

Hanford Elementary School District

Wednesday, December 11, 2013

District Office Board Room

714 North White Street, Hanford

ANNUAL ORGANIZATIONAL MEETING

- 5:30 p.m.**
- Call to Order
 - Members present
 - Pledge to the Flag

CLOSED SESSION

- **Student Discipline** (*Education Code Section 48918...requires closed sessions in order to prevent the disclosure of confidential student record information*)
Readmission Recommendations
 Case# 12-02 – Kennedy
 Case# 12-48 – Lincoln
 Case# 12-56 – Wilson
 Case# 13-03 – Wilson
- **Personnel** (*Pursuant to Government Code Section 54956.9, trustees will adjourn to Closed Session to discuss the items listed below. The items to be discussed shall be announced in accordance with Government Code Section 54954.5 and/or under Education Code provisions.*)

Public Employee Discipline/Dismissal/Release (GC 54957) – Case#2014-02

OPEN SESSION

6:00 p.m.

- Take action on Student Discipline
- Report action taken, if any, in closed session

1. Board Organization

Election and appointment of officers

- President
- Vice President
- Clerk

Designate trustee participation on district committees

- Finance Committee (2)
- Budget Committee (2)
- Kings County School Board Association (1)
- HESD Educational Foundation (1)

Adopt Board Meeting Calendar for 2014

- *Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the Superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.*
- *Any individual who requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent in writing.*

2. PRESENTATIONS, REPORTS AND COMMUNICATIONS

(In order to insure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the president and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit the total time for public input on each item to 20 minutes.)

- a) Public Comments
- b) Board and staff comments
- c) Requests to address the Board at future meetings
- d) Review Dates to Remember

3. CONSENT ITEMS

(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)

- a) Approve warrant listings dated: November 8, 2013; November 15, 2013; November 22, 2013; and December 2, 2013.
- b) Approve minutes of November 12, 2013 Board Meeting.
- c) Approve interdistrict transfers as recommended.
- d) Approve donation of \$3,000.00 from Martin Luther King PTC to MLK Teachers. (Colvard)
- e) Approve donation of \$900.00 from JFK Igniters Club toward the purchase of wrestling singlets. (Arakelian)
- f) Approve donation of \$600.00 from Washington PTC to Washington School. (Rubalcava)

4. INFORMATION ITEMS

- a) Receive for information the following revised Board Policy: (Carlton)
 - BP 0520.2 – Title I Program Improvement Schools
- b) Receive for information the following revised Administrative Regulation: (Carlton)
 - AR 0520.2 – Title I Program Improvement Schools
- c) Receive for information the following revised Board Policy: (Carlton)
 - BP 0420 – School Plans/Site Councils
- d) Receive for information the following revised Administrative Regulation: (Carlton)
 - AR 0420 – School Plans/Site Councils
- e) Receive for information the following revised Board Policy and Administrative Regulation: (McConnell):
 - BP/AR 5141.31 – Immunizations
- f) Receive information about the Local Control Funding Formula and Local Control Accountability Plan. (Terry)
- g) Receive 2014-15 Budget Calendar. (White)

5. BOARD POLICIES AND ADMINISTRATION

- a) Consider adoption of the following revised Board Policy and Administrative Regulation: (White)
 - BP/AR 7214 – General Obligation Bonds
- b) Consider adoption of the following revised Administrative Regulation: (Williams)
 - AR 3542 – School Bus Drivers
- c) Consider adoption of the following revised Administrative Regulation: (Williams)
 - AR 4361.23 – Personal Necessity Leave/Other Leaves
- d) Consider adoption of the following revised Administrative Regulation: (Williams)
 - AR 4361.25 – Family Illness Leave
- e) Consider approval of the following revised Board Policy and Administrative Regulation: (Mulligan)
 - BP/AR 1330 – Use of School Facilities
- f) Consider approval of the following revised Administrative Regulation: (Mulligan)
 - AR 3514 – Environmental Safety
- g) Consider adoption of the following revised Board Policy: (McConnell)
 - BP 5145.3 – Nondiscrimination/Harassment
- h) Consider accepting a parent volunteer, Kjirsti Jordan, as the Hanford Elementary School District's representative to the SELPA Community Advisory Committee. (McConnell)
- i) Consider approval of the annual update of the Local Agency Plan (LEAP). (Carlton)
- j) Consider approval of a 3.5% salary increase and extend work year by two days for Assistant Superintendents, with salary increase retroactive to July 1, 2013. (Terry)
- k) Consider approval of a 3.5% salary increase and extend work year by two days for Superintendent, with salary increase retroactive to July 1, 2013. (White)
- l) Consider approval of a 3.5% cost-of-living increase to rate of pay for Yard Supervisor service. (Williams)
- m) Consider approval of purchase of L.E.D. message board from Sign Works for JFK Junior High School. (Strickland)
- n) Consider approval of consultant contract for Lindamood Bell to provide 3 days of Learning Processes Training to MLK Staff. (Colvard)
- o) Consider approval of Charter School Petition for Jefferson Charter Academy. (Espindola)

