discuss program progress and final progress reports for six contracts awarded in federal fiscal year (FFY) October 1, 1999 - September 30, 2000. The second site visit was conducted by the United States Department of Agriculture at Columbus/Rosa Parks on March 8, 2001. *Network* staff attended this site visit.

Below is a brief summary of the items discussed during our site visits. Overall, there are serious concerns regarding the management of six *Network* grants during FFY October 1, 1999 - September 30, 2000. The six contracts were for the following school sites, Columbus, Emerson, Le Conte, Malcolm X, Oxford, and Willard. Some of the concerns include:

- Timely submission of documentation: Required documentation (i.e., quarterly in-kind reports, quarterly invoices and progress reports) was not submitted on a timely basis. Additionally, documentation was usually not completed correctly, per the instructions provided in the Local Incentive Award Program Guidelines Manual (May 2000).
- Progress Reports: As indicated above, progress reports were not submitted by the required deadlines. In addition, insufficient information was provided in the final reports to assess the overall progress made on the six contracts. Payments will be withheld until this issue can be resolved.
- In-kind documentation: Appropriate in-kind documentation procedures as outlined in the Local Incentive Award Program Guidelines Manual were not followed at Columbus/Rosa Parks Elementary as revealed during the site visit at the school on March 8, 2001. The *Network* suspects that a similar situation exists for the other five contracts. This is a serious concern because without appropriate in-kind documentation, the contractor would be unable to substantiate all costs of in-kind

- contributions used to determine the funding level from the *Network*. Payment on final invoices is being withheld until this issue can be resolved.
- **Personnel Issues:** The *Network* was unaware that the Project Coordinator for the six contracts, Yolanda Huang was not an official employee of the district. Ms. Huang was listed on the personnel line item for all six contracts. Since she was a contractor, Ms. Huang should have been listed in the subcontractor line item. There are also important administrative issues that we would have addressed, if we were notified of Ms. Huang's employment status. Additionally, Ms. Huang hired herself for at least four positions listed on the contract at Rosa Parks Elementary and according to the BUSD budget report, Ms Huang may have hired herself for other positions on the other *Network* contracts. Because the contracts were with the six schools and not Ms. Huang, the schools should have recruited and filled these positions. As a result, there may be issues regarding the amount of payment issued to Ms. Huang.
 - **Management of project funds:** According to personnel at Rosa Parks Elementary (see attached letter from Ms. Kathy Freeburg), the school was unaware of how funds were being allocated for project expenditures. Additionally, the school was not in possession of equipment purchased with project funds. Based on Rosa Park's experience, the *Network* suspects that project funds were managed in a similar manner at other project sites.
 - The *Network* has met with the current *Network* grant coordinators, Erica Peng and Julie Sinai to discuss the above issues, and has been assured that procedures have been developed to prevent the issues listed above from occurring during the current fiscal year. However, the *Network* recommends that additional procedures may be needed at the district level to ensure that appropriate procedures are followed for other categorical funding contracts.

Site Visit Report for March 7, 2001

Topic: Final Reports for FFY, October 1, 1999 – September 30, 2000.

Summary: *Network* staff, Angela Parker and Gil Sisneros met with Erica Peng and Yolanda Huang to discuss the final reports for FFY year October 1, 1999 – September 30, 2000. The final reports were not submitted until January 2001 for the six contracts - Rosa Parks (formerly Columbus), Emerson, LeConte, Malcolm X, Oxford, and Willard. Yolanda Huang developed the reports. After reviewing the reports, the *Network* developed an analysis report for each of the six reports. This information was forwarded to Erica Peng via email and copies were given to Yolanda Huang during our meeting on March 7. In summary, insufficient information was provided in the six progress reports to determine if adequate progress was made during the contract period. As a result,

Ms. Julie Sinai
Page 3
April 9, 2001

payment on the final invoices is being withheld until appropriate documentation is submitted to the *Network*. During the meeting, Ms. Huang agreed to revise each progress report and provide additional documentation as outlined in the next section. Ms. Huang will revise the Columbus/Rosa Parks progress report first by March 19, 2001. Mr. Gil Sisneros agreed to review the revised final reports within in 24 hours of submission and provide feedback to Erica Peng. Ms Huang will revise the remaining 5 reports at approximately one each week until all are received by CPNS no later than April 30, 2001.

Note: since our meeting, the *Network* has been informed that Ms. Huang has revised her decision, and will no longer revise the six progress reports.

Site Visit Report:

March 8, 2001

Topic: USDA Site Visit

Summary:

On March 8, 2001, *Network* staff (Angela Parker and Gil Sisneros) accompanied USDA officials Marisa Cheung and Laura Walters on a site visit to Rosa Parks Elementary (see attached agenda). Concerns were raised during the site visit regarding the lack of documentation, available for review, for FFY, October 1, 1999 – September 30, 2000. Specifically, appropriate in-kind documentation was not available for review. Appropriate programmatic and administrative expenditures for the match award were not available for review. Additionally, a brief written summary of activities prepared by Kathy Freeburg identified additional concerns. Some additional concerns raised by Ms. Freeburg for the contract period, October 1, 1999 – September 30, 2000 include:

- In-kind documentation: Yolanda Huang did not adequately inform the school about in-kind documentation requirements. In-kind documentation was not been generated or maintained by the school;
- Management of Project Funds: Receipts for purchases made with contract funds were not maintained by the school;
- Equipment and other materials purchased with contract funds are not in the possession of the school according to the letter provided by Kathy Freeburg;

Follow-Up Required - Rosa Parks Elementary School

Due to lack of documentation, USDA was unable to complete their site visit on March 8, 2001. USDA has requested that appropriate in-kind and match documentation (FFY October 1, 1999 - September 30, 2000) be collected for Rosa

Parks Elementary and sent to USDA by Friday, April 27, 2001. A second USDA site visit will be scheduled in early May 2001.

As disclosed during the site-visit, the required documentation is located at district offices or in the possession of Ms. Huang. Per the request of USDA, Ms. Erica Peng has agreed to supply the following documentation:

- 1) Due to USDA on Friday, April 27, 2001. In-kind documentation: The school must generate a signed letter summarizing in-kind costs listed on the contract (i.e., personnel and operating costs). A brief account of these costs should be provided along with appropriated supporting documentation. The documentation should include time records, payroll records, travel vouchers and invoices. Since the contract was with the school, and not with Ms. Yolanda Huang, the school is responsible for retaining and maintaining appropriate programmatic and administrative documentation. The contract requires that the school maintain contract documentation for at least three years. This documentation should be available for review at each site during site visits or as requested by the *Network* or USDA.
- 2) Due to USDA on Friday, April 27, 2001. Match documentation: Rosa Parks Elementary must generate a signed letter summarizing the costs listed on the Match budget and provide an accounting of these expenditures. As appropriate provide supporting documentation for the expenditures, (i.e., budget reports, receipts for equipment or materials purchases and any subcontracts scope of work). Additionally, provide a brief summary of the objectives and an account of accomplishments. Provide as much supporting documentation as possible (i.e., lesson plans, pictures, etc.).
- 3) Due to the *Network* on June 29, 2001. For the other five contracts (Emerson, Le Conte, Malcolm X, Oxford, and Willard) the *Network* is requesting the same information and documentation listed in items 1 and 2 above be provided for each contract. Once again payment on final invoices will be withheld until this information is received and approved. Additionally, the *Network* is requesting for each of the six contracts, a one-page inventory of materials and equipment purchased with *Network* funds. Please indicate where the materials and equipment are located.

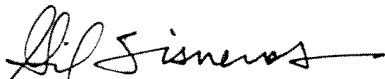
In summary, the *Network* would like to thank Ms. Peng and Ms. Sinai for meeting with us to discuss last year's contracts and for organizing the USDA site visit at Rosa Parks Elementary. The *Network* is aware of the challenges that occurred during the first year of implementation and the issues involving Ms. Huang. The *Network* is confident that

Ms. Julie Sinai
Page 5
April 9, 2001

appropriate documentation exists and can be recovered to allow USDA to complete their program review and to allow the *Network* to process final payments. We look forward to reviewing your report.

If you have any questions please feel free to contact Gil Sisneros at (916) 445-6727 or Angela Parker at (916) 445-5376.

Sincerely,



Gil Sisneros, MPH
Program Manager
Cancer Prevention and Nutrition Section



Angela Parker
Contract Manager
Cancer Prevention and Nutrition Section

cc: Ms. Erica Peng
Berkeley Unified School District/Nutrition Network Program
1835 Allston Way, Room 8
Berkeley, CA 94703

Supplement to Board Agenda June 6, 2001

APPROVAL OF CONTRACTS/PURCHASE ORDERS

ROLL: Motion Recommend: That the Board Authorized the Associate Superintendent, Business or Purchasing Manager to execute the following contracts and purchase orders.

EXPENSE:

SERVICES CONTRACTS IN EXCESS OF FIFTEEN THOUSAND DOLLARS (\$15,000)

Request by	Vendor	Funding	Amount	MBE*
1.C. James CFO Business Services	Kreitzberg Obrien 1052 Melody Lane Roseville CA	Bond Fund (increase of \$75,000)	\$500,000	
Consulting services per contract "B" building fire.				
2.G. Sirogiannis CFO Business Services	Office Team 1999 Harrison Street Oakland CA	General Fund	\$15,000	
Salary for substitutes Secretary for Budget Office.				
3G. Sirogiannis CFO Business Services	QSS 20 East 20tn Avenue San Mateo CA	General Fund (increase of \$7,000)	\$29,205	
Additional training needed.				
4.G. Sirogiannis CFO Special Education	Accountemps 1999 Harrison Street Rocklin CA	General Fund (increase of \$16,000)	\$52,000	
Salary for substitutes Payroll Specialist.				
5.J. Biondi Manager Special Education	Behavior Intervention Assoc. 2354 Powell Street Emeryville CA	Special Educ	\$27,060	
IEP and settlement agreement required services for student AZ at NR Selpa approved rates for the period March 1, 2001 through June 30, 2001.				
6.C. James Assoc. Supt., Support Services	Stuart and Associates 1121 L Street Sacramento CA	Bond Fund (increase of \$15,000)	\$30,000	
Lobby services for Office of Public School Construction for the period July 1, 2000 through June 30, 2001.				

APPROVAL OF CONTRACTS/PURCHASE ORDERS

7.C. James	Pinnacle Environmental	Bond Fund	\$37,314
Assoc. Supt.,	P O Box 194104	(increase of \$9,000)	
Support Services	San Francisco CA		

Lead, Asbestos, and PCB abatement survey design and monitoring at BHS new buildings.

8.J. Strong	Stiles Hall	DAPP	\$108,804
Manager	2400 Bancroft Way	(increase of \$23,732)	
DAPP	San Francisco CA		

Provide 200 mentors to BHS through College Mentors for Kids.

9.E. L. Szeto	Berkeley Farms	Food Services	\$90,000
Manager	4550 San Pablo Avenue		
Food Services	Emeryville CA		

Milk and Milk products as needed for the **2001/02 school year**.

10.E. L. Szeto	SYSCO Food Services	Food Services	\$210,000
Manager	of San Francisco	(increase of \$40,000)	
Food Services	5900 Stewart Ave		
	Fremont CA		

Food items as needed for the period July 1, 2000 through June 30, 2001.

11.E. L. Szeto	Danielson	Food Services	\$75,000
Manager	435 Southgate Court		
Food Service	Chico Ca		

Food items as needed for the **2001/02 school year**.

12.E.L. Szeto	Gold Star	Food Services	\$75,000
Manager	2315 55 th Street		
Food Services	Vernon CA		

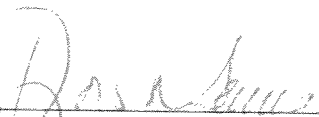
Food items as needed for the **2001/02 school year**.

14.F. Lynch	Michael's Transportation	General Fund	\$60,500
Principal	140 Yolano Avenue	(increase \$22,500)	
BHS	Vallejo CA		

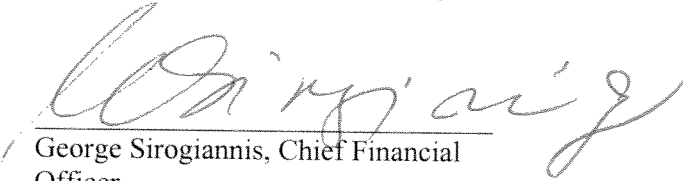
Transportation services as needed for the July 1, 2000 and June 30, 2001.

APPROVAL OF CONTRACTS/PURCHASE ORDERS

Prepared By:


Doris R. Davis, Purchasing Manager

Funds Available:


George Sirogiannis, Chief Financial
Officer

Recommend Approval:


Steve Goldstone, Interim Superintendent

APPROVAL OF CONTRACTS/PURCHASE ORDERS

EXPENSE:

A Minority Business Enterprise (MBE) is an independent and continuing business for profit, which performs a commercially useful function and which is owned and controlled by one or more minority persons residing in the United States or its territories. A Women Owned Business (WBE) is an independent and continuing business for profit, which performs commercially useful function and which is owned and controlled by one or more woman (women) residing in the United States or its territories.

The MBE/WBE as they appear on the June 6, 2001 Board Agenda is as follows:

MBE/WBE PERCENTAGE Analysis of Purchasing CONTRACT/PURCHASE ORDERS*

	Contracts/ Purchase Orders^	Construc- tion^	BIDS^	TOTAL	Total Dollars MBE/WBE*
This Meeting	0%	0%	0%	0%	\$0.00
FY2001 To Date	10%	03%	0%	05%	\$2,080,978
Total for FY 2000	09%	0%	0%	05%	\$738,046
Total for FY 1999	11%	26%	0%	22%	\$3,537,098

***Percentages are computed based on total purchases less those purchase of which there was no option for MBE/WBE purchases. For example we must purchase electricity from PG&E.**

^Contracts/Purchase Orders are listed on this document.

^Construction is a Resolution, not part of this document.

^Bids is a separate document, not a part of this document.

DATE: May 14, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: Joann M. Biondi
Joann Biondi, Director, Special Education
Chris Lim
Chris Lim, Associate Superintendent, Instructional Services

SUBJECT: Non-Public School Placement at Seneca

RECOMMENDATION:

That the Board of Education place student JJ (9/6/87), who is emotionally disturbed, at Seneca, for the period 4/24/01 to 6/30/01 at a cost of \$ 6768.00.

DISCUSSION:

This student has been moved from a group home in San Leandro to another group home in Berkeley, Canaan Place. She has an IEP for non-public school placement, the costs of which will be fully reimbursed by the state of California.

FINANCIAL IMPACT:

Period of service:	4/24 to 6/30/01
Number of days:	48
Daily tuition:	\$ 141.00
Services:	
Total for year:	\$ 6,768.00

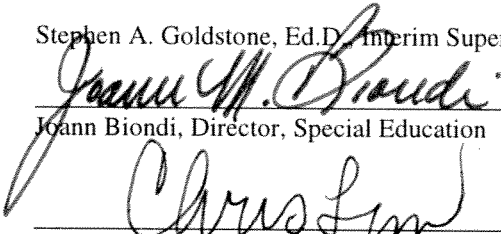
Full reimbursement by State of California

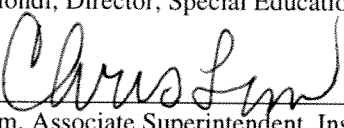
Bdrecnewjj01

DATE: May 11, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D. Interim Superintendent

PREPARED BY: 
Joann Biondi, Director, Special Education


Chris Lim, Associate Superintendent, Instructional Services

SUBJECT: Non-public School Placement at Seneca

RECOMMENDATION:

That the Board of Education place student AN (12/4/88), who is emotionally disturbed, at Seneca, for the period 5/14/01 to 6/30/01 at a cost of \$ 4,794.00.

DISCUSSION:

This KMS student has become a danger to himself and others and cannot be in public school at this time, We have received an expedited AB3632 recommendation for day treatment and he will start at Seneca on May 14, 2001.

FINANCIAL IMPACT:

Period of service:	5/14 to 6/30/01
Number of days:	34
Daily tuition:	\$ 141.00
Services:	
Total for year:	\$ 4,794.00

Bdrecnewan01

RESOLUTION NO.7271

AUTHORIZATION TO ADVERTISE for BIDS for MOVE into PORTABLES at KING MIDDLE SCHOOL

WHEREAS, in the judgement of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, materials, equipment, mechanical workmanship, transportation and services required for furnishing and installation of **MOVE into PORTABLES at KING MIDDLE SCHOOL MIDDLE SCHOOL**, all in accordance with the plans and specifications for the same, prepared by Berkeley Unified School District, Facilities Planning Office, Berkeley, California, which are on file in the office of said Board and which said plans and specification are hereby approved and adopted;

NOW, THEREFORE, BE IT RESOLVED that the general prevailing rates of wages as heretofore ascertained and determined by the Director of the State Department of Industrial Relations in accordance with Labor Code Section 1770 and by said Board shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract; and

BE IT FURTHER RESOLVED, that the Secretary of the Board be and he is hereby authorized to advertise for proposals for the completion of said work in accordance with law by publishing the same in newspapers of general circulation published and circulated in said district; and

BE IT FURTHER RESOLVED, that the Notice to Contractors shall be in form as follows:

Resolution No. 7271
continue


Purchase Order No. 11.00177- Send invoice to Purchasing Department
1720 Oregon Street, Berkeley CA 94703

Charge to: Bond

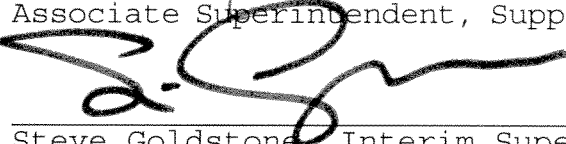
Prepared by:


Doris R. Davis, Purchasing Manager

Reviewed by:


Catherine James,
Associate Superintendent, Support Services

Recommend Approval:


Steve Goldstone, Interim Superintendent

PASSED AND ADOPTED by the Board of Education of the Berkeley
Unified School District this 6th day of June, 2001 by the
following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Steve Goldstone, Interim Superintendent
Secretary of the Board of Education
of the City of Berkeley and of Berkeley
Unified School District of Alameda
County, State of California

Resolution No. 7271
continued

NOTICE TO CONTRACTORS

NOTICE IS HEREBY GIVEN, that the Board of Education of the Berkeley Unified School of Alameda County hereby calls for sealed proposals to be delivered to the Purchasing Agent of said Board at the Purchasing Office of said Board 1720 Oregon Street, Berkeley, California until **3:00 PM JUNE 21, 2001** at which time and place said bids will be opened for the furnishing of all labor, materials, equipment, mechanical workmanship, transportation and services to be used and employed in the installation of **Move into Portables at King Middle School located at 1781 Rose Street, Berkeley, California**, for the Board of Education of the Berkeley Unified School District of Alameda County.

