EMERY UNIFIED SCHOOL DISTRICT

EMERYVILLE, CALIFORNIA 94608

RESOLUTION NO. 6 2011-2012

COMMUNITY ENGAGEMENT PROCESS RESOLUTION

FOR DESIGN OF SCHOOL SITES OR RELATED FACILITIES

RESULTING FROM USE OF MEASURE J FUNDS

Whereas, the Emery Unified School District and the City of Emeryville are jointly developing a facilities project known as the Emeryville Center of Community Life which will, as Measure J promised (See Attachment A, "Full Text of Measure J Ballot Language"), will provide a joint-use school and community facility that includes a range of services such as adult education, job training, after-school facilities, child care and public services; and

Whereas, the City/Schools Committee whose membership consists of all five School District Trustees and all five City Councilpersons, has approved a Community Engagement Policy (See Attachment B, "City/Schools Committee Community Engagement Policy #1800") for the work associated with the Emeryville Center of Community Life; and

Whereas, Emery Unified School District voters passed a General Obligation Prop 39 bond known as "Measure J" in November 2010; and

Whereas, the text of Measure J states that the EUSD Board of Trustees shall adopt a Community Engagement Process Resolution that defines and establishes a process for community information, input, and participation in the design of school sites or related facilities; and

Whereas, Measure J requires a Specific Plan for Community Engagement (see Attachment C, "Specific Plan for Community Engagement");

Whereas, the School District Board of Trustees has appointed a Citizens' Oversight Committee (COC) to ensure community engagement as stipulated by the Measure J bond language; and

Whereas, both the City/Schools Committee's "Community Engagement Policy" and the COC's By-Laws stipulate that the COC will provide input regarding the Community Engagement Process Resolution; and

Whereas, the COC has reviewed and given input on this Community Engagement Process Resolution to the School District Board of Trustees and to the City/Schools Committee;

Now therefore be it resolved, that the Emery Unified School District's Board of Trustees defines and establishes the following process for Community Engagement associated with Measure J and the design of school sites or related facilities including the Emeryville Center of Community Life project:

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COMMUNITY ENGAGEMENT[1]

Public facilities in Emeryville are envisioned to be shared community assets that contribute to the well-being of all members of the Emeryville community. In working towards that goal, the community engagement goals in Emeryville are:

- Involve broad representation of Emeryville and EUSD stakeholders to help create community understanding and connection to the Emeryville Center of Community Life;
- Identify and allocate resources that support and sustain opportunities to create relationships across traditional divides;
- Work collectively, across diverse interests and perspectives to sustain a healthy, vibrant and renewed community.

A. DEFINITION OF COMMUNITY ENGAGEMENT

Community Engagement is the involvement of community members in the creation and implementation of major community decisions. Community is not solely defined by geographic boundaries and includes residents, users, community organizations and institutions, neighborhood associations, businesses and workers, cultural communities, advocacy groups, teachers, staff, and students. Community Engagement builds relationships among community members to work side-by-side as ongoing partners, in any and every way imaginable, building common interests, with the end goal of making Emeryville a better place to live.

B. PROCESS FOR COMMUNITY ENGAGEMENT

Build connections to involve community members

- **Go into the community, establish relationships, provide information and get input, build trust, work with formal and informal leaders, and seek commitment from diverse stakeholders.**

  Community engagement requires that we reach out to the fullest possible range of stakeholders. It is essential for those engaging the community to trust one another's motives, interests, and practices. Positive change is more likely to occur when community members are an integral part of a program's development and implementation.

- **Partner with a broad range of stakeholders to ensure equitable access to participation and more equitable community outcomes.**

  Participation is easier if people believe the processes are open and supportive, and there are few barriers to participation. People in a community are more likely to become involved if they identify with the issues being addressed and consider them important. Individuals

[1] Adapted from the U.S. Department of Health and Human Services, Centers of Disease Control, Agency for Toxic Substances and Disease Registry (ATSDR) Committee for Community Engagement, http://www.cdc.gov/phppo/pce/part2.htm

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must feel that they have something to contribute and something to gain, irrespective of past traditions of involvement.

- **Recognize and respect community diversity; consider various cultures and other factors of diversity in designing and implementing community engagement approaches.**

  Diversity may be related to economic, educational, employment, and health status as well as differences in gender, cultures, language, age, mobility, literacy, and interests. Engaging diverse populations will require the use of multiple engagement strategies.