6. PERSONNEL (Williams)**a) Employment**Certificated

- Tagen Ormonde, Teacher, Probationary I, Simas, effective 12/9/13

Temporary Employees/Substitutes/Yard Supervisors

- Sabine Appleby, Short-term Yard Supervisor - .50 hrs., Hamilton, effective 11/20/13 to 12/20/13
- Yolanda Bell, Girls 4-6 Basketball Coach – 2 units, Roosevelt, effective 11/12/13 to 2/1/14
- Ashley Candelaria, Substitute Yard Supervisor, effective 11/21/13
- Angel Hawkins, Substitute Alternative Education Program Aide, Special Circumstance Aide, Special Education Aide and Yard Supervisor, effective 11/4/13
- Kimberly Jenkins, Yard Supervisor – 1.0 hrs., Monroe, effective 12/2/13
- Luz Najar, Short-term Special Circumstance Aide – 5.75 hrs., (M,T,Th,F) and 4.5 hrs. (W), Lincoln, effective 11/13/13 to 12/20/13
- Brian Perrott, Girls 4-6 Basketball Coach – 2 units, Lincoln, effective 11/13/13 to 2/1/14
- Erwin Rosaroso, Substitute Custodian I, effective 11/18/13

- Eric Sawyer, Substitute Yard Supervisor, effective 11/8/13
 - Sylvia Solorio, Short-term Educational Aide – 5.0 hrs., Monroe, effective 12/2/13 to 12/20/13
 - Gennifer Soriano, Short-term Yard Supervisor – 2.0 hrs., Lincoln, effective 11/12/13 to 12/20/13
 - Beau Vieira, Substitute Bus Driver, effective 11/5/13
 - Cheyenne Zimmerman, Yard Supervisor – 1.25 hrs., Monroe, effective 12/2/13
- b) Resignations
- Beau Vieira, Substitute Bus Driver, effective 11/7/13
- c) Promotion/Transfer
- John Borges, from Lead Custodian – 8.0 hrs., Monroe to Head Custodian – 8.0 hrs., Kennedy, effective 12/16/13
- d) Temporary Out of Class Assignment
- Maribel Aguilera, from Bilingual Clerk Typist II – 8.0 hrs., to School Operations Officer – 8.0 hrs., Richmond, effective 11/12/13 to 12/20/13
- e) Temporary Out of Class Assignment/Transfer
- Kristi Ochoa, from READY Program Tutor – 4.5 hrs., Lincoln to Lead READY Program Tutor – 5.0 hrs., Simas, effective 11/14/13 to 12/20/13
- f) More Hours
- Gennarina "Genella" Alvarez, Yard Supervisor, from 2.5 hrs., to 2.75 hrs., Hamilton, effective 11/8/13
 - Linda Garcia, Short-term Yard Supervisor, from 2.0 to 2.5, Jefferson, effective 11/1/13 to 12/20/13
 - Debora Harris, Yard Supervisor, from 3.5 hrs. to 3.75 hrs., Hamilton, effective 11/8/13
 - Dan Ramponi, Bus Driver, from 4.5 hrs. to 6.0 hrs., Transportation/DSF, effective 11/18/13
 - Pearl Rodriguez, Short-term Yard Supervisor, from 1.75 hrs. to 2.25 hrs., Hamilton, effective 11/12/13 to 12/20/13
 - Rosemarie Rodriguez, Yard Supervisor, from 2.0 hrs. to 2.25 hrs., Washington, effective 11/12/13
- g) Decrease in Hours
- Maricia Cuevas, Yard Supervisor, from 1.75 hrs. to 1.25 hrs., Hamilton, effective 11/12/13
- h) Job Description
- Personnel Specialist /Confidential - revised
- i) Volunteers
- | <u>Name</u> | <u>School</u> |
|------------------------|---------------|
| Elizabeth Flynt | Hamilton |
| Olga Martinez | Jefferson |
| Natasha Simonsen | Jefferson |
| Virginia Brito | King |
| Yvonne Castillo | King |
| Margarita Garcia | King |
| America Ramirez | Lincoln |
| Yaneth Ramirez | Lincoln |
| Jennifer Larue | Monroe |
| Brenda Regan | Monroe |
| Joseph Arcidiacono | Richmond |
| Brenda Lopez | Roosevelt |
| Luz Paramo | Roosevelt |
| Zilda Burton | Simas |
| Milton "Brent" Bacombe | Washington |
| Aaron Doyle | Washington |

7. FINANCIAL (White)

- a) Consider approval of Certification of Signatures.
- b) Consider acceptance of Report of Developer Fees Collected and Spent.
- c) Consider approval of Resolution #6-14: Revision of the 2013-14 Budget.
- d) Consider approval of Certification of First Interim Report for 2013-14.
- e) Consider approval of Consultant Contract with Horizon Software International for an upgrade to the Food Service Program accounting software.

ADJOURN MEETING

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: Liz Simas
DATE: November 14, 2013

For: ☒ Board Meeting
☐ Superintendent' s Cabinet
☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Student Discipline

PURPOSE: Consider Readmission Recommendations

Case# 12-02 – Kennedy

Case# 12-48 – Lincoln

Case# 12-56 – Wilson

Case# 13-03– Wilson

Hanford Elementary School District

REGULAR BOARD MEETING SCHEDULE
January 2014 – December 2014

Regular Board Meetings are normally held on the 2nd and 4th Wednesday of the month. (The calendar may be modified for holiday months). Unless otherwise noted, board meetings begin at 5:30 p.m.