These bids shall be presented in accordance with plans and specifications for said work prepared by Berkeley Unified School District, Facilities Planning Office, 1720 Oregon Street, Berkeley, California 94703, which are on file at the said office of said Board located at above mentioned address.

Bids must be made on bid forms obtained at the said office of the Purchasing Agent, 1720 Oregon Street, and must be signed by the bidder.

The contractor and all subcontractors under him/her must pay all laborers, workers and mechanics on said work, or any part thereof, not less than the general prevailing rate of per diem wages and not less than the general prevailing rate of per diem wages for legal holiday and overtime work, for work of a similar character in the locality in which the work is performed, to wit; said school district, which per diem wages shall not be less than the stipulated rates contained in a schedule thereof which has been ascertained and determined by the Director of the State Department of Industrial Relations in accordance with Labor Code Section 1770 and by said Board and which is now on file in the office of said Board and by reference incorporated and specified herein and made a part hereof, copies of which are available at said office of said Board, to any interested party upon requested.

Any contractor and his subcontractors shall be bound by said wage scale and shall agree to pay all wages in accordance with said wage schedule.

There will be no fax bids.

Job Walk to be held on June 14, 2001 at 9:00 am to meet at 1781 Rose Street.

The Board reserves the right to reject any and all bids, or any or all items or alternates or propositions of such bids.
By order of Said Board of Education.

First Issue: June 10, 2001
Second Issue: June 14, 2001

RESOLUTION NO.7272

**AUTHORIZATION TO ADVERTISE for BIDS for UPGRADE to PORTABLE at
LONGFELLOW PARENT NURSERY HEALTHY START PROJECT**

WHEREAS, in the judgement of the Board of Education of the Berkeley Unified School District of Alameda County, it is necessary to secure all labor, materials, equipment, mechanical workmanship, transportation and services required for furnishing and installation of **UPGRADE to PORTABLE at LONGFELLOW PARENT NURSERY HEALTHY START PROJECT**, all in accordance with the plans and specifications for the same, prepared by Berkeley Unified School District, Facilities Planning Office, Berkeley, California, which are on file in the office of said Board and which said plans and specification are hereby approved and adopted;

NOW, THEREFORE, BE IT RESOLVED that the general prevailing rates of wages as heretofore ascertained and determined by the Director of the State Department of Industrial Relations in accordance with Labor Code Section 1770 and by said Board shall be the general prevailing rates of per diem wages for each craft or type of worker or mechanic needed to execute this contract; and

BE IT FURTHER RESOLVED, that the Secretary of the Board be and he is hereby authorized to advertise for proposals for the completion of said work in accordance with law by publishing the same in newspapers of general circulation published and circulated in said district; and

BE IT FURTHER RESOLVED, that the Notice to Contractors shall be in form as follows:

Resolution No. 7272
continue


Purchase Order No. 11.00177- Send invoice to Purchasing Department
1720 Oregon Street, Berkeley CA 94703

Charge to: Bond

Prepared by:


Doris R. Davis, Purchasing Manager

Reviewed by:


Catherine James,
Associate Superintendent, Support Services

Recommend Approval:


Steve Goldstone, Interim Superintendent

PASSED AND ADOPTED by the Board of Education of the Berkeley
Unified School District this 6th day of June, 2001 by the
following called vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Steve Goldstone, Interim Superintendent
Secretary of the Board of Education
of the City of Berkeley and of Berkeley
Unified School District of Alameda
County, State of California

Resolution No. 7272
continued

NOTICE TO CONTRACTORS

NOTICE IS HEREBY GIVEN, that the Board of Education of the Berkeley Unified School of Alameda County hereby calls for sealed proposals to be delivered to the Purchasing Agent of said Board at the Purchasing Office of said Board 1720 Oregon Street, Berkeley, California until **3:00 PM JULY 19, 2001** at which time and place said bids will be opened for the furnishing of all labor, materials, equipment, mechanical workmanship, transportation and services to be used and employed in the installation of **Upgrade to Portable at Longfellow Parent Nursery Healthy Start Project located at 1500 Derby Street, Berkeley, California**, for the Board of Education of the Berkeley Unified School District of Alameda County. These bids shall be presented in accordance with plans and specifications for said work prepared by Berkeley Unified School District, Facilities Planning Office, 1720 Oregon Street, Berkeley, California 94703, which are on file at the said office of said Board located at above mentioned address.

Bids must be made on bid forms obtained at the said office of the Purchasing Agent, 1720 Oregon Street, and must be signed by the bidder.

The contractor and all subcontractors under him/her must pay all laborers, workers and mechanics on said work, or any part thereof, not less than the general prevailing rate of per diem wages and not less than the general prevailing rate of per diem wages for legal holiday and overtime work, for work of a similar character in the locality in which the work is performed, to wit; said school district, which per diem wages shall not be less than the stipulated rates contained in a schedule thereof which has been ascertained and determined by the Director of the State Department of Industrial Relations in accordance with Labor Code Section 1770 and by said Board and which is now on file in the office of said Board and by reference incorporated and specified herein and made a part hereof, copies of which are available at said office of said Board, to any interested party upon requested.

Any contractor and his subcontractors shall be bound by said wage scale and shall agree to pay all wages in accordance with said wage schedule.

There will be no fax bids.

Mandatory Job Walk to be held on June 21, 2001 at 9:00 am to meet at Bungalow across the street from 1500 Derby Street.

The Board reserves the right to reject any and all bids, or any or all items or alternates or propositions of such bids.
By order of Said Board of Education.

First Issue: June 10, 2001
Second Issue: June 14, 2001

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: *May 30, 2001*

TO: *Members, Board of Education*

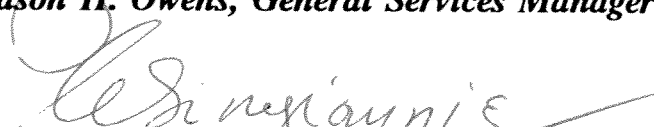
FROM: *Stephen A. Goldstone, Ed.D., Interim Superintendent*

PREPARED BY:



Judson H. Owens, General Services Manager

REVIEWED BY:



George Sirogannis, Chief Financial Officer

RE: *USE OF SCHOOL AUDITORIUM BY BERKLAND BAPTIST CHURCH*

RECOMMENDATION:

That the Board of Education approve Resolution No. 7273 permitting the use of Willard Middle School Auditorium by Berkland Baptist Church.

DISCUSSION:

California Education Code Sections 40040 through 40043, Civic Center Act, allows the use of school property by religious organizations. Berkland Baptist Church utilized Willard Middle School Auditorium during FY-1993 through FY-2001, for religious services, and provided additional furnishings and equipment at the request of the school.

FINANCIAL IMPACT:

The requested use is for seven hours, Sundays only. The expected yearly gross income from this usage is \$27,000.00.

USE OF SCHOOL AUDITORIUMS BY VARIOUS CHURCHES

This agreement is made and entered into between the governing board of the Berkeley Unified School District, of Alameda County California, hereinafter referred to as the "District", and Berkland Baptist Church.

Pursuant to the terms of the California Education Code, Use of School Property, Sections 40040 through 40043, known as the Civic Center Act, the District is authorized to permit religious organizations to use various school facilities for church services based on the following:

Section 40040. CIVIC CENTER ACT

Section 40041. Use of School Facilities as Civic Center

Section 40041 (b) The governing board of any school district may grant the use of school facilities or grounds as a civic center upon the terms and conditions the board deems proper, subject to limitations, requirements, and restrictions set forth in this article, for any of the following purposes:

Section 40041 (b) (3) The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization which has no suitable meeting place for religious services, provided the governing board charges the church or religious organization using the school facilities or grounds a fee as specified in subdivision (c) of Section 40043.

Section 40043 (c) Charges Based on Costs. The governing board of any school district which authorizes the use of school facilities or grounds for the purpose specified in paragraph (3) of subdivision (b) of Section 40041 shall charge the church or religious denomination an amount at least equal to the District's costs.

NOW THEREFORE, it is mutually agreed between the parties as follows: Berkland Baptist Church will be allowed to use Willard Middle School Auditorium for church services on a renewable basis every Sunday henceforth and such use shall be terminated as of June 30, 2002. The charges for such use will be consistent with the District Facilities Permit approved by the General Services Manager.

PASS AND ADOPTED this 6th day of June 2001.

***Terry S. Doran, President
Board of Education***

***Stephen A. Goldstone, Ed.D.
Interim Superintendent***

Berkeley Unified School District

DATE: June 6, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Chris Lim
Chris Lim, Associate Superintendent, Instruction

SUBJECT: Thousand Oaks Proposal for Permanent Art Work

RECOMMENDATION:

It is recommended that the Board approve Thousand Oaks School proposal for permanent art work.

DISCUSSION:

The staff and PTA of Thousand Oaks School have submitted the attached proposal for permanent art work in the form of mural "Thousand Oaks a Rainbow of Friends" on a playground retaining wall. The mural will be painted by students in the extended day program with the assistance of an Art Specialist who has extensive experience working with children of all ages on mural projects. Thousand Oaks staff and PTA have adhered to the District Public Art Policy in the development of this proposal as described by the attached report.

FINANCIAL IMPACT:

There are no financial implications to the General Fund.



Thousand Oaks Parent Teacher Association 840 Colusa, Berkeley, CA 94707

14 May, 2001

Dear BUSD Board of Education,

I am writing to ask for your support for a mural project at Thousand Oaks Elementary School.

The parents, teachers, and students at Thousand Oaks Elementary School wish to create a mural on a retaining wall in our playground that will incorporate the 2001 school theme "Thousand Oaks is a Rainbow of Friends". This mural will bring together the different cultures of our community in a celebration of diversity as it beautifies our environment.

By involving our school community in this artistic endeavor, we sincerely believe that this project will illustrate how cooperation can serve as a guiding principle for future generations.

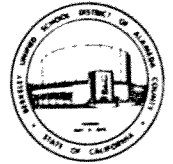
The children in our Extended Day Program will be the muralists. They will be led by Carmen Costella using methods designed for children of all ages and abilities. The students will have an integral part in the design and painting of what we hope will become an artistic focal point of our new school.

Your approval of this project will be a source of inspiration to the students at our school. Thanks very much for your consideration.

Sincerely,

Ann Gaebler
President, Thousand Oaks PTA

Berkeley Unified School District



Thousand Oaks School

840 Colusa Avenue, Berkeley, California 94707 (510) 644-6368 FAX: (510) 644-4825

PRINCIPAL

Kevin Wooldridge

SUPERINTENDENT

Jack McLaughlin

To: BUSD School Board Members

From: Kevin Wooldridge, Thousand Oaks Principal
Jennifer Maier, Extended Day Coordinator
Staff

Re: TO Mural Proposal

As you all are very aware we have just moved into a wonderful new site and are very excited about our beautiful new surroundings. Many parents, staff and community members were involved in the design and planning of our new facility. We feel that the theme of "Thousand Oaks a Rainbow of Friends" done also in Spanish with children arm and arm dancing around a big Oak tree will be a fabulous tribute to the spirit of our school.

Through our collaboration with MOCHA visual Arts have become an intricate part of our school. The children value art as a viable form of communication and their involvement in the development of a mural will enhance their appreciation. The After school program has become a place for enrichment for many of our students. We felt that this would be a perfect place for our muralist Carmen Costella to incorporate the children. Carmen runs the arts program at the YMCA where she recently finished working with a group of children creating a mural. She listened to the ideas of the staff, parents and children had about our school spirit and designed the mural based on that vision. We are all very happy with the design. Each group of children will help Carmen paint the mural from Kindergarten to the fifth graders. Our upper grade leadership students will serve as her assistants.

We also hope that the mural will discourage vandalism of our new school. Vandals tend to respect the work of other children and pick unused space to tag.

We look forward to the unveiling of our mural. We appreciate your support in advance. Thank you for your time and consideration.

Lubby Turnbull
Jennifer Maier
Liz Fuentes
Gayceline Lee
Marian Lopez

089

Anne Hirose
Jennifer Hanson
Pat Lopez
Walter Smith
Latisha M. Longmuir
Mallorie Barr
Judy Eichen
Luis Corrales
Patty Casette
Michelle Burch
Carmichael

To Whom It May Concern:

I am currently working at the Berkeley YMCA doing art and youth programs, in addition to working at the Y I am also running a after school art program at the Oakland Arts magnet school. I have done several murals with the Y as well as one private commission mural. I am looking forward to working with the youth at the Thousand Oaks on this mural project.

Thank you for your consideration,
CARMEN B, Costello

A handwritten signature in cursive script, reading "Carmen Costello". The signature is fluid and elegant, with the first name "Carmen" written in a larger, more prominent script than the last name "Costello".

Carmen Costello
800 East 20th #4
Oakland, CA 94606
510-839-5366

Professional Experience

March 1999 to Present
BERKELEY YMCA, Berkeley, CA
Arts and Crafts Instructor

Designed and launched pilot arts and humanities programs into the YMCA summer curriculum for first through tenth graders - Teaching ceramics, sculpture, papermache, myths masks and music, mural wall painting mosaic tiling and clowning.
Increased summer program participants by two hundred forty-one youths.
Established on-going arts programs based on success of summer programs.
Raised \$3500 for Youth Support Campaign to subsidize cost of programs and provide scholarships.
Recruited and supervised art program volunteers.
Designed and distributed flyers to promote art programs.
Designed two week resident program and taught art to eighty youths.
Art coordinator for special events and programs, Kids Corp., Festival of the Arts, Gay and Lesbian Family Night, Halloween Haunt, Healthy Kids Night, Family Night and Staff training's.

June 1999 to October 1999
SOUTH BERKELEY YMCA, Berkeley, CA
Arts and Crafts Instructor
Taught forty kids age's seven to eleven years old, ceramics, papermache, clowning and various crafts.
Coordinated collaborative Art and Performance Show for Berkeley and South Berkeley campers.

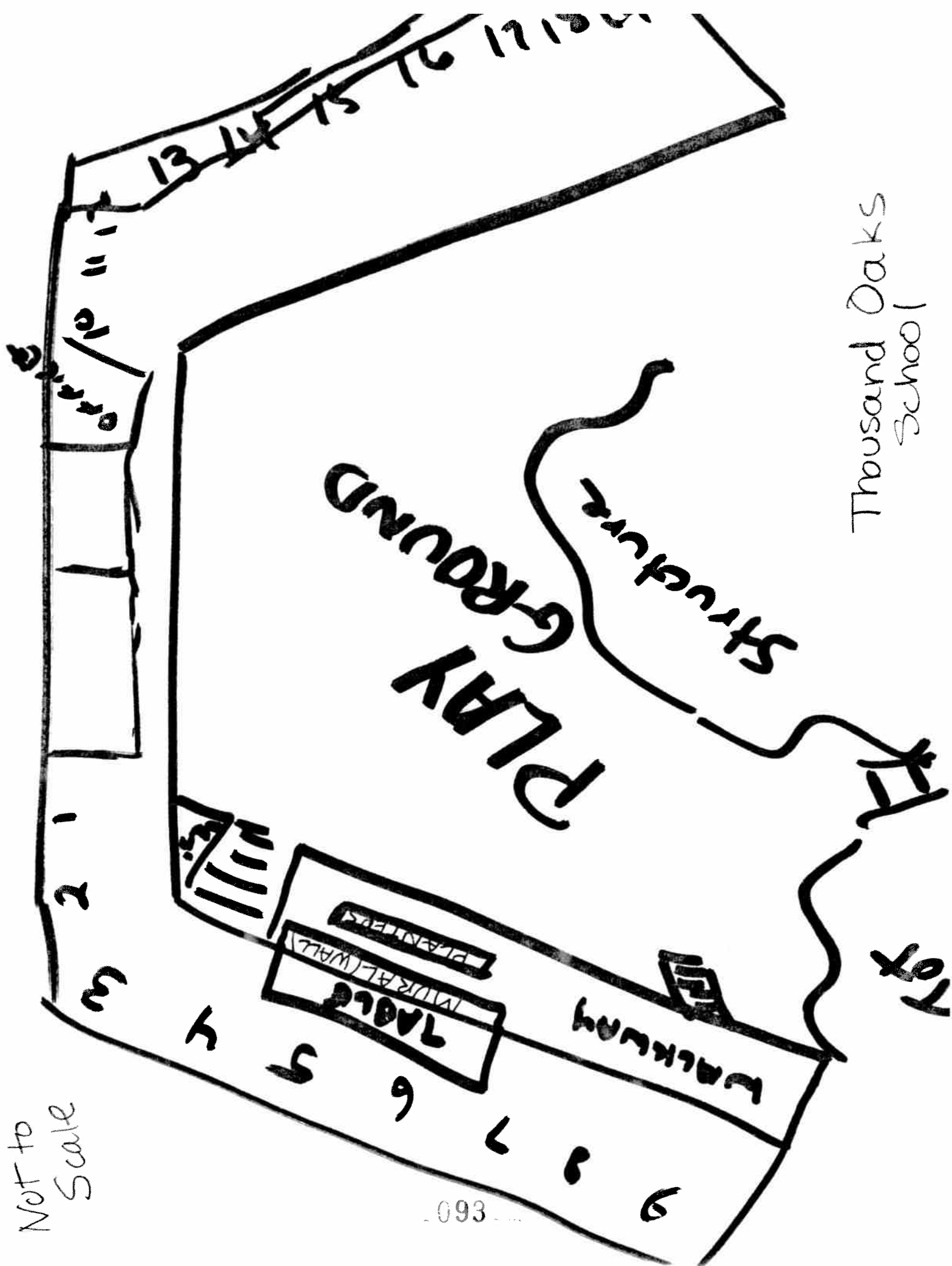
October 1998 to March 1999
BERKELEY YMCA, Berkeley, CA
Member Services Representative
Personnel Management - hiring, training, scheduling.
Bookkeeping.
Conflict Management.
Inter-department liaison for communications on facility operations.