- **Sustain community engagement by identifying, leveraging, and investing in community assets.**

  Community structures and members are resources for sustainable change and action. Community assets include the interests, skills, and experiences of individuals and local organizations. Engaging the community may also involve providing experts and resources to help communities develop the necessary capacities and infrastructure to analyze situations, make decisions, and take action. This assistance may involve training in leadership, facilitating meetings and discussions, and other skills-building activities.

- **Commit to long-term engagement by nurturing community relationships.**

  Building trust and helping communities develop the capacity and infrastructure for successful community action takes time. Goals and metrics will be established for gauging the effectiveness of community participation efforts, and assessment/evaluation protocols will be part of the process for continual improvement.

C. ROLE AND RESPONSIBILITIES

- Staff responsibilities (EUSD, Community Services, Youth, Fellows) include, but are not limited to:
  - Chronicling the ECCL development and implementation process
  - Conducting outreach to the community to encourage participation in ECCL process
  - Coaching community, student, and staff leaders
  - Collecting data for ECCL process and outcomes evaluations
  - Organizing and convening forums, workshops, meetings
  - Analyzing data and delivering evaluation of ECCL processes for multiple audiences
  - Delivering progress toward all 5 City/Schools policy directives (Partnerships, Community Engagement, Wellness, Equity, Sustainability)
- Contracted Consultant responsibilities (Nexus, Turner, etc) include, but are not limited to:
  - Contributing and maintaining of web communications, website content
  - Mentoring community, student, and staff leaders
  - Developing Public relations and information strategies

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    - Implementing specific public relations and information strategies
    - Providing internship opportunities for community, students, staff
    - Together with staff, co-designing and implementing community-based information exchange strategies
    - Together with staff, co-designing and conducting community design workshops
    - Pursuing local workforce development strategies
- COC responsibilities are defined by City/Schools Role and Responsibilities Matrix (approved July 7, 2011), as follows:
    - Providing input to the EUSD Board of Trustees for Community Engagement Process Resolution
    - Providing input to the Board for Community Engagement strategies
    - Monitoring the progress of Community Engagement activities
    - Ensuring that Community Engagement has occurred per the Measure J requirements

I, _____, Clerk of the Governing Board of the Emery Unified School District of Alameda County, State of California, certify that this Resolution was duly passed and adopted by the Board, at an official and public meeting this _____ day of _____, 2011, by the following vote:

AYES:

NOES:

ABSENT:

_____

Clerk of the Board of Trustee

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ATTACHMENT A: FULL TEXT OF MEASURE J

This proposition may be known and referred to as the Emery Unified School District General Obligation Bond of 2010, or Measure J.

FINDINGS

The Emery Unified School District has made excellent progress in educating our children with small class sizes, and excellent teachers. Since 2007, academic performance has improved more in the Emery Unified School District than any other District in Alameda County.

However, our schools and classrooms must be upgraded to meet safety and academic needs. For nearly a decade, the Emery Unified School District has sought a solution to repair and upgrade old classrooms and learning environments, improve school safety conditions, ensure all schools are seismically safe, and bring classroom technology up to date. Current school sites are over 40 years old and lack science labs, energy efficiency, and the technology to keep our students competitive in the 21st century. This measure would allow the district to update and upgrade our schools to ensure our students have the quality learning environments they need.

The District will be collaborating with the City of Emeryville to save taxpayers money by building facilities that maximize cost efficiencies while creating safe schools and quality learning environments. Instead of operating two schools and community facilities separately, the new facilities will include a range of essential services such as adult education, job training, after-school facilities, child care, and health services that are available to all Emeryville children and families at the same location where schools are housed.

The District has sought, and continues to seek, all available outside sources of funding to improve our school buildings, including local, state, and federal grants and state bond funds. The District and City have qualified for State and Federal stimulus money that will help create jobs and improve the local economy; without a local match, these monies would go to other communities.

This measure includes Independent Citizens' Oversight to ensure that monies are spent as promised, and no money will be spent on administrator salaries. All funds will be spent locally to replace old schools that no longer meet current seismic safety standards, and cannot be taken away by Sacramento.

It is necessary to seek voter approval of a bond measure in order to provide the local funding to ensure that the schools that are seismically safe.

BOND AUTHORIZATION

By approval of this proposition by at least 55 percent of the registered voters voting on the proposition, the District shall be authorized to issue and sell bonds of up to $95 million dollars in aggregated principal at interest rates below the legal limit, to provide finance for the specific school facilities projects listed in the Bond Project List attached hereto as Exhibit A-1, subject to all the accountability requirements specified below.