January 22, 2014

February 12, 2014
February 26, 2014

March 12, 2014
March 26, 2014

April 9, 2014
April 30, 2014

May 14, 2014
May 28, 2014

June 11, 2014
June 25, 2014

July 9, 2014 (if needed)

August 13, 2014
August 27, 2014

September 10, 2014
September 24, 2014

October 8, 2014
October 22, 2014

November 12, 2014

December 10, 2014

Adopted:

Hanford Elementary School District
Minutes of the Special Board Meeting
November 12, 2013

Minutes of the Special Board Meeting of the Hanford Elementary School District Board of Trustees on November 12, 2013, at the District Office Board Room, 714 N. White Street, Hanford, CA.

- Call to Order** President Revious called the meeting to order at 5:30 p.m. Trustees Garner, Hernandez, and Jay were present. Trustee Hill was absent for a reason deemed acceptable by the Board.
- Closed Session** Trustees immediately adjourned to closed session for:
- Personnel - Public Employee Discipline/Dismissal/Release (GC 54957)
 - Student Discipline pursuant to Education Code Section 48918
- Trustees returned to open session at 6:13 p.m.
- HESD Managers Present** Dr. Paul J. Terry, Superintendent, and the following administrators were present: Don Arakelian, Doug Carlton, Lindsey Calvillo, Javier Espindola, Ramiro Flores, Joy Gabler, David Goldsmith, Lucy Gomez, Karen McConnell, Gerry Mulligan, Jennifer Pitkin, Jill Rubalcava, Liz Simas, Jason Strickland, Nancy White, and Diane Williams.
- Settlement Agreement** Trustee Hernandez stated that during closed session, the Board acted to adopt Settlement Agreement #2104-01 for a classified employee. The motion carried by a vote of 4-0.
- Expulsion Case #14-02** Trustee Hernandez made a motion to accept the Findings of Facts and expel Case #14-02 for the remainder of the 2013-14 school year for violation of Education Code 48915 as determined by the Administrative Panel at Hearings held November 12, 2013. However, Trustee Hernandez further moved that the Expulsion Order be suspended. The student may attend regular school in probationary status provided that the student complies with a Behavior Conditions Plan through June 6, 2014. Trustee Garner seconded; motion carried 4-0.
- Expulsion Cases #14-03, 14-04, 14-05** Trustee Hernandez made a motion to accept the Findings of Facts and expel Cases #14-03, 14-04, 14-05 for the remainder of the 2013-14 school year for violation of Education Code 48900 and/or 48915 as determined by the Administrative Panel at hearings held on November 12, 2013. Trustee Jay seconded; motion carried 4-0.

PRESENTATIONS, REPORTS AND COMMUNICATIONS

- Public Comments** None.
- Board and Staff Comments** None.
- Requests to Address the Board at Future Meetings** None.
- Dates to Remember** President Revious reviewed Dates to Remember: Junior High Wrestling Tournament Saturday November 23 at 9:00 a.m.; Parent conferences November 25-26; no school on Wednesday November 27; holiday November 28-29.

CONSENT ITEMS

Trustee Jay made a motion to take consent items "a" through "d" together. Trustee Hernandez seconded, motion carried 4-0. Then Trustee Jay made a motion to approve consent items "a" through "d" and Trustee Hernandez seconded; motion carried 4-0. The items approved are:

- a) Warrant listings dated October 18, 2013; October 25, 2013; and November 1, 2013.
- b) Minutes of the Regular Board Meeting October 23, 2013.
- c) Interdistrict transfers as recommended.
- d) Donation of \$150.00 from Edison International, and \$1,620.42 from PTC, to Simas School.

President Revious thanked and acknowledged Simas PTC and Edison International for their donations to Simas School.

INFORMATION ITEMS

- | | |
|----------------------------------|---|
| AR 3542 | Diane Williams, Assistant Superintendent Human Resources, presented for information the following revised Administrative Regulation: <ul style="list-style-type: none"> • AR 3542 – School Bus Drivers |
| AR 4361.23 | Diane Williams, Assistant Superintendent Human Resources, presented for information the following revised Administrative Regulation: <ul style="list-style-type: none"> • AR 4361.23 – Personal Necessity Leave/Other Leaves |
| AR 4361.25 | Diane Williams, Assistant Superintendent Human Resources, presented for information the following revised Administrative Regulation: <ul style="list-style-type: none"> • AR 4361.25 – Family Illness Leave |
| BP 5145.3 | Karen McConnell, Director Special Services, presented for information the following revised Board Policy: <ul style="list-style-type: none"> • BP 5145.3 – Nondiscrimination/Harassment |
| AR 3514 | Gerry Mulligan, Director Facilities & Operations, presented for information the following revised Administrative Regulation: <ul style="list-style-type: none"> • AR 3514 – Environmental Safety |
| BP/AR 1330 | Gerry Mulligan, Director Facilities & Operations, presented for information the following revised Board Policy and Administrative Regulation: <ul style="list-style-type: none"> • BP/AR 1330 – Use of School Facilities |
| BP/AR 7214 | Nancy White, Assistant Superintendent Fiscal Services, presented for information the following new Board Policy and Administrative Regulation: <ul style="list-style-type: none"> • BP/AR 7214 – General Obligation Bonds |
| Jefferson Charter Academy | Javier Espindola, Principal of Jefferson School, presented information regarding proposed program and application process for Jefferson Charter Academy. The proposed charter school will be a K-8 dual language immersion program with integration of science, to begin August 2014 if approved. |