September 1997 to October 1998
BERKELEY YMCA, Berkeley, CA
Member Services Representative
Customer service for large non-profit with ten thousand members.
Operated Alpha-Micro based software system.
Information referral for facility programs and operations.
Daily sales of programs and merchandise.

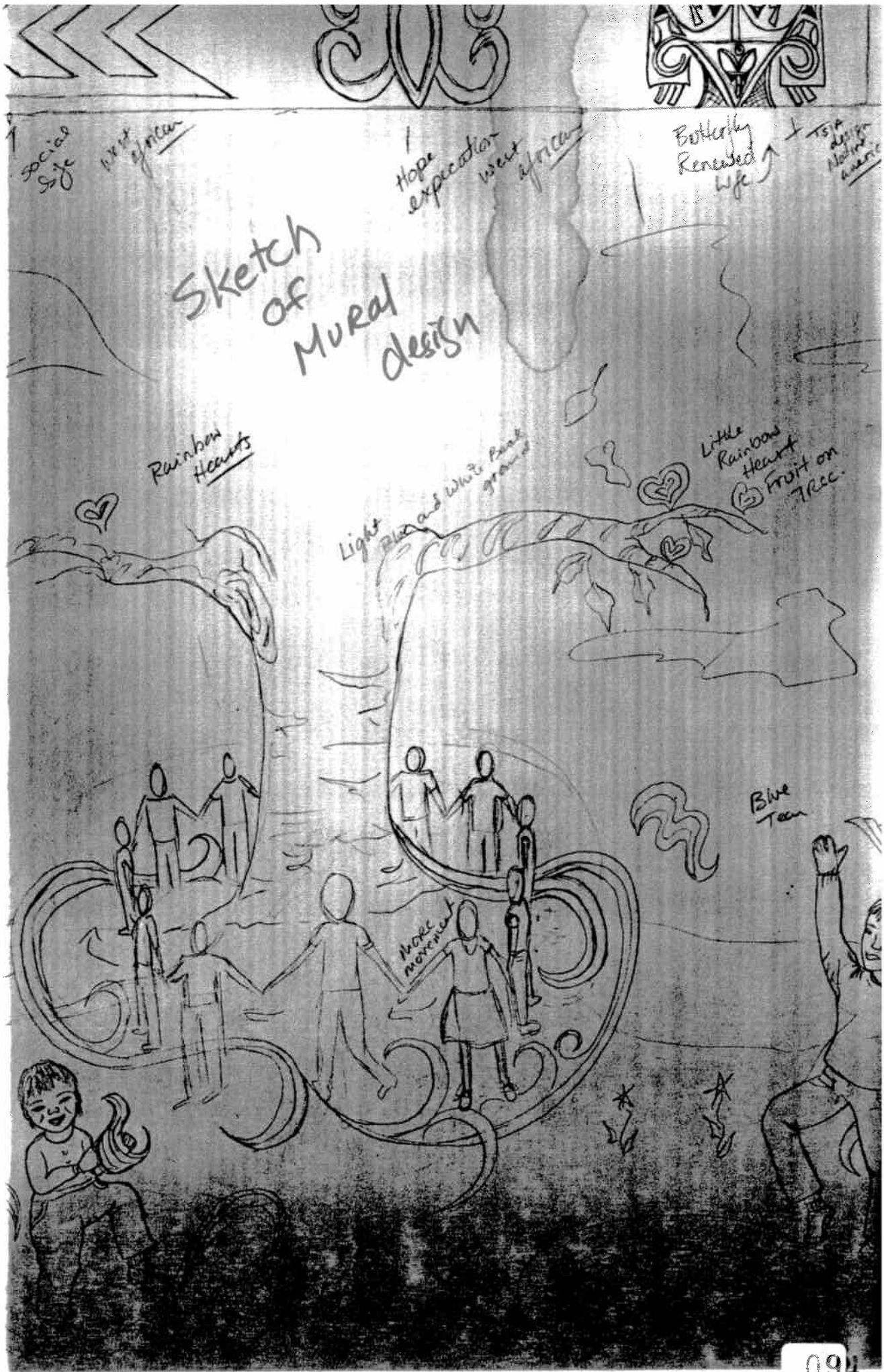
June 1997 to August 1997
NORTH PARK YMCA, Austin, TX
Member Services Representative
Registered new members.
Answered multi-lined phones.
Cashiered.
Oversaw program enrollment.

August 1987 to March 1996
THE PARTY WAREHOUSE, Austin TX
Manager
Maintained daily books.
Purchasing and Ordering.
Personnel Management - hiring, training and scheduling.
Created marketing programs.
Co-ordinate televised and printed advertisements.

Not to
Scale



Thousand Oaks
School



Sketch
of
Mural
design



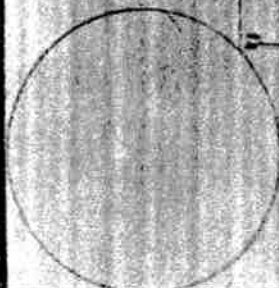
Bliss
Design



Abrams
Design



Green

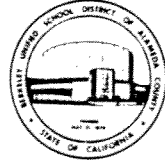


A. Lee



CELEB

BERKELEY UNIFIED SCHOOL DISTRICT
General Services Department
Judson H. Owens, Manager
2134 Martin Luther King Jr. Way
Berkeley, CA 94704



Property Management
Theater Management
Operations Management

Voice (510) 644-8955
FAX (510) 644-6363

DATE: May 11, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
Judson H. Owens, Manager of General Services

REVIEWED BY: 
George Sforogiannis, Chief Financial Officer

SUBJECT: SCHEDULE OF CHARGES

=====

RECOMMENDATION:

*It is recommended that the Board of Education approve the attached
SCHEDULE OF CHARGES and implement the charges beginning July 1, 2001.*

DISCUSSION:

*Board Policy 7000.22 states "The Associate Superintendent for Business shall
establish, and the Property Manager maintain current schedules of use charges
approved by the Board to be levied for the use of school buildings, property and
equipment."*

The SCHEDULE OF CHARGES presently in use has not been revised for a number of years. As such, the need to increase fees is necessary. The rise in cost of living adjustments, maintenance, operating expenses, and the recent escalation in the cost of purchasing utilities, supports the recommended increase.

FINANCIAL IMPACT:

If approved, the increase to the General Fund will be \$49,400.00. The increase is based on the assumption of gross revenues at \$412,000.00.

**BERKELEY UNIFIED SCHOOL DISTRICT
PROPERTY MANAGEMENT DEPARTMENT
FEE SCHEDULE 2001-2002**

-----FACILITY----- INCREASED FEE RATES

1. CLASSROOMS - (1)	\$ 28.00/PER HOUR
(2)	25.00/PER HOUR
(3)	21.00/PER HOUR
2. LIBRARIES	\$ 28.00/PER HOUR
3. MULTI-PURPOSE ROOMS	\$ 56.00/PER HOUR
4. CAFETERIAS	\$ 55.00/PER HOUR
5. CAFETORIUMS	\$ 56.00/PER HOUR
(Cafeteria & Auditorium combined space)	
6. AUDITORIUMS	\$ 67.00/PER HOUR
7. GYMNASIUMS	\$ 45.00/PER HOUR
DONAHUE GYM	168.00/PER HOUR
(Minimum use 4 hours)	
8. THEATERS:	
KING AUDITORIUM	\$ 445.00/4 HOURS
(Additional hour fee)	67.00/PER HOUR
LITTLE THEATER	\$1,751.00/12 HRS
(4 Hr Minimum)	843.00/4 HRS
COMMUNITY THEATER	\$ 2,747.00/12 HRS
(4 Hr Minimum)	2,120.00/4 HRS
(Additional Hours)	211.00/PER HR
To Confirm Reservation	1,725.00
Balance due 10 days prior to event	1,022.00
Security Deposit	5,000.00
(Refundable per guidelines)	

RECOMMENDED

PAGE 2.

9. SWIM CENTERS: 1. TWO INDOOR POOLS @ BERKELEY HIGH

2. ONE OUTDOOR POOL @ WILLARD SITE

3. ONE OUTDOOR POOL @ KING SITE

4. ONE OUTDOOR POOL @ ADULT SITE

**Pools operated by the City of Berkeley Parks & Recreation/Youth & Senior Services.

10. TENNIS COURTS \$ 20.00/PER HOUR

11. FIELDS \$ 56.00/PER HOUR

(Soccer, Football only NO lights)

(BHS Astro Turf Field WITH lights) 84.00/PER HOUR

12. ADDITIONAL EQUIPMENT CHARGES:

(To be used on school sites only)

A/V EQUIPMENT	\$ 40.00
SOUND EQUIPMENT	20.00
OVERHEAD SCREEN	12.00
CHAIRS	3.00 EACH
TABLES	5.00 EACH
PODIUM	7.00 EACH

13. CUSTODIAL SERVICES \$ 28.00/PER HOUR
(Overtime applies holidays, weekends & school breaks)

14. TECHNICAL SERVICES \$ 26.00/PER HOUR
(For services provided after school, holidays, weekends, and school breaks)

15. ADDITIONAL EQUIPMENT AVAILABLE FOR THEATERS

CURRENT

**BERKELEY UNIFIED SCHOOL DISTRICT
PROPERTY MANAGEMENT DEPARTMENT
FEE SCHEDULE 2000-2001**

-----FACILITY-----FAIR MARKET RATES--

1. CLASSROOMS - (1)	\$ 25.00/PER HOUR
(2)	22.00/PER HOUR
(3)	19.00/PER HOUR
2. LIBRARIES	\$ 20.00/PER HOUR
3. MULTI-PURPOSE ROOMS	\$ 50.00/PER HOUR
4. CAFETERIAS	\$ 45.00/PER HOUR
5. CAFETERIUMS	\$ 50.00/PER HOUR
(Cafeteria & Auditorium combined space)	
6. AUDITORIUMS	\$ 60.00/PER HOUR
7. GYMNASIUMS	\$ 40.00/PER HOUR
DONAHUE GYM	150.00/PER HOUR
(Minimum use 4 hours)	
8. THEATERS:	
KING AUDITORIUM	\$ 397.00/4 HOURS
(Additional hour fee)	60.00/PER HOUR
LITTLE THEATER	\$1,563.00/12 HRS
(4 Hr Minimum)	753.00/4 HRS
COMMUNITY THEATER	\$ 2,453.00/12 HRS
(4 Hr Minimum)	1,893.00/4 HRS
(Additional Hours)	188.00/PER HR
To Confirm Reservation	1,540.00
Balance due 10 days prior to event	913.00
Security Deposit	5,000.00
(Refundable per guidelines)	

CURRENT

PAGE 2.

9. SWIM CENTERS: 1. THREE INDOOR POOLS @ BERKELEY HIGH

2. ONE OUTDOOR POOL @ WILLARD SITE

3. ONE OUTDOOR POOL @ KING SITE

4. ONE OUTDOOR POOL @ ADULT SITE

**Pools operated by the City of Berkeley Parks & Recreation/Youth & Senior Services.

10. TENNIS COURTS \$ 18.00/PER HOUR

11. FIELDS \$ 50.00/PER HOUR
(Soccer, Football only NO lights)
(BHS Astro Turf Field WITH lights) 75.00/PER HOUR

12. ADDITIONAL EQUIPMENT CHARGES:
(To be used on school sites only)

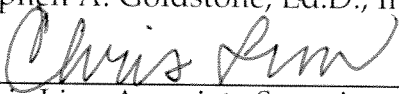
A/V EQUIPMENT	\$ 40.00
SOUND EQUIPMENT	20.00
OVERHEAD SCREEN	12.00
CHAIRS	3.00 EACH
TABLES	5.00 EACH
PODIUM	7.00 EACH

13. CUSTODIAL SERVICES \$ 25.00/PER HOUR
(Overtime applies holidays, weekends & school breaks)

14. TECHNICAL SERVICES \$ 23.00/PER HOUR
(For services provided after school, holidays, weekends, and school breaks)

15. ADDITIONAL EQUIPMENT AVAILABLE FOR THEATERS

Berkeley Unified School District

DATE: June 6, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction
SUBJECT: Approval of School Safety Plans

RECOMMENDATION:

It is recommended that the Board review and approve the School Safety Plans for each school.

DISCUSSION:

Persuant to Education Code 35294.1 each school district and county office of education is responsible for the overall development of comprehensive school safety plans for its schools operating any kindergarten and any of grades 1 to 12 inclusive.

Site School Safety Plans as well as the Education Code statutes regarding school safety plans are available for review in both the Student Services Office, in the Administrative Annex Building and the Instructional Services Conference Room located in the Administration Building.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

Berkeley Unified School District

DATE: June 6, 2001
TO: Members, Board of Education
FROM: Steve Goldstone, Interim Superintendent
SUBJECT: Contract With School Services of California to Provide Study of Business Office

RECOMMENDATION:

It is recommended that the Board of Education authorize the Superintendent to enter into a contract with School Services of California to conduct a study of the Business Office and provide recommendations regarding organization, operation, and related issues.

DISCUSSION:

In conjunction with the administrative reorganization plan included in this agenda, it is important to thoroughly and independently examine the operation of the Business Office. With several vacancies, the introduction of new systems, and a strong need for reorientation, it is a desirable time to make needed changes in order to maximize the positive impact of business services on the District.

School Service of California offers organizational and efficiency studies to assist school districts in providing effective business operations. School Services is a recognized leader in California in providing excellent services to school districts throughout the state.

FINANCIAL IMPACT:


To be determined.

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: June 6, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
David A. Gomez, Ph.D., Associate Superintendent,
Administrative Services

RE: Board Approval of PAR (Peer Assistance Review) Agreement between
BFT and District

RECOMMENDATION:

It is recommended that the Board approve the PAR Agreement between BFT and the District.

DISCUSSION:

This agreement has been in negotiations for the last year between BFT and the District and was approved by the BFT membership 4/6/01.

FINANCIAL IMPACT:

See Agreement 19.11 Budget.



BERKELEY FEDERATION OF TEACHERS
2530 SAN PABLO AVE, BERKELEY, CA 94702
email - bft4tchr@lanminds.com

AFT LOCAL 1078, AFL-CIO
(510)549-2307 **FAX** (510)549-2308

Dr. David Gomez
Associate Superintendent of Administrative Services
Berkeley Unified School District
2134 Martin Luther King Jr. Way
Berkeley, CA, 94704

Dear Dr. Gomez,

I am pleased to report that the membership of the Berkeley Federation of Teachers recently voted to approve the agreed on Article 19 - Berkeley Peer Assistance and Review. Thank you very much for the leadership role you played as Chief Negotiator for the District and for your ability to help bring these important negotiations issues to a successful closure despite joining the process mid-way.

I would appreciate it if you would notify me of the date when you expect to carry this forward Board of Education for District ratification as I plan to speak to it during the "Union Comments" period that evening.

Sincerely,

A handwritten signature in cursive script, appearing to read "Barry Fike", is written in dark ink.

Barry Fike
President, BFT

cc: Steve Goldstone
Chris Lim
Terry Doran

- *This is a copy of full tentative BUSD/BFT Agreement (8 total pages) on the creation of a new Berkeley Peer Assistance and Review Program.*
- *If ratified, it will be included in the BUSD/BFT contract under Article 19.*
- *BFT will conduct a ratification vote during the week of April 23, 2001.*

Article 19. Berkeley Peer Assistance and Review Program

19.1 Implementation of the Program

These contract sections, unless stated herein, are intended for implementation beginning with the 2001-02 school year.

19.2 Purpose of the Program

The Berkeley Peer Assistance and Review Program (B-PAR) is a collaborative effort between the Union and the District. The assistance and review procedures detailed herein are an outgrowth of the Union's and the District's desire to maintain quality performance standards for Berkeley Unified teachers. The procedures detailed herein are also intended to comply with state funding incentives and guidelines. The primary focus of the Program is to maintain quality teaching at all experience levels and provide professional development assistance.

19.3 Purview of Program

The Berkeley Peer Assistance and Review Program (B-PAR) shall include all teachers working with K-12 students.

19.3.1 Commencing with the 2001-02 school year, assistance and professional development of Berkeley Unified teachers will be provided within the Berkeley Peer Assistance and Review Program (B-PAR). Consulting Teachers will be trained and certified to support all teachers, new and veteran, including those participating in BTSA, intern, pre-intern, or other support programs.

19.3.1.1 Consulting Teachers will contribute regular reports to the B-PAR Panel on any permanent status teacher who has received a less than satisfactory evaluation from the previous year.

19.3.1.2 Neither Consulting Teachers nor Consulting Teacher reports will substitute for the Principal's role as primary evaluator of teachers.

19.3.1.3 In accordance with BTSA guidelines, Consulting Teachers will not provide reports on new teachers for whom they are designated Support Providers.