BOND PROJECT LIST

The Bond Project List attached to this resolution as Exhibit A-1 shall be considered a part of the ballot proposition and shall be reproduced in any official document required to contain the full statement of the bond proposition.

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Approval of this Bond Measure (the "Measure") does not guarantee that the proposed project or projects in the District that are the subject of bonds under the Measure will be funded beyond the local revenues generated by the Measure. If state matching funds become available, they will be used for and applied to the Bond Project List as per Exhibit A-1.

ACCOUNTABILITY REQUIREMENTS

The provisions in this section are specifically included in this proposition in order that the voters and taxpayers in the District may be assured that their money will be spent wisely to address specific facilities needs of the District all in compliance with the requirements of Article XIIIA, Section 1(b) (3), of the State Constitution and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Education Code Sections 15264 and following).

Evaluation of Needs. The Board has prepared an updated facilities plan in order to evaluate and address all of the facilities needs of the District. The Board hereby certifies that it has evaluated safety, class size reduction, enrollment growth, and information technology needs in developing the Bond Project List contained in Exhibit A-1.

Independent Citizens' Oversight Committee. The Board shall establish an Independent Citizens' Oversight Committee pursuant to Education Code Section 15278 and following to ensure bond proceeds are expended only on the school facilities projects listed in Exhibit A-1. The committee shall be established within 60 days of the date when the results of the election appear in the minutes of the Board.

Performance Audits. The Board shall conduct an annual, independent performance audit to ensure that the bond proceeds have been expanded only on the school facilities projects listed in Exhibit A-1.

Financial Audits. The Board shall conduct an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects listed in Exhibit A-1.

Special Bond Proceeds Account: Annual Report to Board. Upon approval of this proposition and the sale of any bonds approved, the Board shall take actions necessary to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent of the District shall cause a report to be filed with the Board annually stating (1) the amount of bond proceeds received and expended in that year, and (2) the status of any project funded or to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period as the Superintendent shall determine and may be incorporated in the annual budget, audit, or another appropriate routine report to the Board.

FURTHER SPECIFICATIONS

No Administrator Salaries. Proceeds from the sale of bonds authorized by this proposition shall be used only for the construction, reconstruction and/or rehabilitation of school facilities including the furnishing and equipping of school facilities or acquisition or lease of real property for school facilities and not for any other purpose, including teacher and administrator salaries and other school operating expenses.

The proceeds of the bonds will be deposited into a Building Fund to be held by the Alameda County Treasurer, or alternative approved by the County as required by the California Education Code.

Community Engagement Process. The Emery Unified School District embraces the following Core Values for the Practice of Public Participation as defined by the International Association of Public Participation:

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1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decision.

Should Emery Unified School District Voters adopt this bond, the EUSD Board of Trustees shall adopt a resolution defining and establishing a process for community information, input, and participation in the design of school sites or related facilities. This Community Engagement Process Resolution shall include a specific plan for soliciting community input and participation including a working timeline of community meetings and presentations. This plan shall include, but not be limited to workshops with District and the City's Community Services staffs; meetings hosted by the School District, City, and/or community residents; and ongoing community engagement including web-based communications, mailings, and notices.

EXHIBIT A-1: BOND PROJECT LIST

a. Construct, furnish and equip leased and owned facilities, including but not limited to classrooms, science labs, and schools.
b. Replace, demolish or renovate District properties to meet current seismic safety standards;
c. Replace outdated portable buildings with permanent classrooms;
d. Construct school-site support including libraries, physical education facilities, multipurpose rooms, food service facilities, health and recreation facilities and play fields for joint school and community use;
e. Upgrade and replace classroom technology infrastructure and improve access to computer systems;
f. Acquire available real property as needed to construct facilities;
g. Provide appropriate and sufficient parking facilities including but not limited to pick-up and drop-off access for students;
h. Provide for costs associated with interim housing as needed during the period of construction;
i. Make additional repairs and upgrades as needed to educational facilities;
j. Perform necessary site preparation/restoration in connection with new construction, renovation, demolition, or deferred maintenance of educational facilities including off-site facilities as required;
k. Address unforeseen conditions revealed by construction or emergency repairs (e.g. plumbing or gas line breaks, seismic, structural, asbestos and other hazardous materials);
l. With written consent from neighbors, mitigate items identified by the Environmental Impact Review as appropriate;

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m. Install energy efficient systems including but not limited to solar electrical systems and related infrastructures.