BOARD POLICIES AND ADMINISTRATION

- CSEA Amendments** Trustee Jay made a motion to approve negotiated amendments to the 2011-2014 Collective Bargaining Agreement with Classified School Employees Association (CSEA). Trustee Hernandez seconded; motion carried 4-0.
- Shereese Rose, Chairperson for CSEA Negotiating Team introduced other members present: Cindy Bettencourt, Maurice Robinson, Ron Riso, and Don Pomeroy. Rose stated that they were successful in working together to achieve common goals.
- Diane Williams, Assistant Superintendent Human Resources, introduced member of HESD Negotiating Team present: Jason Strickland, Jeri Higdon, Gerry Mulligan. Williams thanked both teams and noted that five open articles and salary items for over 200 employees with varied job descriptions and interests were settled in a day and a half.
- President Revious thanked every for working together, for their hard work and endeavors in making it happen.
- CCSS Implementation Funding** Trustee Garner made a motion to approve spending plan for Common Core State Standards (CCSS) Implementation Funding. Trustee Jay seconded; motion carried 4-0.
- Piggyback bid for technology** Trustee Jay made a motion to approve use of the County of Merced piggyback bid (FOCUS) for the purchase and installation of technology infrastructure. Trustee Hernandez seconded; motion carried 4-0.
- MOU Kings River** Trustee Jay made a motion to approve Memorandum of Understanding with Kings River-Hardwick School District. Trustee Garner seconded; motion carried 4-0.
- MOU Pioneer** Trustee Jay made a motion to approve Memorandum of Understanding with Pioneer Union Elementary School District. Trustee Hernandez seconded; motion carried 4-0.
- Salary increase** Trustee Jay made a motion to approve a 3.5% salary increase and extend work year by two days for all Management/Professional Specialists/Confidential employees, with the exception of the Superintendent and Assistant Superintendents, with salary increase retroactive to July 1, 2013. Trustee Hernandez seconded; motion carried 4-0.
- Consultant Contract** Trustee Jay made a motion to approve consultant contract with ThinkWire Energy Services to provide Proposition 39 energy consulting services. Trustee Garner seconded; motion carried 4-0.
- Consultant Contract** Trustee Garner made a motion to approve consultant contract with Freestyle Event Services to provide equipment and services for 8th grade promotion dance June 2014. Trustee Jay seconded; motion carried 4-0.

PERSONNEL

Trustee Jay made a motion to take Personnel items "a" through "h" collectively. Trustee Hernandez seconded; motion carried 4-0. Then Trustee Jay made a motion to approve Personnel items "a" through "h". Trustee Hernandez seconded; motion carried 4-0. The following items were approved:

Item "a" – Employment

Certificated

- Karen Abendroth, Teacher, Probationary I, King, effective 10/22/13

Classified

- Christie Campos, Special Education Aide – 5.0 hrs., Simas, effective 10/21/13
- Brittnei Gingras, Educational Tutor K-6 – 3.5 hrs., Washington, effective 11/4/13
- Karina Rosas, Educational Tutor K-6 – 3.5 hrs., Hamilton, effective 10/30/13

Temporary Employees/Substitutes/Yard Supervisors

- Rosarita Alvarez, Short-term Yard Supervisor - .50 hr., King, effective 10/21/13 to 12/20/13
- Corina Angel, Yard Supervisor – 1.5 hrs., Roosevelt, effective 11/1/13
- Connie Armerding, Substitute Student Advocate, effective 11/1/13
- Patricia Bresee, Short-term Yard Supervisor – 3.0 hrs., Simas, effective 11/1/13 to 12/20/13
- Sergio DeLira, Boys 7/8 Soccer Coach – 6 units, Wilson, effective 11/4/13 to 1/23/14
- Patricia Diaz, Substitute Bilingual Clerk Typist I, Clerk Typist, Translator: Oral Translator and Written Translator, effective 10/16/13
- Torrey Edwards, Girls 7/8 Basketball Coach – 12 units, Kennedy, effective 11/4/13 to 1/23/14
- Linda Garcia, Short-term Yard Supervisor – 2.0 hrs., Jefferson, effective 11/1/13 to 12/20/13
- Brittnei Gingras, Short-term Yard Supervisor – 1.0 hr., Monroe, effective 10/22/13 to 11/1/13
- Fidel Gonzalez, Short-term Yard Supervisor – 2.25 hrs., Wilson, effective 10/22/13 to 12/20/13
- Amanda Henderson, Short-term Yard Supervisor – 2.25 hrs., Washington, effective 11/1/13 to 12/20/13
- Andraya Hernandez, Short-term Yard Supervisor – 3.0 hrs., Simas, effective 11/1/13 to 12/20/13
- Michael A. Hernandez, Substitute Alternative Education Program Aide, Custodian I, Educational Tutor K-6, Groundskeeper I, READY Program Tutor, Special Circumstance Aide, and Special Education Aide, effective 10/25/13
- Daniela Meza, Yard Supervisor – 1.75 hrs., (.75 hr., King; 1.0 hr., Roosevelt), effective 11/1/13
- Luz Najar, Substitute Bilingual Aide I, Special Circumstance Aide, Special Education Aide, Yard Supervisor, Translator: Oral Interpreter and Written Translator, effective 10/16/13
- Pearl Rodriguez, Substitute Yard Supervisor, effective 10/24/13; Short-term Yard Supervisor - 1.75 hrs., Hamilton, effective 10/28/13 to 12/20/13
- Jose Rosas II, Short-term READY Program Tutor – 4.5 hrs., Monroe, effective 10/31/13 to 12/20/13
- Shirley Smith, Short-term Yard Supervisor – 2.0 hrs., Richmond, effective 10/21/13 to 12/20/13
- Gennifer Soriano, Substitute Yard Supervisor – effective 10/15/13
- Priscilla Sosa, Substitute Clerk Trainee and Yard Supervisor, effective 10/22/13
- Kierra Thomas, Yard Supervisor – 3.5 hrs., Lincoln, effective 11/1/13
- Victor Uribe, Boys/Girls 7/8 Wrestling Coach – 12 units, Wilson, effective 11/4/13 to 1/27/14