19.3.1.4 The B-PAR Panel will make final recommendations to the Superintendent who then makes recommendations to the Board of Education regarding retention or dismissal of all teachers receiving unsatisfactory evaluations.

19.3.1.5 The B-PAR Panel will develop alternative evaluation procedures to be made available to all permanent status teachers receiving evaluations of satisfactory or better. All new evaluation procedures shall be subject to negotiations between the District and the Union.

19.4 Program Phase-In

19.4.1 During the 2000-01 school year, the Lead Consulting Teachers and the B-PAR Governing Panel members shall further develop aspects of B-PAR in order that the Program be as fully operational as possible for the 2001-02 school year.

19.4.2 Successful implementation of B-PAR requires adoption of a standards based evaluation system.

19.4.2.1 The development of a standards based evaluation system shall be based upon the California Standards of the Teaching Profession and will require development of appropriate evaluation forms, procedures, and timelines.

19.4.2.2 All changes resulting from development of the standards based evaluation system will be incorporated into Article 15, Performance Review.

19.4.2.3 All K-12 teachers shall be required to attend a three (3) hour in-service on the new evaluation standards and procedures. This in-service will be held during the 2001-02 school year, in most cases at the Mandatory Staff Development Day of 8/24 or 8/27. Schools not able to provide this 3 hour in-service during Mandatory Staff Development Day shall complete it during staff meeting time no later than the third week of October.

19.4.2.4 Current provisions under Article 15 will remain in effect for the entire 2000-01 school year and will not change unless the District and the Union agree to implement a new standards based evaluation system sooner than September 2001.

19.5 B-PAR Governing Panel

19.5.1 The B-PAR Governing Panel shall be composed of eight (8) members. Four (4) members shall be teachers appointed by the BFT. Four (4) administrators shall be appointed by the Superintendent, one of which will be the BTSA Director.

19.5.2 Decisions by the B-PAR Panel will be made by consensus whenever possible. Should a vote be required, passage of any decision with either eight or seven members present must have at least five votes. If less than seven Panel members are present for a required vote, the minimum necessary for passage will be reduced by the number of Panel members absent. For example if only six (6) members are present only four (4) votes are required for passage, etc.). No

decision can be made if fewer than five (5) Panel members are present.

19.5.3 The deliberations of the B-PAR Panel shall be closed and confidential. Recommendations regarding retention and dismissal will be based upon input from evaluations by the Site Principal or designated primary evaluator, reports provided by Consulting Teachers, and optional self-reviews by the Participating Teacher.

19.5.3.1 The report of the vote shall only include the number of B-PAR Panel members voting on each side of the question.

19.5.3.2 A Panel member shall excuse his/herself from discussion and voting on any matter in which s/he has a professional or personal conflict of interest.

19.5.5 The B-PAR Panel shall:

- a) review the level and scope of Professional Development Plans for all B-PAR participants.
- b) when resources permit, assign Professional Development Plan support to permanent status teachers who volunteer.
- d) make end of year recommendations regarding teacher retention or dismissal to the Superintendent who will then make recommendations to the Board of Education.
- c) select Consulting Teachers and other teacher leaders paid for from B-PAR funding.
- d) assist in planning the training of Consulting Teachers and other teacher leaders.
- e) review annually the performance of Consulting Teachers.
- f) oversee Consulting Teachers' support of non-BTSA teachers. The BTSA Director is responsible for implementing the legal requirements of the BTSA program. The BTSA director is responsible for the day to day supervision of Consulting Teachers and Support Providers as they support BTSA Participating Teachers.
- g) modify the B-PAR Program within the provisions of the BUSD/BFT contract.
- h) make proposals to the District and the Union for changes to Article 19 or Article 15.
- i) select a Panel Chair to be alternated annually between the District and the Union.

j) develop and administer the B-PAR budget each year.
k) research, evaluate, and adopt professional development resources available within BUSD and the community including, but not limited to:

- 1) Local higher education institutions that would offer courses, content consultations, conferences, classroom visits from professors.
- 2) Recruitment and support for teachers obtaining National Board Certification.
- 3) Identification of teacher center programs, conferences, and consultants from outside the District who would assist in professional development.

l) advise and/or assign professional development resources to Participating Teachers that are relevant and fit identified needs.

m) assure new standards evaluation training for Consulting Teachers.

n) coordinate annual evaluation of B-PAR Program. During the annual evaluation, the B-PAR Panel will explore its role in relation to the review of non-tenured teachers.

19.6 Consulting Teachers

19.6.1 Consulting Teachers will be selected by the B-PAR Panel for a two year term. The B-PAR Panel will have the option of extending the term for a third year.

19.6.2 Each Consulting Teacher shall earn the salary amount, benefits, and years of credit that he/she would normally earn as a BUSD classroom teacher. Each Consulting Teacher will also continue to be eligible for advancement on the salary schedule.

19.6.3 To compensate for additional hours, each Consulting Teacher will earn a \$3,200 stipend annually, plus up to ten additional per diem days. This stipend will be pro-rated for Consulting Teachers with less than 100% full time equivalent release time.

19.6.4 Two release time Lead Consulting Teachers will be selected by the BFT PAR Panel Selection Committee before the end of the 1999-00 school year in order that they can devote the 2000-01 school year to development of the B-PAR Program. These Lead Consulting Teachers will each be provided with up to 10 additional days of pay at a per diem rate and will be eligible to apply for Consulting Teacher positions the following year.

- 19.6.5 Consulting Teachers will have access to desk space, a copy machine, telephones, and other office supplies.
- 19.6.6 The B-PAR Panel will provide each Consulting Teacher with an annual evaluation report. Reports will be written and may include input from fellow Consulting Teachers, B-PAR Panel Members, Principals, and Participating Teachers.
- 19.6.7 At the conclusion of their service, Consulting Teachers shall have return rights to the same school, grade level, and/or subject matter which they held immediately preceding their Consulting Teacher term. Site Principals will be responsible for informing teachers who are currently teaching in a Consulting Teacher's position that the school/grade level/subject assignment may change at the end of the Consulting Teacher's term. If there is no open position or a teacher willing to voluntarily transfer at the end of the Consulting Teacher's term, an involuntary transfer of the teacher will occur so as to make room for the Consulting Teacher's return. All involuntary transfers will be based on criteria established under Article 8, Section 2.
- 19.6.8 A Consulting Teacher's caseload will not exceed 15 Participating Teachers (not including review/report responsibilities of Participating Teachers outside of caseload). Caseloads will be as evenly distributed as possible among all Consulting Teachers.

19.7 Participating Teacher Guidelines

- 19.7.1 All teachers newly hired to Berkeley Unified are required to attend all paid New Teacher Orientation Days that are developed by the B-PAR Panel. All teachers new to Berkeley Unified are also required to participate in the B-PAR program according to guidelines set by the B-PAR Panel.
- 19.7.2 Participating Teachers may, on occasion, be required to remain beyond his/her duty day in order to meet with a Consulting Teacher or the B-PAR Panel.

19.8 Referral of Teachers

- 19.8.1 Any teacher whose contractually valid end of the year performance review is less than satisfactory will be mandated to participate in B-PAR.
- 19.8.2 Each referral shall be reviewed by the B-PAR Panel to determine the level and scope of Professional Development Plan that is most appropriate. The B-PAR Panel may request that Consulting Teachers also make observations and reports on referred teachers in order to determine the level and scope of Professional Development Plan most appropriate for each Participating Teacher.
- 19.8.3 The B-PAR Program shall not be expected to deal with teachers' employment issues that arise from accusations of serious neglect of duty or misconduct and that are distinct from teachers' evaluations in relationship to the California Standards for the Teaching Profession adopted by the District and the Union.

19.9 Participating Teacher Rights to Due Process and Representation

19.9.1 A Mandatory Referred Teacher may be present for the presentation of his/her end of year report to the B-PAR Panel and will be given an opportunity to respond to said report.

19.9.2 All Mandatory Referred Teachers shall have the right to request Union representation during presentations to the B-PAR Governing Panel.

19.9.2.1 A Mandatory Referred Teacher may not be present during deliberations of the B-PAR Panel which are confidential.

19.9.2.2 A Mandatory Referred Teacher shall be entitled to review all end of year evaluations by his/her Principal and all end of year reports generated by Consulting Teachers and to have his/her comments attached.

The B-PAR Panel will provide the Mandatory Referred Teacher with copies of such reports at least five (5) working days prior to the meeting of the B-PAR Panel at which the reports will be considered.

19.9.3 Decisions by the B-PAR Panel to place teachers on a Professional Development Plan shall not be subject to the grievance process, nor shall a decision to alter or end a teacher's participation in a Professional Development Plan be subject to the grievance process.

19.9.4 A Mandatory Referred teacher shall not have access to the grievance process to challenge the contents of reports, review, or decisions of the Consulting Teacher, Principal, or Panel Members, but may file responses that shall be part of the official record.

19.9.5 The Participating Teacher shall have the right to timely reports of progress being made.

19.9.6 The Participating Teacher shall have the right to present reasons in writing to the B-PAR Panel that request a replacement of a specific Consulting Teacher and to have the request considered.

19.9.7 The evaluation records and reports of all Participating Teacher will be placed in that teacher's file. These may be sealed after four years if the teacher requests it and if there have been no incidents of unsatisfactory service in said years.

19.9.8 Should a teacher wish to contest a recommendation for dismissal, the documents related to the case shall be referred to an impartial arbitrator for review.

19.9.8.1 The impartial arbitrator shall be selected from a panel of arbitrators selected by the B-PAR Panel.

19.9.8.2 If the impartial arbitrator determines that procedures have been correctly followed, the Union will agree that its obligation of fair

representation has been met.

- 19.9.8.3 The District and Union agree that the cost of the arbitration process shall not decrease the administrative expenditure limitations of AB1X. If the cost of the process exceeds said limitations, and cannot be reimbursed from other sources, the excess cost shall be split between the District and the Union.

19.10 Board of Education and Superintendent Rights and Responsibilities

- 19.10.1 Nothing herein shall preclude the Superintendent and/or BUSD Board members from examining information which they are entitled by law to review in connection with the report of the performance review process and/or a reemployment decision of a certificated employee.

- 19.10.2 Retention of Education Code Rights: Nothing herein shall modify or in any manner affect the rights of the Board of Education/Superintendent under provisions of the Education Code relating to the employment, classification, retention, or non-reelection of certificated employees.

- 19.10.2.1 Nothing herein shall modify or affect the District's right to issue notices of unsatisfactory performance and/or unprofessional conduct pursuant to Education Code Section 44938.

- 19.10.3 Through its basic liability insurance coverage, the District shall hold harmless the members of the B-PAR Panel and the coaches for any liability arising out of their participation in this program as provided in Education Code Section 44503(c), in the same manner as it would hold harmless its principals and other administrators involved in teacher evaluation process.


19.11 Budget


- 19.11.1 Commencing with the 2001-02 school year, B-PAR revenue shall include, but not be limited to, all PAR (AB1X) funding allocated to BUSD and all BTSA funding allocated to BUSD.
- 19.11.2 Commencing with the 2001-02 school year, all additional BUSD revenues earmarked for staff development will be reported to the B-PAR Panel for allocation input.
- 19.11.3 The cost of releasing each full-time or part-time Consulting Teacher shall be calculated on the basis of the current Step 4, Column II teacher salary plus the maximum single employee benefits package.
- 19.11.4 In the 2001-02 school year, no more than ninety percent (90%) of the cost of the BTSA Director's salary and benefits will be charged to the B-PAR budget. In the 2002-03 school year, no more than eighty percent (80%) of the cost of the BTSA

Director's salary and benefits shall be charged to the B-PAR budget. In the 2003-04 school year, no more than seventy percent (70%) of the cost of the BTSA Director's salary and benefits will be charged to the B-PAR budget.

19.11.5 As part of the annual review, the B-PAR Panel will have access to pertinent budget documents in order to ensure that all Program expenditures were appropriate.

19.11.6 At the conclusion of each fiscal year, if revenue exceeds expenditure, the B-PAR Panel shall determine the allocation of the surplus in a manner that facilitates the purpose of this article.


David A Gómez, BUSD Associate Supt.
Date 4-6-01


Barry Fike, BFT President
Date 4-6-01

Berkeley Unified School District

DATE: June 6, 2001
TO: Members, Board of Education
FROM: Steve Goldstone, Interim Superintendent
SUBJECT: Business and Operations - Reorganization

RECOMMENDATION:

It is recommended that the Board of Education adopt the reorganization plan as displayed on Attachment C – Business & Operations and described below.

DISCUSSION

In reviewing and evaluating the reorganization plan approved by the Board at its meeting of December 6, 2000, it has become apparent that, based on the needs of the District, an additional reorganization is desirable. This reorganization proposal has been developed with the following considerations:

- The establishment of four high level administrators (3 Associate Superintendents and 1 CFO) is unusual for a district of this size. The modification of this top-heavy administrative structure has been designed to be more responsive to District and school needs.
- Although the exact savings have not been determined, the proposed organization will reduce personnel expenses. Although the Associate Superintendent for Support Services position that was designed to be funded by non-General Fund sources has been eliminated, funding will follow function as responsibilities are assigned to other administrative positions.
- The current organization separates important functions. The reorganization moves in the direction of combining related functions. As an example, currently the Maintenance Department is supervised by the CFO while the Associate Superintendent – Support Services, supervises Facilities Construction. These very related functions should be closely connected in the organizational and operational plan for the District.

- Coordination will be improved as a result of modifying responsibilities and hierarchical relationships.
- The important issue of customer service must be addressed. While attitude is the major factor in a service orientation, the administrative structure can add or diminish access to service. This reorganization may facilitate the needed attention to providing service to the District's "customers:" primarily the schools, staff, students, and community.

The proposed reorganization includes the following:

- Creation of the position of Associate Superintendent – Business Services and Operations.
- Elimination of the position of Associate Superintendent – Support Services.
- Elimination of the position of Chief Financial Officer
- Transfer the BSEP line of responsibility to the Superintendent, as was previously the case. This will allow for an important direct connection between this integral and important part of the District and the Superintendent.
- Combine into a Department of Technological Support, as recommend by the FCMAT Report of October 28, 1999, the three separate departments for technological service delivery:
 - Data Processing
 - Technology Department
 - Cable installing component of the Facilities Department.

Although not included in the FCMAT Report, telephone services is also be included in this department.

The combination of the related functions into one department will provide for "the level of management, technical support, and user training required by the district administrative and instructional technology users" called for in the FCMAT Report. This Department of Technological Support will report directly to the Superintendent reflecting its importance and highlighting the importance of educational technology.

- Restructuring Child Nutrition Services into a Department of Nutrition Services designed to provide administrative direction and support for the traditional food service functions, school gardens, the various nutrition initiatives, and build effective working relationships with community groups and other parties

interested in addressing the nutrition needs of the children served by District schools. Reporting relationship will be changed from Budget and Fiscal Services directly to the Associate Superintendent – Business & Operations, highlighting the importance of this function.

- Return the Parent Access Office reporting responsibility to the Associate Superintendent – Instruction. This is a logical relationship since the impact of this function is directly on the schools, students, and the educational program in the assignment of students.

The following attachments provide a history of organizational changes:

- Attachment A: Business & Operations Pre 12/00
- Attachment B: Business & Operations Post 12/00
- Attachment C: Business & Operations Recommended 6/01

Please note that a thorough review followed by recommendations for reorganization will be brought to the Board for action following the receipt and analysis of the report from School Services of California as contained in another item on this Board agenda.

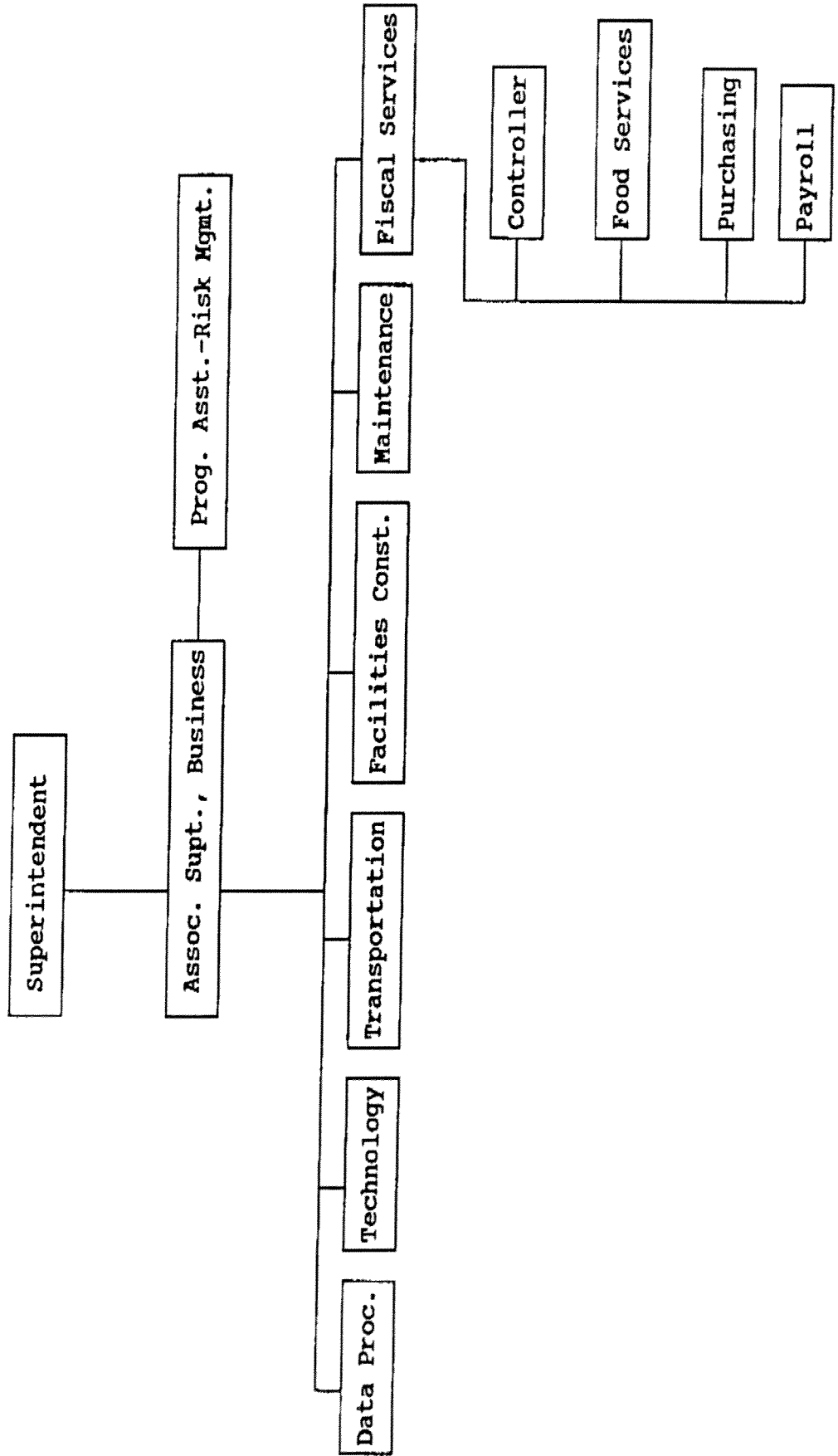
FINANCIAL IMPACT:

The overall impact will be a reduction in personnel expense, the amount to be determined as positions are eliminated, created and/or modified, and salary ranges are adjusted where necessary. The Merit Commission will review changes in classified positions.

