



# Harvest Park Middle School

4900 Valley Avenue • Pleasanton, CA 94566 • PH: (925) 426-4444 FAX: (925) 426-9613 • Grades 6-8  
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## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### **Pleasanton Unified School District**

4665 Bernal Ave.  
Pleasanton, CA 94566-7498  
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[www.pleasantonusd.net](http://www.pleasantonusd.net)

#### **District Governing Board**

Mark Miller, President  
Valerie Arkin, Vice President  
Joan Laursen, Member  
Jamie Hintzke, Member  
Steve Maher, Member

#### **District Administration**

David Haglund, Ed.D.  
**Superintendent**  
Micaela Ochoa  
**Deputy Superintendent,  
Business Services**  
  
Odie J. Douglas, Ed.D.  
**Assistant Superintendent,  
Educational Services**  
  
Julio Hernandez  
**Assistant Superintendent,  
Human Resources**  
  
Edward Diolazo  
**Assistant Superintendent,  
Student Support Services**

### **School Description**

Harvest Park Middle School is located in Pleasanton Unified School District and is one of three middle schools out of a total of fifteen schools. Pleasanton is an upper middle class community in the San Francisco Bay Area that places great emphasis on and devotes available resources to benefit all students.

### **Principal's Message**

Harvest Park received the distinction of a California Gold Ribbon School in 2017 for our implementation of technology in the classroom. Our high performance can be attributed to staff development in standards alignment, Professional Learning Communities (PLCs), blended learning, character education, our highly qualified staff, very supportive parents and hardworking students. The staff and community at Harvest Park Middle School strive to maximize dynamic opportunities while continuing to have the highest expectations for achievement and personal growth for its students.

### **Mission Statement**

Kids Come First at Harvest Park Middle School where teachers, students, staff and community collaborate to educate the whole child.

### **Vision Statement**

Harvest Park Middle School will continue to build on its tradition of providing a smooth transition from elementary to high school. Our supportive school community will guide students to become lifelong, self-motivated learners and leaders who are productive, responsible members of society. The unique needs of our students will be addressed by a wide variety of innovative programs and teaching styles. As a learning community we are committed to developing the whole child by providing a safe environment focusing on academics, arts, attitude, athletics, and activities. The highest expectations for academic success, technological expertise, and moral and civic responsibility will be required of our students as our standards-based curricula prepare them to compete and thrive in a diverse and changing global society.

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	382
Grade 7	418
Grade 8	389
<b>Total Enrollment</b>	<b>1,189</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0
Asian	43.1
Filipino	2.5
Hispanic or Latino	5.6
Native Hawaiian or Pacific Islander	0.1
White	43.2
Two or More Races	4.4
Socioeconomically Disadvantaged	4.5
English Learners	4.5
Students with Disabilities	7.7
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Harvest Park Middle School	15-16	16-17	17-18
With Full Credential	55	47	52
Without Full Credential	0	3	1
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	653
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Harvest Park Middle School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

### Instructional Materials

All textbooks used in the core curriculum at Harvest Park Middle School are currently being aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 26, 2017, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2017-2018.06 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2017-18 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: November 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2017 McGraw Hill - Study Sync, National Geographic/Cengage - Inside, Houghton Mifflin- English 3D The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2015 California GoMath!, 2015 HMH Algebra 1, 2015 HMH Geometry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2007 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2007 Glencoe/McGraw-Hill, Glencoe Discovering our Past 2007 McDougal Littell, Creating America 2007 Teachers' Curriculum Institute, History Alive! California Middle Schools Program The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	2005 Pearson Prentice Hall, Realidades Student Edition - Levels A & B The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements (Most Recent Year)

### School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Harvest Park Middle School's original facilities were built in 1968; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Replaced concrete walk at preschool.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and three evening custodians are assigned to Harvest Park Middle School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

#### Deferred Maintenance

Harvest Park Middle School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

#### Facilities Inspection

The district's maintenance department inspects Harvest Park Middle School on an annual basis in accordance with Education Code §17592.72(c)(1). Harvest Park Middle School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on May 5, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 5/2/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			E Buidling Admin & Classrooms: E 39 too much clutter- 41-42 Ni light switch to turn lights off
<b>Electrical:</b> Electrical		X		E Buidling Admin & Classrooms: E 39 too much clutter- 41-42 Ni light switch to turn lights off
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	83	83	80	80	48	48
Math	79	82	76	76	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	418	412	98.6	91.8
Male	210	208	99.1	89.4
Female	208	204	98.1	94.1
Asian	162	160	98.8	96.9
Filipino	13	13	100.0	84.6
Hispanic or Latino	22	22	100.0	68.2
White	201	198	98.5	89.9
Two or More Races	13	13	100.0	100.0
Socioeconomically Disadvantaged	17	16	94.1	87.5
Students with Disabilities	36	33	91.7	54.6