Certificated Short-term Employment

- Alicyn Cawley, Afterschool Intervention Teacher, St. Rose McCarthy School, effective 11/4/13 to 6/6/14

**Item "b" –
Resignations**

- Desera Fann, Food Service Worker II – 2.0 hrs., Kennedy, effective 11/4/13
- Jill Loughran, Teacher, Simas, effective 12/19/13
- Robin Patison, Yard Supervisor – 1.5 hrs., Jefferson, effective 10/31/13
- Robert "Thomas" Torres, Lead READY Program Tutor – 5.0 hrs., Simas, effective 11/15/13

**Item "c" –
Promotion**

- Sherman Royal, from Yard Supervisor – 2.25 hrs. to Educational Tutor K-6 – 3.5 hrs., Washington, effective 11/4/13

**Item "d" –
Promotion/Transfer**

- Tammy Morrison from Yard Supervisor – 1.5 hrs., Monroe, to Food Service Worker I – 2.5 hrs., Roosevelt, effective 10/28/13

**Item "e" –
More Hours**

- Gennarina "Genella" Alvarez, Yard Supervisor, from 2.25 hrs. to 2.50 hrs., Hamilton, effective 10/22/13
- Zujey Garcia Zavala, Yard Supervisor, from 2.50 hrs. to 2.75 hrs., King, effective 10/31/13
- Crystal Zeno-Jaworski, Yard Supervisor, from 2.0 hrs. to 2.50 hrs., Monroe, effective 10/28/13
- Cheyenne Zimmerman, Short-term Yard Supervisor, from 1.0 hrs. to 1.25 hrs., Monroe, effective 10/28/13 to 11/22/13

**Item "f" –
More Hours/Transfer**

- Yadira Castrejon Granados, Bilingual Clerk Typist II, from 5.0 hrs., Lincoln to 8.0 hrs., Hamilton, effective 11/4/13

**Item "g" –
Decrease in Hours**

- Sylvia Soto, Yard Supervisor, from 2.75 hrs. to 2.5 hrs., King, effective 10/31/13

**Item "h" –
Volunteers**

<u>Name</u>	<u>School</u>
Liz Ibarra (HESD Employee)	Jefferson
Penny McGowan (Walmart Employee)	JFK/Wilson
Marsha Calhoun	King
Enedina Del Rio	King
Robert Garcia	King
Tania Gonzalez	King
Yara Gutierrez (HESD Employee)	King
Stacey Salinas	Monroe
Ashley Welch (HESD Employee)	Richmond
Mary Morales	Roosevelt
Robin Patison (HESD Employee)	Roosevelt
Kelly Latham	Simas
Kathy Vickers	Simas
Alana Delgado	Washington
Erin Yanez (HESD Employee)	Washington

FINANCIAL**Consultant Contract**

Trustee Jay made a motion to approve consultant contract with Demsey, Filliger and Associates for an updated actuarial study for Retiree Health Benefits as required by GASB 45. Trustee Hernandez seconded; motion carried 4-0.

Board of Trustees Meeting Minutes
November 12, 2013 - Page 6

Future Items:

**Cancel 11/13/13
meeting**

Trustee Jay made a motion to cancel the November 13, 2013 board meeting. Trustee Hernandez seconded; motion carried 4-0.

Set Date for Annual

Organizational Meeting President Revious set December 11, 2013 for Annual Organizational Meeting.

Adjournment

There being no further business, President Revious adjourned the meeting 6:53 p.m.