BERKELEY UNIFIED SCHOOL DISTRICT

Business & Operations

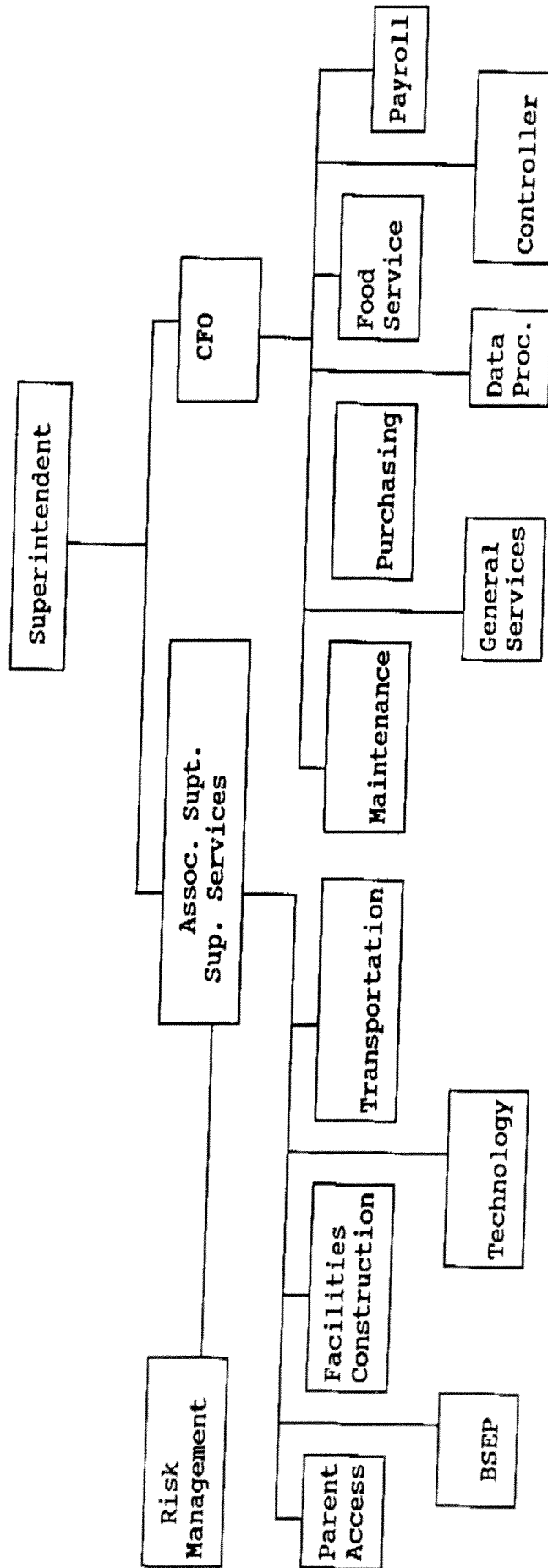
Pre 12/00



BERKELEY UNIFIED SCHOOL DISTRICT

Business & Operations

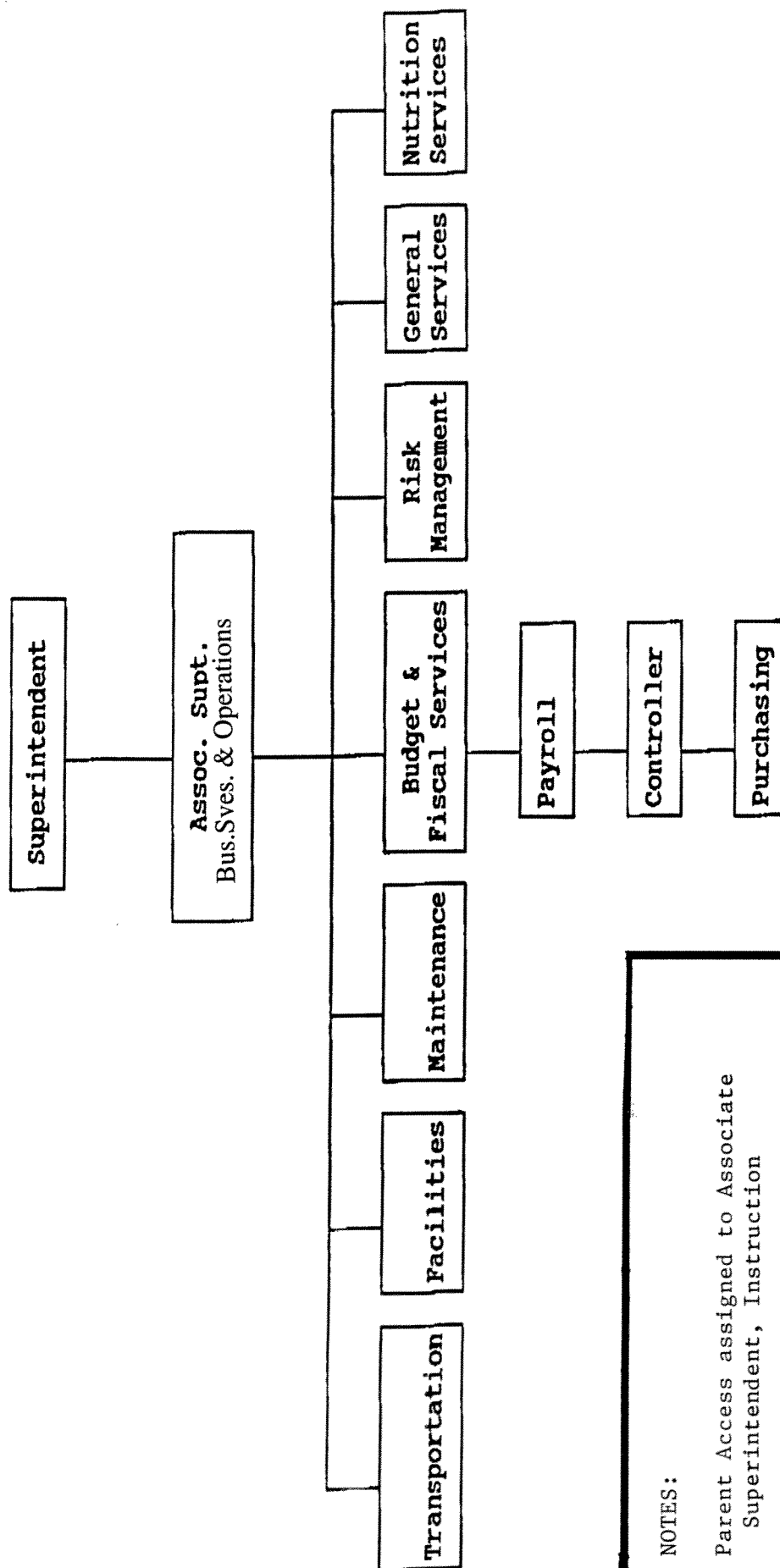
Post 12/00



BERKELEY UNIFIED SCHOOL DISTRICT

Business & Operations

Recommended 6/01



NOTES:

- Parent Access assigned to Associate Superintendent, Instruction
- BSEP assigned to Superintendent
- Data Processing & Technology combined with Department of Technological Support reports to the Superintendent



**BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROJECT**

2134 Martin Luther King, Jr. Way, Berkeley, CA 94704
Phone: 644-8717 Fax: 644-8923

DATE: May 31, 2001
TO: Members, Board of Education
Stephen Goldstone, Ed.D., Interim Superintendent
FROM: Monica M. Thyberg, BSEP Program Manager *MMT*
RE: Berkeley Schools Excellence Project Annual Plan for FY 2001

The *Berkeley Schools Excellence Project Annual Plan for FY 2002* will be transmitted to you by Monday, June 4. As final approvals of the BSEP Planning and Oversight Committee's recommendations for the Annual Plan will only be considered at the Committee's meeting this evening, May 31, 2001, one or two days may be needed to produce the final budget documents. However, the BSEP Class Size Reduction budget is included in the district's General Fund budget document and is shown in reference to the Model E classroom teacher staffing model adopted by the School Board at its meeting of May 16, 2001. The BSEP School Enrichment Program Plans will be presented to the School Board at its meeting of June 20, 2001.

BSEP Funds continue to provide enriching programs which would otherwise not be available to Berkeley's students. However, in the face of static tax revenue and increasing expenses, the choices are increasingly difficult. This BSEP Annual Plan recommends funding for:

- ▶ About 76 (1/6) of BUSD's regular classroom teachers.
- ▶ Over 100 resource persons to provide enrichment programs in music, art, athletics, tutoring and other vital instructional and social-emotional programs.
- ▶ Six music teachers and a half-time Music Program Supervisor to continue re-building the District's renowned Music Program.
- ▶ A Public Information Officer whose myriad efforts enhance BUSD's public profile and nurture community involvement in our schools.
- ▶ Quality instructional materials to supplement each of the curriculum areas, a significant amount of technology hardware, and monies to continue building the school library collections and enrichment materials for special programs as well as technical support staff for the technology, library and music programs.
- ▶ Funding for the Playground Safety Improvement Project as well as new tools and a vehicle for the District's Maintenance Department to provide increased maintenance and security in our schools.

This Annual Plan is the culmination of the year long work by the district-wide BSEP Planning & Oversight Committee, Subcommittees and Site Committees at each school. Our thanks are due to the numerous parents, teachers, principals, administrative and support staff who have worked together so diligently to provide these programs for the school children of Berkeley, and to the citizens of Berkeley whose generosity in continuing to reaffirm the BSEP Measure has allowed the District to offer enriching educational experiences to all of its students.



**BERKELEY UNIFIED SCHOOL DISTRICT
BERKELEY SCHOOLS EXCELLENCE PROJECT**

2134 Martin Luther King, Jr. Way, Berkeley, CA 94704
Phone: 644-8717 Fax: 644-8923

DATE: June 6, 2001

TO: Members, Board of Education
Stephen Goldstone, Ed.D., Interim Superintendent
Christine Lim, Associate Superintendent

Prepared by: Monica Thyberg, BSEP Manager *MMT*

RE: Music Program funding from BSEP for FY 2002

As has been expressed by BUSD's Music Advisory Committee, the goal and vision for the district's Music Program is to offer music instruction and program to every child in the district at every level of his or her instruction. Committee members have presented to the Board, significant evidence affirming the importance of music in the cognitive development of children and the relevance of music in building academic strength, noting research that asserts that music is another language, one that enhances and refines the written, spoken, and read word(s).

The BSEP Planning & Oversight Committee strongly supports the district's Music Program and consistently allocates BSEP monies to continued development of the Program. Following is a summary of the P&O Committee's recommendations for the allocations of BSEP monies to the district's Music Program in FY 2002:

- **Music Program Department Chair.** It is widely acknowledged that the district's Music Program requires stable, committed leadership if the Music Program to realize its potential. The practice of continually rotating supervisors who also have other major responsibilities, has resulted in vital functions--curriculum and staff development, inventory control, teacher and student appreciation, for example--falling "through the cracks."

A Music Department Chair position at .5 FTE is recommended for funding from the BSEP Implementation Office allotment. A grant award in the amount of \$10,000 is expected to offset partial costs of this position if combined with the Arts Coordinator position funded from various grants.

Total BSEP Expense (BSEP Implementation) \$ 45,000

- **Music Program Materials Technician.** For the past 13 years, BSEP funds have been used to acquire a great variety of musical instruments and cases, as well as supplies and equipment such as music stands, drum pads, handbells, Orff instruments and portable CD players and a substantial collection of music

Due to lack of a technical support person to be accountable for this inventory and manage a circulation system, there has also been, unfortunately, loss, theft and misplacement of these valuable items. Thus, the BSEP Educational Materials Subcommittee recommended and the Planning and Oversight Committee adopted a budget recommendation for FY 2002 to provide a new staff position--a *Music Program Materials Technician @ .5 FTE*--to work under the supervision of the Music Program Department Chair to establish and maintain a music library, comparable to the Central Media Library for videos, and to procure, access, and circulate all elements of BUSD's Music Program--musical instruments, equipment, supplies, books, sheet music and other related materials.

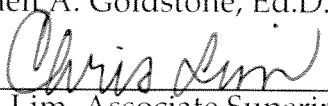
- **Musical Instruments purchase and repair.** BSEP monies will continue to be used for musical instrument purchase and repair, sheet music and supplies for the students in the Music Program. An allocation of \$75,000 is recommended; this amount is more than was budgeted in FY 2001, but is less than requested, thus it is recommended that this line item be a top priority for any unallocated carryover monies in BSEP Fund 6.

► **Release Time Program (4th and 5th Grade).** Despite difficulties in some areas for teachers and students alike in the release time program, after considerable discussion among music teachers, classroom teachers, parents, and principals, and review by administrators, it has been determined that the Release Time instructional model will be continued. Instructional Department staff are working to address many of these issues now and with the engagement of a Music Department Chairperson to supervise the Program next school year, significant improvements can be made.

Total BSEP expense (Fund 5)	\$ 355,000
-----------------------------	------------

¹[Two-fifth (2/5) of the contracted release time is dedicated to the district-wide Music Program.]

Berkeley Unified School District

DATE: June 6, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction
SUBJECT: 1st Reading of Revised Board Policies 5117 Interdistrict
Transfers and 5118 Transfers

RECOMMENDATION:

It is recommended that the Board of Education approve the revisions to Board 5117 – Interdistrict Transfers and Policy 5118 – Transfers.

DISCUSSION:

As a result of a complaint filed against Berkeley Unified School District with the Office of Civil Rights and subsequent assurances given to the Office of Civil Rights, revisions to Board Policies 5118 – Transfers and 5117 – Interdistrict Transfers are necessary. The revisions to the policy were made through consultation with the Director of Special Education, Interim Student Services Manager and District's Legal Counsel.

The Non-tuition Interdistrict Attendance Agreement has been revised to reflect the proposed changes in the policies. The changes in the policies and forms have been noted in **bold** type on the attached documents.

FINANCIAL IMPACT:

There are no additional financial implications to the General Fund as a result of these policy changes.

5117 Interdistrict Attendance

5117.1 Interdistrict Attendance Agreement

A. Students Leaving the District. Interdistrict permits may be granted for K-12 students only if the following criteria are met as determined by the District's Attendance Officer:

1. *Special Education or Unusual Health Programs:* Special Education or unusual health programs are not offered in Berkeley Schools.
2. *Pupil Adjustment:* Mental health or physical safety of the students as recommended by a Berkeley Principal, School Counselor, Special Service persons or Attendance Officer. The student's adjustment must meet the standards of acceptable behavior expected by the Berkeley students.
3. *Racial Considerations.* Racial balance of the grade level and school and total school enrollment will be considered in granting or denying final entry or exit approval,

B. Students Outside the District

1. Recipients of interdistrict transfers may be permitted to attend a school of appropriate grade level in the District but are not entitled to choose a particular school. They may state a preference and that preference may be granted only after requests from Berkeley residents to attend that school have been considered. Berkeley residents, in or out of a school's zone, will be given preference over non-Berkeley residents as to their school of choice. In all cases, the criteria currently used for granting transfers shall be followed.
2. A student who is accepted into a school with an interdistrict transfer may continue to attend that school for the grades that school offers. Upon changing schools to another grade level, the student may be granted the school he/she requests, only after the preferences of Berkeley residents have been considered.
3. **Interdistrict transfers for students based on Education Code 48204(f), the "Allen Bill"**
 - a. **Such transfers shall not be denied or revoked in a manner that discriminates against the student on the basis of a disability.**

- b. The District shall evaluate the application of a student with a disability for Allen Bill attendance using the same criteria used to evaluate applications for non-disabled students. No disabled student who meets the Allen Bill attendance criteria applicable to non-disabled students shall be denied an interdistrict attendance permit, unless the District determines that it cannot implement the disabled student's individual education program or Section 504 plan because it has determined that appropriate special education placement is not available in the District or the District has reached its maximum enrollment capacity in the grade level of the prospective Allen Bill attendee.**
- c. If the District denies a request for a transfer under this provision, the District will provide the reason for the denial of the request in writing to the applicant.**
- d. The approval for Allen Bill attendance of a student who might otherwise qualify may not be made contingent upon the transfer of funds from the receiving district.**

C. Appeal Procedure

- 1. Parents in Berkeley may apply for admittance to a school outside of Berkeley through the Attendance Office
- 2. Applications are reviewed and granted or denied based upon the validity of the request as weighed against the Berkeley interdistrict criteria.