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	93	92	86	86	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.9	28.2	46.3

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,208	1,188	98.34	82.91
Male	635	622	97.95	77.33
Female	573	566	98.78	89.05
Black or African American	--	--	--	--
Asian	526	518	98.48	90.73
Filipino	27	27	100	77.78
Hispanic or Latino	69	68	98.55	63.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	520	510	98.08	77.84
Two or More Races	55	54	98.18	85.19
Socioeconomically Disadvantaged	62	59	95.16	52.54
English Learners	112	101	90.18	63.37
Students with Disabilities	95	91	95.79	23.08

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2016-17 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,208	1,198	99.17	82.14
Male	635	629	99.06	81.24
Female	573	569	99.3	83.13
Black or African American	--	--	--	--
Asian	526	525	99.81	93.14
Filipino	27	27	100	74.07
Hispanic or Latino	69	68	98.55	51.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	520	512	98.46	76.17
Two or More Races	55	55	100	81.82
Socioeconomically Disadvantaged	62	62	100	38.71
English Learners	112	112	100	69.64
Students with Disabilities	95	91	95.79	23.08

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2017-18)

#### Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering, participating in a decision-making group, or simply attending school events. In addition, there are several parent education opportunities to help give parents the tools they need to support their middle schooler(s). Parents stay informed on upcoming events and school activities through flyers, school newsletters, the school marquee, the school website, and teacher websites.

#### Opportunities to Volunteer:

Chaperone

Fundraising Activities

AVID Tutors

Student Store

Garden

#### Committees:

Parent Teacher Student Association

School Site Council

English Learner Advisory Committee

Positive Behavior Intervention and Supports (PBIS)

Harvest Park Music Boosters

#### Parent Education Opportunities:

Coffee with the Principal

New to HPMS Parent Presentation

Study Skills Parent Night

Parenting Forum

#### School Activities:

Back to School Night

Open House

Sports Events

Cheerleading Events

Music Productions

Open House BBQ

Fine Art Productions

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

#### School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Harvest Park Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan will be reviewed, updated, and discussed with school staff in Fall 2017.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.4	1.9
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.7	1.5	2.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

#### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.6
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.8
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist	4
Other	0.50
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	23	24	10	10	9	19	22	22	5	3	3
Mathematics	13	10	13	1	2	3						
Science	31	31	31	2	1	2	11	10	14	13	14	10
Social Science	29	28	29	2	2	2	16	21	19	9	5	6

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

#### Professional Development provided for Teachers

All training and curriculum development activities at Harvest Park Middle School directly correlate with our school goals and district initiatives. Our focus areas for professional development are:

- Common Core State Standards
- Blended Learning and Technology
- Professional Learning Communities (PLCs)
- AVID
- Response to Intervention (RTI)
- Inclusion and Co-Teaching
- Positive Behavior Interventions and Supports (PBIS)
- Equity



Teachers attend a variety of workshops, conferences, and in-service opportunities that focus on the above areas. Some of the conferences include:

- PLC at Work
- AVID Summer Institute
- AVID Path Trainings
- Google Summit
- California Mathematics Council North
- RTI with Mike Mattos
- California Science Education Conference

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Teachers may request to attend a conference or training that supports our goals and initiatives. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Harvest Park Middle School offers support to new and veteran teachers through peer coaching and mentoring. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,505	\$48,522
Mid-Range Teacher Salary	\$86,352	\$75,065
Highest Teacher Salary	\$105,865	\$94,688
Average Principal Salary (ES)	\$130,029	\$119,876
Average Principal Salary (MS)	\$141,795	\$126,749
Average Principal Salary (HS)	\$149,196	\$135,830
Superintendent Salary	\$220,000	\$232,390
Percent of District Budget		
Teacher Salaries	46%	37%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

FY16-17  
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2016-17 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Educator Effectiveness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Vocational Programs

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,100	\$179	\$5,921	\$94,328
District	◆	◆	\$5,749	\$90,207
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			3.0	4.9
Percent Difference: School Site/ State			-9.9	21.2

\* Cells with ◆ do not require data.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.