Respectfully submitted,
Paul J. Terry
Secretary to the Board of Trustees

Approved:

Tim Revious, President

Lupe Hernandez, Clerk

Inters - OUT

No	A/D	Sch Req'd	Home Sch	BD Date
O-119	A	Lakeside	Washington	12/11/13
O-120	A	Fresno	Wilson	12/11/13
O-121	A	Lemoore	Roosevelt	12/11/13

Inters - IN

No	A/D	Sch Req'd	Home Sch	Date
I-084	A	Hamilton	Kings River	12/11/2013
I-085	A	Richmond	Kingsburg	12/11/2013

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Debra Colvard

DATE: 11/18/13

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Consider approval of \$3,000.00 donation from Martin Luther King PTC to Martin Luther King teachers

PURPOSE: For purchase of instructional materials and classroom supplies for MLK students and staff.

FISCAL IMPACT: Increase MLK general budget account #0100-0000-0-1110-1000-430021-022-0000.

RECOMMENDATIONS: Accept donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Donnie Arakelian

DATE: November 18, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Consider approval of \$900 from JFK Igniters Parents Club toward purchase of wrestling singlets.

PURPOSE: Request permission to accept \$900 donation from JFK Igniters Parent Club toward purchase of wrestling singlets for JFK Junior High School.

FISCAL IMPACT:

RECOMMENDATIONS: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Jill Rubalcava

DATE: 12/3/12

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 12/11/13

ITEM: Donation of \$600.00 from Washington PTC to Washington School**PURPOSE:** Payment for Magic of Dexter Assembly**FISCAL IMPACT:** 0100-0000-1110-0-1110-1000-580009-028-0000**RECOMMENDATIONS:** Accept Donation

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Doug Carlton

DATE: November 26, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Receive for information recommended revisions to BP 0520.2 ~ Title I Program Improvement Schools

PURPOSE: The revised Board Policy reflects changes (see underlined and strikeouts) that are necessary to align with current state and federal law, current practices and procedures, and recommendations by CSBA.

FISCAL IMPACT: None

RECOMMENDATIONS: Review for Information

~~Hanford ESD~~

CSBA Sample

Board Policy

Title I Program Improvement Schools

BP 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board of Trustees ~~desires~~ is committed to enabling all district students to meet state academic achievement standards and to narrowing the achievement gap among student groups. To that end, the Board shall assist all district schools, including those receiving federal Title I funds, to achieve adequate yearly progress, as defined by the State Board of Education.

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
 (cf. 6011 - Academic Standards)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.51 - Standardized Testing and Reporting Program)
 (cf. 6171 - Title I Programs)

Whenever a district school is identified by the California Department of Education as in need of program improvement, (PI), the Superintendent or designee shall ~~coordinate improvement efforts with federal, state and local~~ ensure that school improvement programs as appropriate and efforts are coordinated and aligned. He/she shall develop an improvement plan also revise the school's Single Plan for Student Achievement in accordance with law and as specified in administrative regulation.

(cf. 0420 - School Plans/Site Councils)
 (cf. 0420.1 - School-Based Program Coordination)
 (cf. 0520.1 ~~High Priority~~ 4 - Quality Education Investment Schools Grant Program)

Depending on the length of time a district school has been identified for program improvement PI, the Board and Superintendent or designee ~~district~~ shall implement provide opportunities for student transfers, supplemental educational services, other corrective actions, and/or restructuring in accordance with law.

(cf. 5116.1 - Intradistrict Open Enrollment)
 (cf. 6179 - Supplemental Instruction)

~~The Superintendent or designee shall provide the Board with regular reports on the implementation of the school improvement plan and the effectiveness of program improvement efforts in raising student achievement.~~

Program Evaluation

The Board shall annually review the adequate yearly progress of each district school based on state academic assessments and other indicators specified in the state plan for the No Child Left Behind Act. The Superintendent or designee shall publicize and disseminate the results of this review to parents/guardians, principals, schools, and the community so that the instructional program can be continually refined to help all students meet state academic standards. (20 USC 6316)

(cf. 0510 - School Accountability Report Card)

(cf. 6190 - Evaluation of the Instructional Program)

(cf. 9000 - Role of the Board)

The Board and Superintendent or designee also shall review the effectiveness of the actions and activities carried out by PI schools with respect to parental involvement, professional development, and other PI activities. (20 USC 6316)

(cf. 4131 - Staff Development)

(cf. 6020 - Parent Involvement)

As necessary based on the results of these evaluations, the Board may require the Superintendent or designee to review and revise any of the school's reform plans, including the school's Single Plan for Student Achievement, allocate additional resources toward the implementation of the plan, and/or require more frequent monitoring of the school's progress in order to raise student achievement.