D. Application Denied for Attendance Outside of Berkeley

- 1. Applicant indicates to the Attendance Office (verbally or in writing) that he/she wishes to appeal the decision of denial.
- 2. Applicant is given an appointment for hearing within a week by a three-member panel consisting of school administrators.
- 3. The panel must reach a unanimous affirmative decision to overturn the original denial.

- a. Both the parent and the Attendance Office will present their respective positions to the panel and then leave the room while the panel deliberates.
- b. The decision will be presented to both the parent and Attendance Officer after deliberations are finished.

E. Further Appeal Rights to the County of Residence If the parent is not pleased with the outcome of the Berkeley appeals process or decision, the parent may appeal directly to the Alameda County Board of Education. (See Alameda County Board Of Education Policy No. 9422 on interdistrict appeals criteria.)

5118 Transfers

5118.1 Interdistrict Transfers in General **This policy applies to interdistrict transfers pursuant to Education Code 46600.** As facilities allow, nonresident students, preschool through grade twelve (12), who have obtained an interdistrict attendance permit from their district of residence under an interdistrict attendance agreement with the District shall report to the District Attendance Office. This shall be on a first-come first-served basis, as they can be accommodated. If a request for an interdistrict transfer is denied, the District will provide the reason for the denial of the request in writing to the applicant. Such nonresident students may remain enrolled in the District as long as their behavior, attendance, and academic performance meet District standards. Any nonresident student who fails to meet those standards shall be returned to his/her sending district.

5118.2 Transfers and Withdrawals

A. The attendance service shall administer all student transfers following referrals from individual schools. Such referrals shall be made by credentialed staff members delegated the responsibility by each principal at his/her respective school. Referral of a student to the attendance service shall be made when:

1. It may result in better school orientation for the student.
2. It may improve parent-student-school relationships
3. The school may feel the need for immediate help and seek the aid of the attendance service.
4. The school feels that it has used all of its resources to no avail and referral is the next step.
5. A student, though not suspected of illegal absence, has been absent from school for more than ten (10) days.

B. Investigation may result in referral by the attendance service to one or more of the following:

1. Pupil personnel services
2. Berkeley Department of Public Health
3. PTA
4. The school nurse

5. Family and children's services
 6. The Alameda County Welfare Department
 7. The Juvenile Court
- C. Records of transfers and permits to attend another district shall be kept on a continuing basis and entered into a master file of all students registered in the District.
- D. The approval of the transfer of a student who might otherwise qualify shall not be made contingent upon the transfer of funds from the sending district. The District, however, may seek the cooperation of the parents and the sending district in obtaining such funds.**

5118.3

Students with Disabilities

- A. The interdistrict transfer of a student with a disability may not be denied or revoked in a manner that discriminates against the student on the basis of a disability.**
- B. The District shall evaluate the application of a student with a disability for an interdistrict transfer using the same criteria used to evaluate the interdistrict transfer applications of nondisabled students. No student with a disability who meets the interdistrict transfer criteria applicable to non-disabled students shall be denied an interdistrict transfer unless the District determines that it cannot implement the disabled student's individual education program or Section 504 plan because it has determined that appropriate special education placement is not available in the District or the District has reached its maximum enrollment capacity in the grade level of the prospective interdistrict transfer student.**

BERKELEY UNIFIED SCHOOL DISTRICT
NON-TUITION INTERDISTRICT ATTENDANCE AGREEMENT

200_ – 200_ YEAR

THIS AGREEMENT, made and entered into on _____ pursuant to Section 46600 and **46607** of the Education Code of the State of California, by and between the BERKELEY UNIFIED SCHOOL DISTRICT of Alameda County, State of California, and the _____ SCHOOL DISTRICT of _____ County, State of California.

The above-mentioned parties hereby agree as follows:

Each district agrees to admit to its schools and classes, insofar as facilities permit, all categories of pupils who live in the other district and who have proper permits for attendance from the superintendent (or authorized representative) of the district of residence, who are eligible to attend elementary schools, high schools, or adult school maintained by the district of proposed attendance and who are acceptable to the district of attendance, upon the following terms and conditions.

1. No district will enroll any classification of student prior to the approval and issuance of a permit by the district of residence.
2. This agreement is effective only for the school year ending June _____, and neither party is bound to continue any of the covenants herein contained after the expiration of said agreement.
3. The district of attendance shall claim the average daily attendance for state apportionment and revenue limit purpose and no payment shall be made for services rendered under this agreement except as provided in paragraph 4 and 5 herein below.
4. For any district which would have a reduction of 25 percent or more in its federal grant pursuant to Public Law 81-874 if the average daily attendance of pupils residing within the district were credited to the district of attendance, then the average daily attendance resulting from an interdistrict attendance agreement shall be credited to the district of residence and the district of residence shall pay a tuition to the district of attendance no later than the next August 31, after the close of the fiscal year based on the conditions enumerated in section (b) of the E.C. 46607.
5. For any consortium of school districts operating an adult education and a regional occupation program serving four or more school districts, the school district may agree to claim the unit of average daily attendance on the basis of the district of residence and pay such interdistrict tuition to the district of attendance as agreed to by the participating districts.

6. The district of attendance upon request shall submit to the district of residence a statement in duplicate showing the names and addresses of all pupils covered by this agreement, the total days each pupil attended, and the accrued average daily attendance of such pupils which is credited to the district of attendance.
7. Applicability of this agreement is limited to grade levels mutually maintained by the contracting parties under condition, policies, and limitations established by both the district of attendance and district of residence.
8. The district of attendance shall furnish said pupils the same advantages, equipment, supplies and services as are furnished to other pupils in attendance in its schools.
9. Neither school district can guarantee special education programs or services for non-resident pupils. Non-resident pupils attending regular class programs on an interdistrict agreement who are referred for evaluation to determine whether they are eligible for special education programs or services may have to return to their district of residence to receive such services. Special education evaluation and placement is the responsibility of the district of residence. **With respect to Allen Bill attendees and interdistrict transfers pursuant to Education Code 46600, the responsibility for special education evaluation and placement lies with the school district in which the student is currently enrolled.**
10. For students placed by the IEP process into a district with an interdistrict attendance contract, the district of residence will be charged a portion of the special education rate by the district of attendance in accordance with the attached weighted formula and will be responsible for any deficits passed on by the State to the district of attendance due to inadequate special education funding.

IN WITNESS WHEREOF, parties hereto have caused this agreement to be signed by the designee, clerk or secretary of their respective governing boards, in their behalf, the day and year first written above.

BERKELEY UNIFIED SCHOOL DISTRICT

OF ALAMEDA COUNTY
STATE OF CALIFORNIA

By: _____
Associate Superintendent, Instr.

Date: _____

SCHOOL DISTRICT
OF: _____ COUNTY,
STATE OF CALIFORNIA

By: _____

Date: _____

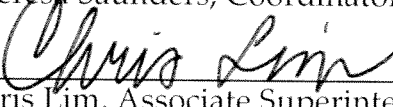
BERKELEY UNIFIED SCHOOL DISTRICT

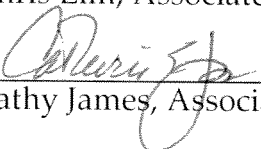
DATE: June 6, 2001

TO: Board of Education

FROM: Steve A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Theresa Saunders, Coordinator, Music Program

REVIEWED BY:  Chris Lim, Associate Superintendent, Instructional Services

 Cathy James, Associate Superintendent, Support Services

SUBJECT: Music Education Instrumental Insurance Coverage Policy

RECOMMENDATION

It is recommended that the Board of Education approve the establishment of a music instrument insurance coverage fee for all students taking instrumental music in the District. The purpose, of which, is to defray the cost of damage, and vandalism of musical instruments to the District.

DISCUSSION

Music Education is an essential program in the Berkeley Unified School District. As such, it has been established as a program scheduled during the school day for students in grades 4 through 12. In order to help facilitate student participation in the program, musical instruments have been purchased by the District for student use. When they are damaged and/or in need of regular repair it is the responsibility of the District to provide this service. However, if an instrument is lost, stolen or vandalized, it is the responsibility of the student to replace and/or repair the instrument. To help provide the resource for instrument repair beyond regular school use and to insure that instruments will not be purposefully vandalized, the District requires a \$10.00 insurance fee from all students using a school instrument in the music program.

The instrument insurance coverage fee is to be a mandatory requirement before an instrument can be issued to a student for use. Parents who choose to not pay the fee will be required to sign a waiver stating that they assume all responsibility for damaged or vandalized instruments used by their children. Accommodations will be made on a case by case basis for parents who cannot afford insurance. The repair costs will be established based on the necessary repairs required to make the instrument "educationally sound" for instructional use in a school program. This fee does not include the cost of regular supplies, i.e., reeds, rosin, valve oil, etc. required for use of the instrument.

Parents will continue to be responsible for the replacement of lost or stolen instruments. The replacement costs will be established at the current market rate for the purchase of a new instrument.

The following conditions apply to use of District-owned instruments:

1. Continuous enrollment and progress in a District instrumental music program
2. Regular attendance in music class
3. The instrument shall be brought to school on all lesson days and returned home the same day.
4. The instrument is properly cared for and the student always has the required supplies
5. The student keeps up with lesson assignments and does the assigned amount of daily practice.

Parent/Guardians/Caregivers agree:

1. The loaned instrument shall be returned to the District, in as good a condition as when received, less reasonable wear and tear, upon demand of any authorized District employee or upon any school change by the student.
2. The instrument must be covered at its Category value before it can be taken home. Instrument insurance covers repairs of damaged instruments. It is a 24-hour per day coverage that extends for the school year or summer depending upon the option that you select. Instrument insurance coverage is to be purchased through the school music teacher or the Music Program Office staff.
3. There will be no reimbursement of the insurance coverage premium even if your student transfers schools, changes instruments, or no longer participates in instrumental music class. The following exceptions apply to transfer of coverage:
 - a. If a student switches to another instrument of the same category, the insurance coverage can be transferred to the new instrument.
 - b. If a student transfers to another school and is issued an instrument of the same category, insurance coverage can be transferred to the new instrument
4. If the instrument is damaged, only licensed, District-approved vendors may repair the instrument. Please arrange for repairs with the school music teacher or the Music Program Office staff.

Insurance Coverage Rates

Instrument Category	Regular School Year	Summer
Woodwinds	\$10.00	\$5.00
Brass	\$10.00	\$5.00
Strings	\$10.00	\$5.00

FINANCIAL IMPACTS

The implementation of the program will generate approximately \$13,130.00 at the elementary school level, \$2,650.00 at the middle school level and \$500.00 at the high school level for an estimated total of \$16,280.00 per year. This is offset

by the cost of instrument repairs which has averaged approximately \$20,000 per year. Thus the overall cost to the District is projected to be approximately \$3,720.00 per year, which is a savings of \$16,280.00 of cost.

BERKELEY UNIFIED SCHOOL DISTRICT
Instrumental Loan Agreement

Music Department (510)644-8831

PLEASE PRINT (INK ONLY)

Student _____

first

last

School now attending: _____ Grade: _____

I hereby request that a Berkeley Unified School District owned instrument be issued to my child (select one):

☐ for use during the academic year

☐ for use during the summer _____
year school in fall

☐ Private music lessons with: _____
name of teacher telephone

☐ Attendance at summer music camp/school: _____
name of camp/school

☐ Other- please specify: _____

Use Loan Agreement

I, the undersigned, promise to be responsible for the return of said instrument upon demand, in as good condition as when received, less reasonable wear and tear. It is understood that at no time is anyone to attempt repair upon this instrument, no matter how minor the damage.

If lost, stolen, or damaged, replacement or repair of this instrument will cost the parent/guardian as much as \$ _____.

If instrument is not returned or replaced upon demand, my child may lose the privilege of using a Berkeley Unified School District instrument in the future.

Parent/Guardian Name (Print) _____

Address _____

Home Tel _____

Work Tel _____

Signature _____

Date: mo. day year _____

Office Use

Instrument: _____
Type Make Model

Serial # Music # BUSD Tag# Old #
Condition: New Excellent Good Fair Poor

Sign out date: _____ Return date: _____
music teacher _____

Top Copy: District Office

Middle Copy: Teacher

Bottom Copy: Parent/Guardian

DISTRITO ESCOLAR UNIFICADO DE BERKELEY**Acuerdo del Prestamo del Instrumento**

Departamento de Música (510)644-8831

POR FAVOR LETRA DE MOLDE (TINTA ÚNICAMENTE)Estudiante _____
Nombre _____ Apellido _____

Escuela a la que asiste actualmente: _____ Grado: _____

Por medio de la presente yo solicito que un instrumento propiedad del Distrito Escolar Unificado de Berkeley se le preste a mi niño/a (seleccione uno):

☐ para usar durante el año académico☐ para usar durante el verano _____
año _____ escuela en el otoño _____☐ Lecciones privadas de música con: _____
nombre del maestro/a _____ teléfono _____☐ Asistencia a una escuela/campamento de música durante el verano: __________
nombre de la escuela/campamento
☐ Otro por favor especifique: _____**Acuerdo del Uso del Prestamo**

Yo, el suscribiente, prometo ser responsable por el regreso de dicho instrumento en cuanto se me ordene, en tan buena condición como cuando estaba cuando lo recibí, menos el uso y el desgaste razonable. Se entiende que en ningun momento nadie debe intentar reparar este instrumento, no importa que tan mínimo sea el daño.

Si se pierde, es robado, o dañado, el reemplazo o la reparación de éste instrumento le costará al padre de familia/tutor tanto como \$ _____.

Si el instrumento no es devuelto o reemplazado en cuanto se ordene, mi niño/a podría perder el privilegio de usar en el futuro un instrumento del Distrito Escolar Unificado de Berkeley.

Padre de Familia/Tutor (Letra de Molde) _____ Domicilio _____ Teléfono Hogar/Trabajo _____

Firma _____ Fecha: mes _____ día _____ año _____

Office UseInstrument: _____
Type _____ Make _____ Model _____Serial # _____ Music # _____ BUSD Tag # _____ Old # _____
Condition: New Excellent Good Fair Poor

Sign out date: _____ Return date: _____

Music Teacher: _____
Top Copy: District Office Middle Copy: Teacher Bottom Copy: Parent/Guardian

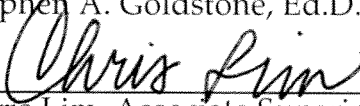
Instrumental Loan Agreement/Spanish

Berkeley Unified School District

DATE: June 6, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction

SUBJECT: 1st Reading of Modifications to the Pupil
Promotion/Retention Policy

RECOMMENDATION:

It is recommended that the Board approve the modifications to the Pupil Promotion/Retention Policy reinstating the "D" grade as passing in English and mathematics at the Middle School and English, mathematics, science and history at the High School.

DISCUSSION:

The proposed modifications are based on feedback from staff and noted in *bold* on the attached policy.

After completing three semesters with the "C" as passing in English and mathematics at the middle school and "C" is passing in English, mathematics, History and Science at the 9th grade it is the overwhelming opinion of middle school and high school staff that the "D" be reinstated as a passing grade. However, it is also the overwhelming opinion of staff that if a student receives a "D" in English or mathematics at the middle school or any core subject in the 9th grade, that s/he be required to attend an intensive intervention program and/or mandatory summer school.

Among the many reasons staff gave for reinstating the "D" grade were the following:

- Provides more accurate information for students and parents on student progress.
- Consistency across all courses (i.e., science, physical education, history and electives).
- More grading options for teachers.
- The "D" grade reflects that the student is doing some work and some engagement in the curriculum.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

**Berkeley Unified School District
Promotion, Retention, Acceleration and Assignment Policy**

The District is committed to the early identification of students at risk of retention in the belief that early detection and intervention enhance the potential for success. Student's academic progress is based upon meeting a range of expectations for promotion including academic grade level standards, course requirements, state and local assessments. Students performing outside this range may be considered for acceleration, assignment, or retention.

The law requires that the classroom teacher(s) make the recommendation that a student be retained. A Student Study Team process may be used to consult and review decisions regarding promotion, acceleration, assignment, or retention. Intensive instructional programs will be provided to students who are recommended for retention or identified as being at risk of retention.

Promotion at the elementary level is based on the student meeting minimum grade level standards in Reading, Language Arts and mathematics. At the middle school level promotion is based on student's earning credits. The promotion of high school students is based upon the completion of graduation requirements and credit status.

I. Definition of Terms

When implementing the Promotion, Retention, and Assignment Policy, the following definitions of terms shall be used:

- A. **Promotion** shall be defined as the advancement to the next higher grade level for a student who has met or exceeds the criteria for promotion as defined by the district's adopted indicators of achievement.
- B. **Assignment** Students who have not met the criteria for promotion, as defined on district adopted indicators of achievement may be assigned to the next grade.
- C. **At-Risk of Retention** shall be defined as a student experiencing serious difficulty in meeting grade level standards. At-risk students are eligible for Intensive Instructional Support Programs that focus on improving student academic achievement.
- D. **Retention** shall be defined as a student remaining in the grade level s/he is currently enrolled in for a subsequent year because it is decided that s/he does not meet the minimum districtwide grade level criteria for assignment and will make significant academic progress by remaining in the current grade level. This decision is typically made after academic interventions have been implemented to improve academic deficiencies and appropriate progress is not made in meeting grade level standards.
- E. **Acceleration** shall be defined as the process of advancing an exceptional, high-achieving student at a more rapid rate than year-by-year promotion.
- F. **Age-Appropriate Advancement** shall be defined as the process of advancing an over-aged student at a more rapid rate than year-by-year advancement. This definition also includes the advancement of a student from elementary to middle school level outside the usual time frame for promotion or assignment.
- G. **Reclassified** shall be defined as high school student's grade level status as a result of not earning sufficient units to be on schedule for promotion to the next grade.
- H. **Grade Level Standards** are the state and district standards that determine minimum and mastery performance of students at each grade level.
- I. **Criteria for Retention** shall be defined as not meeting performance standards on identified indicators of achievement and other classroom/social indicators.
- J. **Intensive Instructional Support Programs** shall be defined as supplemental instruction for students in grades 1-9 who have been retained or are at risk of being retained as defined by the district's multiple measures.
- K. **Student Study Team** shall be defined as a group of professional staff (principal, teachers, support personnel), the student's parent/guardian, and the student when appropriate, who explore strategies and interventions to support the student's academic, social, and emotional growth.