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ATTACHMENT B: CITY/SCHOOLS POLICY #1800 ON COMMUNITY ENGAGEMENT (ADOPTED 02.03.11)

The City Council of the City of Emeryville and the Board of Trustees of the Emery Unified School District, who together comprise the City/Schools Committee, believe that input from staff, parents/guardians, students and members of the Community of Emeryville provides valuable perspectives and expertise to inform the work of the Committee.

The Committee seeks to build a collective sense of ownership of the schools and the community by encouraging open communication and facilitating community-building across diverse interests.

Accordingly, the City/Schools Committee (or their designees), following upon, and with input from the Citizens' Oversight Committee (COC), shall:

- Adopt a resolution defining and establishing a process for community information, input, and engagement in the design of school sites or related facilities.
- Establish administrative councils, task forces, or advisory committees (and/or work in conjunction with existing bodies), that have broad community representation and embrace the "Core Values for the Practice of Public Participation."[1]
- Develop a specific plan for soliciting community input and participation including a working timeline of community meetings and presentations, in alignment with existing City and School District advisory committees and taskforces. This plan shall include, but not be limited to:
    - Workshops with District and the City's Community Services staffs;
    - Meetings hosted by the School District, City, and/or community residents;
    - Ongoing community engagement activities including web-based communications, mailings, and notices; and other elements as defined by the Resolution.
- Encourage proactive engagement of youth, families, and community members
- Develop community practices that distribute responsibility and accountability in open and transparent interactions

The community engagement activities are specifically meant to outlast the duration of the facilities project known currently as the Center of Community Life. They are intended to form relational structures and behaviors that build long-lasting and trusting relationships amongst community members.

[1] As defined by the International Association of Public Participation: (1) Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process; (2) Public participation includes the promise that the public's contribution will influence the decision; (3) Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers; (4) Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision; (5) Public participation seeks input from participants in designing how they participate; (6) Public participation provides participants with the information they need to participate in a meaningful way; (7) Public participation communicates to participants how their input affected the decision.

ATTACHMENT C: SPECIFIC PLAN FOR COMMUNITY ENGAGEMENT[1]

Information Distribution – providing information

- Weekly project updates and comprehensive meeting/event calendar hosted on www.emeryvillecenter.org, with links to City and EUSD websites
- Weekly Nexus partner project progress on www.emeryvillecenter.org
- Mailings, posters, and residential flyers for information and event notifications, as needed
- Community bulletin boards and email listservs, i.e. local organizations and businesses, public places, HOAs, community rooms, Anna Yates Elementary and Emery Secondary School, Community Services locations, staff rooms
- ECCL information booths at community events
- ECCL project presentations for interested community groups, businesses, etc., as requested
- Emeryville Cable Channel 27 public service announcements
- Anna Yates Elementary "Thursday Packet" for information distribution and event notification, as needed
- EUSD "robo-calls" for event notifications, as needed
- Monthly updates by ECCL staff at various EUSD and City Staff Meetings, as requested
- Translated materials, as needed
- Regular project updates at public meetings, e.g. EUSD Board of Trustees meetings, City/Schools meetings, Citizens Oversight Committee
    - City/Schools committee webcasts: http://emeryville.org/MediaCenter.aspx?CID=City-%2f-School-Committee--1.
    - COC web access of audio-recordings: location, TBA

Information Exchange – getting community input

- Diverse stakeholder information and input meetings, i.e. "house-meetings"
    - August 2011—March 2013
    - Weekly progress meetings with various stakeholder groups as requested for community information and input
    - Stakeholder groups as identified by the COC, e.g. HOAs, parent groups, student clubs, staff meetings, etc.
    - Invitations to ECCL Community Design Workshops
    - Translation, as needed
- Monthly ECCL Community Design Workshops
    - August 2011 – March 2012
    - Monthly community design workshops for community input and review throughout Conceptual and Schematic Design phases of the ECCL Project
    - Translation, as needed

[1] Incorporating input from the June 15, 2011 Citizens Oversight Committee meeting

- Web 2.0 on www.emeryvillecenter.org
    - Reviewed and moderated by the Nexus partners
    - Linked to popular social networking sites, facebook and twitter
    - Project blog highlighting aspects of the ECCL facilities and program design, e.g. community schools models, Wellness initiative, Family Resource Center, Recreation Department offerings, landscape architecture, design and construction process
        - Rotating guest-responders/authors, e.g. Nexus partners, teacher, parent, student, business community member, etc.
    - Web-based "interest-groups," e.g. parents, artists, students, business leaders
        - Participants able to post ideas, pictures, videos