Legal Reference:

EDUCATION CODE

35256 School accountability report card

53200-53203 Persistently lowest achieving schools

53300-53303 Parent Empowerment Act

60642.5 California Standards Tests

60850-60856 High School Exit Examination

64000 Categorical programs included in consolidated application

64001 Single school plan for student achievement, consolidated application programs

CODE OF REGULATIONS, TITLE 5

4800- 4808 Parent Empowerment petitions

11992-11994 Persistently dangerous schools, definition

13075-13075.49 Supplemental educational services

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

6301 Title I program purpose

6311 Adequate yearly progress

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6316 School improvement
 7912 Persistently dangerous schools
 UNITED STATES CODE, TITLE 29
 794 Section 504 of the Rehabilitation Act
 CODE OF FEDERAL REGULATIONS, TITLE 34
 99.1-99.67 Family Educational Rights and Privacy
 200.13-200.20 Adequate yearly progress
 200.30-200.35 Identification of program improvement schools
 200.36-200.38 Notification requirements
 200.39-200.43 Requirements for program improvement, corrective action, and restructuring
 200.44 School choice option
 200.45-200.47 Supplemental educational services
 200.48 Funding for transportation and supplemental services
 200.49-200.51 State responsibilities
 200.52-200.53 District improvement

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
 2008 Adequate Yearly Progress Report Information Guide, August 2008
 California's Accountability Workbook

FEDERAL REGISTER

Final Rule and Supplementary Information, October 29, 2008. Vol. 73, No. 210, pages
 64436-64513

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Public School Choice, January 14, 2009
 Supplemental Educational Services, January 14, 2009

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Program Improvement:

<http://www.cde.ca.gov/ta/ac/ti/programimprov.aspx>
 U.S. Department of Education, No Child
 Left Behind: <http://www.nclb.gov>

U.S. Department of Education, No Child Left Behind: <http://www.nclb.gov>

~~Policy HANFORD ELEMENTARY SCHOOL DISTRICT~~

~~adopted: April 23, 2003 — Hanford, California~~

~~revised: February 9, 2005~~

~~revised: September 16, 2009~~

(3/03 7/04) 3/09

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Doug Carlton

DATE: November 26, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Receive for information recommended revisions to AR 0520.2 ~ Title I Program Improvement Schools

PURPOSE: The revised Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current state and federal law, current practices and procedures, and recommendations by CSBA.

FISCAL IMPACT: None

RECOMMENDATIONS: Review for Information

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FISCAL IMPACT: None

RECOMMENDATIONS: Review for Information

Hanford ESD

CSBA Sample

Administrative Regulation

Title I Program Improvement Schools

AR 0520.2

Philosophy, Goals, Objectives and Comprehensive Plans

Definitions

~~(cf. 6162.51 - Standardized Testing and Reporting Program)~~

~~(cf. 6162.52 - High School Exit Examination)~~

~~Eligibility for supplemental education services is based on family income. (34 CFR 200.45)~~

~~Numerically significant subgroups include~~Adequate yearly progress (AYP) refers to a series of annual academic performance goals, as defined by the State Board of Education, that incorporate student participation levels on state assessments, minimum required percentages of students scoring at the proficient level or above on English language arts and mathematics state assessments, high school graduation rates, and growth on the state's Academic Performance Index (API). AYP includes measurable annual objectives for continuous and substantial improvement for the achievement of all students at the school and for any subgroup of students, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency. For purposes of determining AYP, a significant subgroup is at least 100 students, or 50 students who represent at least 15 percent of the students to be tested, when the number of students in the subgroup is sufficient to yield statistically reliable results. (20 USC 6311)

~~(cf. 0500 - Accountability)~~

~~(cf. 6162.51 - Standardized Testing and Reporting Program)~~

~~(cf. 6162.52 - High School Exit Examination)~~

~~Program improvement school is a (PI) school~~refers to a school that is receiving federal Title I funds that and has failed to make AYP for each of two or more consecutive school years. (20 USC 6316)

A school shall be identified for PI by the California Department of Education (CDE) whenever, for each of two consecutive years, it either does not make AYP in the same content area (English language arts or mathematics) schoolwide or for any numerically significant student subgroup or does not make AYP on the same indicator (i.e., AMOs for ELA and mathematics, participation rate, API, Academic Performance Index or high school graduation rate-) schoolwide. If a small school has too few students to generate a school-level report, its results shall be aggregated into a district accountability measure.

Year One Program Improvement

When any Title I school is initially identified for Year One Program Improvement PI: (20 USC 6316)

1.— The Superintendent or designee shall provide students enrolled in the school the option of transferring, as described below in the section "Student Transfers," to another district school or, which may include a charter school, served by the district that has not been identified for program improvement, as described below under "Student Transfers." PI.

(cf. 0420.4 - Charter Schools School Authorization)
(cf. 5116.1 - Intradistrict Open Enrollment)

2.— The principal and _____ Not later than three months of being identified for PI, the school community shall develop or revise a two-year improvementschool plan, in accordanceconsultation with 20 USC 6316parents/guardians, school staff, the district, and outside experts, for approval by the Governing Board of Trustees. The plan shall cover a two-year period and address the components specified in 20 USC 6316.

(cf. 6020 - Parent Involvement)

To fulfill this requirement, the school may revise its Single Plan for Student Achievement to reflect the requirements of 20 USC 6316.