II. Procedural Guidelines

For Promotion, Assignment, Retention, Acceleration, Age Appropriate Advancement, Administrative Placement and Intensive Instructional Support Programs, the following criteria and procedural guidelines shall be implemented:

- A. **Promotion:** Students who meet the criteria for promotion shall be promoted.
- B. **Assignment:** Students who have not met the criteria for promotion, as defined on district adopted indicators of achievement may be assigned to the next grade when:

Elementary

- The recommendation of the teacher or the Student Study Team is that the student will not benefit from another year at the same grade level, or
- The student has been previously retained in the elementary grades.

Middle School

- The recommendation of the English and/or mathematics teacher is that the student will not benefit from another year at the same grade level, or
- The student has been previously retained in the middle school grades.

If a student is assigned from middle school to high school and is not at grade level in English or mathematics, s/he will be required to attend an Intensive Instructional Support Program.

Any student assigned to the next grade will be required to attend Mandatory Summer School.

C. **Retention:**

1. **General Criteria for Retention:** The minimum criteria that will be used to identify all students who are at-risk of retention or who shall be retained include a composite score of multiple assessment measures. The minimum assessments that shall be used for identification are:

- A. Annual districtwide multiple assessments that measure mastery of instructional standards at the student's grade level.
- B. Grades/Rubrics
- C. Assessment results on standardized testing (SAT-9 in total reading and mathematics)
- D. Social Emotional factors listed below

Elementary: The decision to retain shall be made by the classroom teacher based upon the student's grades and district adopted indicators of achievement. A student with no elementary retention history who has not met the minimum criteria for assignment to the next grade shall be retained unless the student's regular classroom teacher, after considering additional non-academic factors that can contribute to a successful retention, determines, in writing, that repeating the grade is not the appropriate intervention for the student's academic deficiencies. Factors to be considered must include:

- Academic success in reading, mathematics, or other academic areas
- Student attitude about retention
- Parent support for retention
- Chronological age
- Maturity
- Physical Size
- Social Adjustment
- Ability Level
- Availability of alternative programs
- Previous/possible interventions

This determination shall specify the reasons that retention is, or is not appropriate for the student and shall include recommendations for interventions that are necessary to assist the student in attaining acceptable levels of academic achievement.

If the teacher's recommendation for assignment is contingent on the student's participation in Mandatory Summer School or an interim session remediation program, the student's academic performance shall be reassessed at the end of the remediation program, and the decision to retain or assign the student shall be reevaluated at that time. The parents/guardians and the home school principal shall meet before any final determination of retention is made.

If a decision to retain is made, the classroom teacher shall put it in writing on the final report of the student and an Individual Retention Plan shall be developed. Such plan should include an evaluation of the student's needs as well as recommended strategies to help him/her reach specific academic goals.

Middle School:

A sixth, seventh or eighth grade student in a middle school who has earned at least 10 out of 12 or 12 out of 14 credits per year, met state, district, and teacher's standards, and

passed all English and mathematics courses with a *D or better* shall be promoted.

Any student who receives a D in English and/ or Mathematics will be strongly recommended to attend an Intensive Instructional Support Program and/or Mandatory Summer School.

Any student not enrolled in a six period day will have specific course completion requirements identified by the Student Study Team and approved by the Principal.

Any student receiving a *F in English and/or mathematics* is considered failing the course and will be assigned to an Intensive Instructional Support Program, including but not limited to Mandatory Summer School, and/or administered an end of course final exam to earn the necessary credits. If the exam is passed, credit is given, but failing grade remains. Any student who fails honors Algebra will be given the 8th grade level exit exam to earn course credit with the failing grade remaining.

Students who have not received sufficient credits per year will retain the same grade status, but may be given classes in the next grade. They will be required to attend Summer School and/or an Intensive Instructional Support Program. Upon earning the necessary credits he/she will be granted status in the next grade.

2. Timeline For Notification Of Being At-Risk of Retention:

When a pupil is identified as being at risk of retention, a parent shall be notified as early in the school year as possible. Initial notification will take place no later than at the completion of the first full grade cycle the student attends, at which time an individualized intervention plan will be developed with the parent/guardian. Second notification will take place at the completion of the second full grading cycle. Third notification along with recommendations for Mandatory Summer School and fall placement will take place in April.

At any time during this process a parent/guardian can request a conference with his/her child's teacher or a Student Study Team.

- D. **Intensive Instructional Support Programs:** A student who does not meet the minimum criteria for promotion shall be required to participate in Supplemental Intensive Instructional Programs that are age appropriate and designed to meet the needs of the participants.

Elementary

1. Classroom Intervention Strategies: Interventions within the school day may include, but are not limited to, purposeful regrouping for specific skills, differentiated instruction, and intensive instructional time in language arts and/or mathematics.
2. Students in grades 1 through 3 who have not met the designated reading level, and student's in grades 4 and 5 who have not met the designated Reading, Language Arts and mathematics levels on the Pupil Progress Report after the first full grading cycle shall be identified as at-risk and eligible for Intensive Instructional Support Programs. Retained students shall be required to participate in Intensive Instructional Support Programs.
3. Students who have been retained during the previous school year will have first priority and students who were at risk of being retained during the previous school year will be given the second priority for enrollment in Intensive Instructional Support Programs.

Middle School

1. Interventions within the school day may include supplemental reading and mathematics classes in lieu of electives, purposeful regrouping for specific skills, differentiated instruction, and intensive instruction for English Language Learners (ELL).
- E. **Acceleration:** A student may be accelerated to a higher grade level when the student demonstrates exceptionally high levels of academic achievement, social and emotional maturity. The wishes of the student and parent and the long-range effect on the student shall be important considerations before advancement takes place. No student will be advanced without the approval of his/her parent/guardian and the recommendation of the Student Study Team.
- F. **Age-Appropriate Advancement:** Students who are over-age due to prior retention or late entry into school may be advanced with the recommendation of the classroom teacher in consultation with the Student Study Team. The wishes of the student and parents and the long-range effect on the student shall be important considerations before advancement takes place. No student will be advanced without the approval of his/her parent/guardian and the consultation of the Student

Study Team. In addition the student will be assigned to mandatory summer school.

- G. **Administrative Placement:** Administrative Placement may be used for new students with no records or for students who do not meet the criteria for promotion. The principal or designee may place the student in the grade determined most likely to result in academic success and a positive social adjustment, after an evaluation of the following criteria:
- The student's chronological age
 - The student's/parent's description of prior school experience
 - Results of initial site level assessments
 - Classroom performance after initial placement
 - The final decision for student placement rests with the principal
- H. **Student Study Team:** A Student Study Team may be utilized at each site at the request of the teacher, parent, or administrator. This process involves professional staff, the parent/guardian, and students as appropriate, and ensures follow up and monitoring of intervention strategies. The team evaluates the academic, social, emotional, and physical development of the student in reaching its decisions.

III. **High School Procedural Guidelines**

A. **Promotion:**

- Grade 9: Based on the current graduation requirements of 220 credits, students must earn fifty-five (55) units for promotion to the tenth grade. *Credit is given if the student earns a grade of D or better.*
- Grade 10-12 Progression: Students must earn fifty-five (55) units each year to be promoted to the next grade and be eligible for graduation. *Credit is given if the student earns a grade of D or better.*
- *Any student receiving a F in English, mathematics, history and science shall be strongly recommended to attend an Intensive Instruction Support Program and/or Mandatory Summer School or s/he will be deficient credits towards high school graduation.*

- B. **Reclassification:** At the high school level students are encouraged to maintain progress toward graduation by having clear guidelines for promotion from grade to grade. Students who do not earn sufficient units to be promoted at the end of each year are considered reclassified. A reclassified student is at risk of not graduating on time and may be required to participate in Intensive Instructional Support to ensure graduation.

IV. **Monitoring Procedures for Reclassified High School Students**

- A. Students who have not earned sufficient units to move to the next grade are notified by mail in August prior to the start of the school year.
- B. In the spring of each year, each student meets with his/her counselor to review the student's progress toward meeting graduation requirements. The following year's schedule is determined by the student, with

guidance from the counselor, and approved by the parent and Principal/designee.

- C. If a student is reclassified s/he may be required to attend Intensive Instructional Support before/after school, on Saturdays or during the summer.

V. Appeal Process

To appeal a retention decision, the appealing party shall submit a written request to the principal specifying the reason(s) for the appeal. The appeal must be initiated within five (5) school days of the notification of retention. The principal shall respond to the appeal within fifteen (15) school days with one of three recommendations.

- Uphold Retention
- Deny Retention
- Set aside retention pursuant to fulfillment of remediation agreement.

The principal's decision may be appealed by submitting a written appeal to the Superintendent/designee within ten (10) school days. Within fifteen (15) school days of receipt of a written appeal, the Superintendent/designee shall decide the appeal. The Superintendent/designee's decision may be made on the basis of documentation prepared as part of the appeal process, or at the discretion of the Superintendent/designee, s/he may meet with the appealing party, the teacher and the principal to decide the appeal.

VI. English Learners

Students who are classified as English Language Learners (ELL) are expected to meet criteria for promotion. However, SAT 9 scores will not be used as criteria for ELL students. In addition, ELL students may receive special accommodations and should not be retained strictly on the on their lack of fluency in English. Consideration for retaining English Language Learners should take place when students are making satisfactory progress in meeting English Language Development Standard. To the greatest degree possible, all English Language Learners should have access to the core curriculum through sheltered instruction.

VII. Special Needs Students

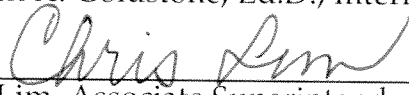
Students with special needs will have their education objectives, including decisions on promotion, defined through their Individual Education Plan (IEP) or 504 Plan. This plan will describe the conditions by which the student will take standardized tests and alternative classroom tests and assessments. If modified or differential criteria are set, they will be stated in the IEP or 504 Plan.

The case manager for the Special Education child shall ensure that the Regular Education teacher is aware of criteria for promotion/retention for each Special Education Child.

VIII. Monitoring Results of the Policy

- A. Data in promotion, retention, and assignment of students will be gathered annually and presented to school principals
- B. Each principal will review the data for their school and the district with their staff as part of the planning for the School Improvement Plan.
- C. An annual report will be made to the board in the fall.

Berkeley Unified School District

DATE: June 6, 2001
TO: Members, Board of Education
FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent
PREPARED BY: 
Chris Lim, Associate Superintendent, Instruction
SUBJECT: 1st Reading of Revision of Board Policy 0210.3 Goals for Student Learning – Middle and High School

RECOMMENDATION:

It is recommended that the Board approve the revisions to Board Policy 0210.3 Goals for Student Learning – Middle and High School.

DISCUSSION:

In order to align our Honors courses with University of California requirements it is necessary to establish pre-requisites for Honors level courses, and Board Policy. Since there are no established pre-requisites for Advanced Placement courses, none will be established for AP courses.

Honors and Advanced Placement Courses are rigorous and require a significant commitment of time for extra assignments and studying. It is expected that once a student is admitted into an Honors or Advanced Placement course that s/he shall remain in the course for the entire semester.

FINANCIAL IMPACT:

There is no financial impact to the General Fund.

0210 Goals for Student Learning

- 0210.1 *The Goal.* Berkeley is a city of diverse populations. BUSD has long embraced and reflected this diversity in its schools and its classrooms via heterogeneous grouping of students. In a heterogeneous classroom, a teacher may not be able to maximize his/her students' educational potential by using a single teaching methodology. Teachers, especially in the elementary grades, are encouraged to utilize a variety of teaching methods to meet the diverse needs of their students. To maximize the educational potential of all BUSD students, every classroom teacher shall provide instruction and material designed to challenge every individual student in the classroom.
- 0210.2 *Elementary Schools.* In the elementary schools, this goal shall be sought by providing materials and instruction to individual students or groups of student which are appropriate to the level of development of such student or students. This may require provision of different materials, resources and instruction techniques to various students within the same class. The goal of instructing students in flexible and changeable performance groups within a heterogeneous class is to maximize every student's performance while minimizing the potential for lowered self-esteem of students having difficulty in a subject area. Teachers shall receive training to help them teach in heterogeneous classrooms.
- 0210.3 *Middle School and High Schools.* *In the Middle School and High Schools, this goal shall be sought by providing classes which expect a certain level of understanding and development. Staff shall attempt to prepare students to move to the highest level attainable.*

Students wanting entry into Honors level classes shall abide by the pre-requisites established by each department. The need for pre-requisites for Honor level classes is a policy set forth by the University of California. Students wanting entry into Advanced Placement classes shall be granted it. There are no pre-requisites for entry into Advanced Placement classes. This policy of no pre-requisites has been established by Educational Testing Services.

Parents need to know that the curriculum of Honors and Advanced Placement classes is rigorous. A commitment to these programs means a commitment to extra assignments, and extra studying. Once this commitment has been made the expectation for the student will be that the student remains in the class for the entire semester. If this time commitment cannot be made then the student should not sign up for the class.

However, the district shall not impose tracking on students. The decision to enroll in a class which expects a certain level of understanding and development shall be with the student and his or her parents. No child shall be excluded from a class because BUSD personnel believe that the student has not achieved or is not expected to achieve a certain level. However, the level of instruction provided in a class shall not be lowered to accommodate students who choose to enroll in such a class without the appropriate level of understanding and development.

- 0210.4 Implementation. The Superintendent, the Associate Superintendent for Instruction, all Principals, and all teachers shall implement this Policy as soon as possible.

This Policy supersedes any prior Board Policy which might be inconsistent with this policy.

BERKELEY UNIFIED SCHOOL DISTRICT

DATE: June 6, 2001

TO: Members, Board of Education

FROM: Stephen A. Goldstone, Ed.D., Interim Superintendent

PREPARED BY: Diane Pico
Diane Pico, Program Manager, Curriculum and Assessment

Chris Lim
Chris Lim, Associate Superintendent, Instruction

SUBJECT: Policy on Selection and Evaluation of Instructional Materials

RECOMMENDATION:

It is recommended that the Board:

- conduct a first reading of the proposed Board Policy 6161.1 Instruction: Selection and Evaluation of Instructional Materials that would replace Board Policy IFAB/ICF/ICFA/IFAA Curriculum and Instructional Material Adoption.
- review the accompanying proposed Administrative Regulations to Board Policy 6161.1.

The policy and administrative regulations being proposed are attached.

DISCUSSION:

Board Policy BDC Policy Adoption (and Revision) states: "Two public readings by motion to adopt or change board policy are needed to adopt or change Board policy." This is the first of the required two public readings for the policy under consideration.

Board Policy IFAB/ICF/ICFA/IFAA attached needs to be updated to reflect current legislation and recommended practices. The policy and administrative regulations being proposed are those recommended by the California School Board Association (CSBA). The full text of the CSBA Sample policy and administrative regulations with explanatory comments has been provided in the attachments.

FINANCIAL IMPACT:

None.

Instruction Selection and Evaluation of Instructional Materials

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students acquire facts, skills and opinions and develop cognitive processes.

To ensure that instructional materials effectively support the district's adopted courses of study and meet current curricular goals, the selection of textbooks, technology-based materials, other educational materials and tests shall be coordinated with the overall development and evaluation of the district's curriculum.

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended or approved. Incompatible activities and conflicts of interest related to the selection and evaluation of instructional materials shall be clearly identified in administrative regulations.

All recommended instructional materials shall be available for public inspection at the district office.

Complaints concerning instructional materials shall be handled in accordance with Board policy and administrative regulation.

Legal Reference:

EDUCATION CODE

- 1720-1723 Preparation of courses of study
- 35272 Education and athletic materials
- 44805 Enforcement of course of studies; use of textbooks, rules and regulations
- 51501 Subject matter reflecting on race, color, etc.
- 60000-60005 Instructional materials, legislative intent
- 60010 Definitions
- 60040-60048 Instructional requirements and materials
- 60060-60062 Requirements publishers and manufacturers
- 60070-60076 Prohibited acts (re instructional materials)
- 60110-60111 Instructional materials on drug education
- 60117-60119 Pupil Textbook and Instructional Materials Incentive Program
- 60200-60206 Elementary school materials
- 60240-60252 State Instructional Materials Fund

Instruction

Selection and Evaluation of Instructional Materials (continued)

60350-60352 Core reading program instructional materials
60400-60411 High school textbooks
60450-60453 Schiff-Bustamante Standards-Based Instructional Materials Program
CALIFORNIA CODE OF REGULATIONS, TITLE 5
9505-9550 Instructional materials

Management Resources:

CDE PROGRAM ADVISORIES

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CDE PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social Content, 1986
edition, revised 2000

WEB SITES

CDE, Curriculum Frameworks and Instructional Resources Division: www.cde.ca.gov/cilbranch/eltdiv/cdsmc.htm

Instruction
Selection and Evaluation of Instructional Materials

Instructional Materials Evaluation Committee

The Superintendent or designee may establish an instructional materials evaluation committee to evaluate and recommend instructional materials for Governing Board approval. This committee shall consist of a majority of teachers and may also include administrators, other staff who have subject-matter expertise, parents/guardians, community members, and students as appropriate.

The committee shall review materials using criteria provided below and in law, and shall provide the Board with documentation supporting its recommendations. Whenever possible, the committee shall consider at least three different textbooks before recommending one for adoption.

Library books and reference materials shall not require committee recommendation or Board approval. The librarian at each school shall select these materials in consultation with the principal, department chairpersons and teachers.

Criteria for Adoption

Instructional materials adopted by the Board shall:

1. For basic instructional materials in grades kindergarten through 8, be selected from among the list of materials approved by the State Board of Education in accordance with law (Education Code 60200)

Non-state-adopted materials may be purchased within percentages established by the State Board of Education or in cases where the Board establishes that state-adopted materials do not promote the maximum efficiency of student learning in the district. (Education Code 60242)

2. Be aligned with content standards adopted by the State Board of Education in 1997 or 1998 for the core curriculum (Education Code 60451)

Instructional materials for grades kindergarten through 8 shall be selected from the list of materials adopted by the State Board of Education using criteria aligned to the content standards. Instructional materials for grades 9 through 12 are basic instructional materials as defined in Education Code 60010 and shall be reviewed and approved, through a resolution adopted by the Board, as being aligned with the content standards. (Education Code 60451)

3. Not reflect adversely upon persons because of their race, color, creed, national origin, ancestry, gender, disability, or occupation, or that contain any sectarian or denominational doctrine or propaganda contrary to law (Education Code 60044)

Instruction

Selection and Evaluation of Instructional Materials (continued)

4. To the satisfaction of the Board, be accurate, objective, current, and suited to the needs and comprehension of students at their respective grade levels (Education Code 60045)
5. With the exception of literature and trade books, use proper grammar and spelling (Education Code 60045)
6. Not provide any exposure to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following: (Education Code 60200, 60048)
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the State Board of Education
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration
7. Meet the requirements of Education Code 60040-60043 for specific subject content
8. Support the district's adopted courses of study and current curricular goals
9. Contribute to a comprehensive, balanced curriculum
10. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject
11. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities and developmental levels
12. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
13. Contribute to the proper articulation of instruction through grade levels
14. Have corresponding versions available in languages other than English as appropriate

Instruction

Selection and Evaluation of Instructional Materials (continued)

15. Include high-quality teacher's guides

16. Meet high publishing standards in terms of the quality, durability and appearance of paper, binding, text and graphics.

Incompatible Activities

To ensure integrity and impartiality in the selection and evaluation of instructional materials, no Board member or staff member shall:

1. Accept any emolument, money or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material (Education Code 60072)

Sample copies of instructional materials are excepted from this prohibition.
(Education Code 60075)

2. Accept any gift, favor, entertainment or item of value from any person or entity that submits or is likely to submit instructional materials or related proposals to the district.

Conflict of Interest

Any person participating in the evaluation, recommendation or approval of instructional materials shall not:

1. Be employed by any person, firm or organization submitting instructional material to the district
2. Have or negotiate a contractual relationship with any such person, firm or organization
3. Receive any compensation from any such person, firm or organization or any of its subsidiaries or controlling entities
4. Have an interest as a contributor, author, editor or consultant in any textbook or other instructional material submitted to the district
5. Discuss any instructional material or related proposal which has been or is likely to be submitted to the district with the person, entity or representative submitting it, except in a meeting scheduled and authorized by the Board or by the committee studying instructional materials

Instruction

Selection and Evaluation of Instructional Materials (continued)

6. Attend workshops, seminars or social events sponsored by publishers, producers or vendors of instructional materials.

An individual formerly employed as a consultant on textbooks or other materials shall not be deemed to be financially interested in the selection or evaluation of instructional materials provided he/she:

1. Has not had a contractual relationship or received compensation for such consultant service in the preceding two years
2. Retains no rights to compensation accruing while selecting or evaluating materials for the district.

An individual shall not be disqualified from selecting or evaluating instructional materials if he/she has only a "remote interest." As used in this regulation, "remote interest" means:

1. That of a nonsalaried officer of a nonprofit organization
2. That of an employee or agent of a public entity or institution of higher education, provided the entity or institution has 10 or more other employees or agents and the individual has been an employee or agent thereof for at least three years
3. That of an editor, consultant, contributor or author of a textbook or other materials which are not being considered or reviewed, provided that such service was performed before selecting or evaluating instructional materials for the district and the individual retains no rights to compensation accruing while he/she serves in this capacity.

Any remote interest must be disclosed to the Superintendent or designee and communicated to the Board. Individuals who disclose a "remote interest" shall abstain from discussing, evaluating or voting on the related material.

CURRICULUM AND INSTRUCTIONAL MATERIAL ADOPTION

The Board of Education is committed to providing a comprehensive, articulated program of education to the youth of our community. The courses of study must encompass step-by-step preparation for higher education, career or vocation. They must simultaneously prepare each student for intelligent and socially responsible participation in the community and promote the greatest possible academic, social, emotional and physical development.

In order to ensure that all programs incorporate timely and relevant instructional materials to meet curriculum objectives at each grade level within each subject matter area, the curriculum planning, development and revision process will be conducted on a sequential cycle in concert with the State of California textbook adoption calendar and will provide for ongoing review by the Board. This process will span grades Kindergarten through 12 and will include the selection of the textbooks and other instructional materials.

REVIEW OF CURRICULUM

The Board of Education will establish a calendar and process for continuing review of curriculum and instructional programs. Each review cycle will begin with a public workshop which will be followed by ongoing reviews for consideration of proposed modifications, recommendations for materials adoption or development and progress reports on implementation and evaluation. Curriculum review activities will conform to the State of California Textbook Adoption cycle, commencing in 1982 with Reading and Literature, followed in subsequent years by: Social Studies, Music, and Art (1983); Bilingual and Foreign Language (1984); Science, Health, and Physical Education (1985); and Mathematics and Vocational Education (1986).

The public workshop at the beginning of each cycle will cover at least the following topics:

1. The program philosophy, goals and grade level objectives
2. Pupil achievement, in general and in specific skill areas
3. Teaching methodology and classroom strategies, with a description of pertinent staff development
4. Integration with other subject matter

5. Pupil placement procedures, including the roles of teachers, parents and site administrators
6. Testing and reporting
7. Instructional time on subject matter
8. Student support services, both those available and those needed
9. A description of community involvement and participation in the development and delivery of the curriculum, as well as a description of available community resources

DEVELOPMENT

The Superintendent will convene a curriculum committee of Berkeley schools' staff, parents, consultants and secondary students to review the curriculum, instructional program and materials, and State approved texts in the subject area under consideration, and to make recommendations to the board for adoption. Recognizing that the State oversees textbook selection and adoption only for grades Kindergarten through eight, the committee will also formulate recommendations for curriculum revision including textbook selection for grades nine through 12.

IMPLEMENTATION

Following materials adoption and modified objectives, a revised curriculum guide will be prepared for the specific discipline. The document will include at least the following: 1) a statement of philosophy and goals; 2) a descriptive statement of the topics to be covered at each grade level together with the grade-level objectives; 3) a statement of competencies each student is expected to acquire; 4) a statement of the additional competencies to be covered with students who have mastered the grade level objectives; 5) a list of textbooks and other instructional materials available in the district to accompany sections of each curriculum.

MONITORING AND EVALUATION

An evaluation program will provide feedback to staff concerning specific areas which need strengthening. The school principals will monitor the implementation of the new curriculum and arrange for specific classroom assistance and staff development as necessary.

In all curriculum development work, care will be taken to assure coordination among the school sites as well as articulation between grade levels. Whenever appropriate, it is recommended that elementary and secondary teachers work together to ensure K-12 articulated goals and objectives in each subject matter area.

Instruction**Selection and Evaluation of Instructional Materials**

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect the ethnic and cultural diversity of our society, and enhance the use of multiple teaching strategies and technologies. The Board's adoption of instructional materials shall be based on a determination that such materials meet criteria specified in law and are an effective learning resource to help students acquire facts, skills and opinions and develop cognitive processes.

To ensure that instructional materials effectively support the district's adopted courses of study and meet current curricular goals, the selection of textbooks, technology-based materials, other educational materials and tests shall be coordinated with the overall development and evaluation of the district's curriculum.

- (cf. 0440 - District Technology Plan)
- (cf. 3220.1 - Lottery Funds)
- (cf. 6010 - Goals and Objectives)
- (cf. 6011 - Academic Standards)
- (cf. 6141 - Curriculum Development and Evaluation)
- (cf. 6143 - Courses of Study)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6161 - Equipment, Books and Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6162.5 - Student Assessment)
- (cf. 6162.7 - Use of Technology in Instruction)
- (cf. 6163.4 - Student Use of Technology)

***Note: Pursuant to Education Code 60002, the Board must provide for "substantial" teacher involvement in the selection of instructional materials and must promote the involvement of parents/guardians and other members of the community in the selection of instructional materials. The following paragraph may be revised to reflect district practice. ***

The Superintendent or designee shall establish a process by which instructional materials shall be reviewed for recommendation to the Board. This process shall involve teachers in a substantial manner and shall also encourage the participation of parents/guardians and community members.

Individuals who participate in selecting and evaluating instructional materials shall have no financial interest in the materials being reviewed, recommended or approved. Incompatible activities and conflicts of interest related to the

CSBA Sample

Selection and Evaluation of Instructional Materials (continued) BP 6161.1

Page 2

selection and evaluation of instructional materials shall be clearly identified in administrative regulations.

(cf. 3315 - Relations with Vendors)

(cf. 9270 - Conflict of Interest)

All recommended instructional materials shall be available for public inspection at the district office.

Complaints concerning instructional materials shall be handled in accordance with Board policy and administrative regulation.

(cf. 1312.2 - Complaints Concerning Instructional Materials)

Legal Reference:

EDUCATION CODE

1720-1723 Preparation of courses of study

35272 Education and athletic materials

44805 Enforcement of course of studies; use of textbooks, rules and regulations

51501 Subject matter reflecting on race, color, etc.

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60048 Instructional requirements and materials

60060-60062 Requirements publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60111 Instructional materials on drug education

60117-60119 Pupil Textbook and Instructional Materials Incentive Program

60200-60206 Elementary school materials

60240-60252 State Instructional Materials Fund

60350-60352 Core reading program instructional materials

60400-60411 High school textbooks

60450-60453 Schiff-Bustamante Standards-Based Instructional Materials Program

CALIFORNIA CODE OF REGULATIONS, TITLE 5

9505-9550 Instructional materials

Management Resources:

CDE PROGRAM ADVISORIES

1002.90 Selection of Instructional Materials, CIL: 90/91-02

CDE PUBLICATIONS

Standards for Evaluation of Instructional Materials with Respect to Social
Content, 1986 edition, revised 2000

WEB SITES

CDE, Curriculum Frameworks and Instructional Resources Division:
www.cde.ca.gov/cilbranch/eltdiv/cdsmc.htm

(12/90) 7/00

DISCUSSION:

The 1998-99 Budget Act appropriated augmented funding for instructional resources that are aligned with the State Board of Education content standards adopted in 1997 and 1998. The State Board adopted content standards in the areas of mathematics, English-language arts, science, and history-social science during those years. The Berkeley Unified School District has in turn adopted these content standards.

Before materials may be purchased from these augmented funds (also known as Schiff-Bustamante funds) at the grade 9-12 level, the district board must adopt the materials. This adoption implies the district board has decided the materials are core instructional materials aligned with the State Board of Education grade 9-12 content standards adopted in 1997 and 1998.

Grade 9-12 instructional materials to be purchased in Berkeley through these funds will be brought to the Berkeley Board of Education for adoption. The grade 9-12 programs purchasing materials through these funds have been asked to indicate what grade 9-12 State Board of Education standards the materials address. They have also been asked to provide a sample for review of any book to be purchased.

The Board adopted the 4th edition of Chemistry and the 5th edition of the Principles of Economics on September 15, 1999. Under consideration now are the 5th edition of Chemistry and the 6th edition of the Principles of Economics.

The alignment to the State Board of Education standards of the books being recommended is noted in the Recommendation above. Additional information regarding Chemistry is provided in an attachment from Aaron A. Glimme, Berkeley High School Science Department. Samples of all books are on display in the Instructional Services Conference Room.

FINANCIAL IMPLICATION:

The instructional materials will be purchased within the allocations provided each site through the instructional materials augmentation funding.

The Advanced Placement (AP) Chemistry classes at Berkeley High currently have two different editions of the same book. We have about 1/3 4th edition and 2/3 2nd edition of Chemistry by Steven S. Zumdahl. We are looking to bring all students to the same standard edition. The 4th edition is no longer available so we must look to the 5th.

I. Alignment with Standards-

Chemistry 5th edition meets or exceeds all of California's science standards; the text is written for a university introductory chemistry class and is widely used and well respected. Please see the attached sheet for which sections of the book correspond to each of the science content standards.

II. Organization-

Chemistry 5th edition follows a very typical sequence of topics and requires little modification for the curriculum that is currently taught. The book follows a spiraling pattern, introducing material and then revisiting it in later chapters. This system is highly effective and helps students to retain more material for a longer time.

III. Assessment-

Chemistry 5th edition contains numerous well thought out and developed Questions and Exercises. The Questions present at the end of the chapter are designed to get students thinking in a qualitative way about the material of the chapter, while the Exercises are designed to give the students more quantitative in work. Together they provide a comprehensive approach to the material.

IV. Universal Access-

Chemistry 5th edition is well written and provides many example problems in the text for students to follow. Additionally, there are study guides and solution manuals, and each book comes with an Interactive CD-ROM. The *General Chemistry: Interactive CD* contains many valuable resources to help students enhance their understanding of the text.

V. Instruction Planning and Support-

Chemistry 5th edition is supplemented by numerous support materials, including a teacher's edition, reference materials, test banks and solutions manuals. Of particular interest is the teacher's web-site maintained by the publisher and author, which includes sample lessons and course outlines.

Overall I consider *Chemistry* 5th edition by Steven S. Zumdahl as one of the finest chemistry texts available today.

Aaron A. Glimme

Title	Chemistry 5th Edition
Author	Zumdahl, Steven S.
Publisher	Houghton/Mifflin
ISBN	0-395-98581-1

Standards Section 1	Atomic and Molecular Structure
---------------------	--------------------------------

Content Standards	Description	Section in book which covers topic
1a	period table, atomic mass	2.7
1b	metals, non-metals etc.	2.7
1c	alkali metals and periodic trends	2.7, 7.10, 7.12, 7.13
1d	bonding electrons	7.11, 8.4
1e	nucleus	2.3-2.5
1f*	transuranics	2.7, 21.3
1g*	quantum numbers	7.3-7.9

1h*	experimental discoveries of atomic structure	2.4, 2.5, 7.1, 7.2
1i*	Bohr model and experiments	7.3, 7.4, 7.5
1j*	Spectral lines	7.2, 7.3

Standards Section 2

	Chemical Bonds	
2a	atoms form bonds	8.1
2b	covalent bonds	8.7
2c	ionic bonds	8.4, 10.7
2d	liquids	10.1, 10.2
2e	lewis dot structures	8.9-8.12
2f*	shape of molecules	8.13
2g*	electronegativity and ionization energy	8.2, 8.8
2h*	intermolecular forces	10.1

Standards Section 3	Conservation of Matter and Stoichiometry
---------------------	--

3a	balancing equations	3.6, 3.7
3b	grams to mole	3.1, 3.2
3c	avogadro's #	3.2, 3.3
3d	chemical formulas and molar mass	3.3
3e	stoichiometric calculations	3.8, 3.9
3f*	% yield	3.8, 3.9
3g*	RedOx rxn.	4.9, 4.10

Standards Section 4	Gases and Their Properties	
4a	molecular collisions	5.1
4b	diffusion	5.7
4c	ideal gas	5.2, 5.3
4d	STP	5.4
4e	Celsius and Kelvin	1.7
4f	absolute 0	5.3
4g*	Kinetic Theory	5.6
4h*	ideal gas law	5.3
4i*	Dalton's law, and Graham's law	5.5, 5.7
Standards Section 5	Acids and Bases	
5a	observations	14.1
5b	Brønsted-Lowry	14.1
5c	Acid strength	14.2
5d	pH	14.3
5e*	Acid definitions	14.1
5f*	calculating pH	14.4, 14.5
5g*	buffers	15.2
Standards Section 6	Solutions	
6a	solute vs. solvent	4.1, 4.2, 4.3
6b	dissolving	4.2
6c	factors of dissolution	4.1, 4.2, 4.3, 11.2
6d	concentration	11.1
6e*	freezing point	11.5
6f*	chromatograph and distillation	1.9
Standards Section 7	Chemical Thermodynamics	
7a	heat flow	6.1
7b	endo. vs exo.	6.2
7c	phase change	6.2, 10.8
7d	specific heat	6.2
7e*	Hess's law	6.3
7f *	Gibb's free energy	16.6, 16.7, 16.8
Standards Section 8	Reaction Rates	
8a	concentration	12.7
8b	temp. and press.	12.7
8c	catalyst	12.8
8d*	activation energy	12.7
Standards Section 9	Chemical Equilibrium	
9a	LeChatelier	13.7
9b	reaction rates	13.1
9c*	equilibrium expressions	13.2, 13.3, 13.4

	Organic Chemistry and	
Standards Section 10	Biochemistry	
10a	polymers	22.6
10b	hydrocarbons	22.1-22.5
10c	amino acids	23.3
10d*	nomenclature	22.1
10e*	functional groups	22.3, 22.5
10f*	proteins	23.1
Standards Section 11	Nuclear Processes	
11a	nuclear forces	21.1
11b	energy released	21.1
11c	radioactive isotopes	21.1
11d	decay	21.1, 21.2
11e	radiation	21.4
11f*	half life	21.2
11g*	quarks	21.5, 21.6