(cf. 0420 - School Plans/Site Councils)
(cf. 6171 - Title I Programs)

3.— Within 45 days of receiving the plan, the Board shall establish a peer review process to assist with theits review of the plan, work with the school as necessary, and approve the plan if it meets the requirements of law. (20 USC 6316)

4.— The school shall implement the improvement plan no later than the beginning of the next full school year following the school's identification for program improvementPI, or, if the plan has not been approved prior to beginning the school year, immediately upon approval of the plan. (20 USC 6316)

5.— As the school develops and implements the school plan, the Superintendent or designee shall ensure that the school receives technical assistance either from the district, the California Department of EducationCDE, an institution of higher education, a private organization, an educational service agency, or another entity with experience in helping schools improve academic achievement, including assistance in:—(20 USC 6316)

1.—a. Analyzing data from state assessment dataassessments and other examples of student work to identify and address problems in instruction and/or problems in implementing Title I requirements pertaining to parent involvement, professional development, or school and district

responsibilities identified in the school's ~~Title I~~ school plan

~~2.—b.~~ Identifying and implementing professional development, instructional strategies, and methods of instruction that are based ~~on~~derived from scientifically based research and that have proven effective in addressing the specific instructional issues that caused the school to be identified for school improvement PI

~~3.—c.~~ Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student achievement and ~~to remove the school from program improvement~~ PI status

(cf. 3100 - Budget)

Year ~~Two~~ 2 Program Improvement

For any Title I school that fails to make AYP by the end of the first full school year after being identified for ~~Program Improvement~~ PI, the Superintendent or designee shall ~~take all of the following actions:~~ (20 USC 6316)

1.— Continue to provide all elements ~~students enrolled in the school the option of Year One Program Improvement~~ transferring, as described below in the section "Student Transfers"

2.— Arrange for the provision of supplemental educational services (SES) to eligible students from low-income families by a provider with a demonstrated record of effectiveness, as described below ~~under in the section~~ "Supplemental Educational Services"

3.— Continue to provide for technical assistance

in accordance with item #5 in the section "Year ~~Three~~ 1 Program Improvement" above

Year 3 Program Improvement: Corrective Action

When a school continues to fail to make AYP by the end of the second full school year after identification for ~~program improvement~~ PI (four consecutive years of failure to make AYP), the Superintendent or designee shall continue to provide all elements of Year ~~One~~ 1 and Year ~~Two~~ 2 ~~PI specified above.~~ In addition, the Board shall take at least one or more of the following corrective actions:— (20 USC 6316)

1.— Replace school staff relevant to the failure

(cf. 4113 - Assignment)

(cf. 4114 - Transfers)

(cf. 4314 - Transfers)

2.— Implement a new curriculum and related professional development

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

3.— Significantly decrease management authority at the school level

4.— Appoint an outside expert to advise the school

5.— Extend the school year or school day for the school

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

6.— Restructure the internal organization of the school

Year Four and Beyond Program Improvement

Whenever a school is identified for Year 3 PI, continues to fail to make AYP, has an API of less than 800, and is not identified as a "persistently lowest achieving school" pursuant to Education Code 53201, the parents/guardians of students attending that school may petition the district to implement an intervention for the purpose of improving academic achievement or student safety, provided that the state limit on the number of such schools has not yet been reached. To be considered by the Board, the petition shall contain all required content and signatures and specify one of four intervention models (i.e., turnaround model, restart model, school closure, or transformation model) or an alternative governance arrangement, as described in 5 CCR 4803-4807. The district shall implement the option requested by the parents/guardians unless, at a regularly scheduled public hearing, the Board makes a finding in writing stating the reason it cannot implement the recommended option and instead designates one of the other options to be implemented. (Education Code 53300-53303; 5 CCR 4800-4808)

Year 4 Program Improvement and Beyond: Restructuring

For any school that continues to fail to make AYP after one full year of corrective action, the Superintendent or designee shall continue to provide all elements of Year One and Year Two Program Improvement. In addition, the Board shall students enrolled in the school with the option to transfer to another school within the district and continue to make SES available to eligible students who remain in the school. In addition, the Board shall develop a plan and make necessary arrangements to implement one of the following options for alternative governance and restructuring, consistent with California state law: (20 USC 6316)

1.— Reopen the school as a charter school

2.— Replace all or most of the school staff relevant to the failure

3.— Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school

- 4.— Turn the operation of the school over to the ~~California Department of Education~~ CDE
- 5.— Institute any other major restructuring of the school's governance arrangements that makes fundamental reforms

Notifications

Whenever a school is identified for ~~program improvement~~ PI, corrective action, or restructuring, the Superintendent or designee shall promptly notify parents/guardians of students enrolled in that school. The notification shall include: (20 USC 6316; 34 CFR 200.37)

- 1.— An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary or secondary schools in the district and state
- 2.— The reasons for the identification
- 3.— An explanation of what the school is doing to address the problem of low achievement
- 4.— An explanation of what the district or state is doing to help the school address the achievement problem
- 5.— An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for ~~program improvement~~ PI
- 6.— An explanation of the option to transfer to another district school or charter within the district, as described below in the section "Student Transfers"
- 7.— If the school or is in Year 2 of PI or beyond, an explanation of how parents/guardians can obtain supplemental educational services SES for their child as described below in the section "Supplemental Educational Services"

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall disseminate information about corrective actions taken at any district school to the parents/guardians of each student in that school and to the public through such means as the Internet, the media, and public agencies. (20 USC 6316)

The Superintendent or designee shall promptly notify teachers and parents/guardians whenever a school is identified for restructuring and shall provide them adequate opportunities to comment before taking action and to participate in developing any plan for restructuring school governance. (20 USC 6316)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

All notifications pertaining to ~~program improvement~~ PI shall be written in an understandable and

uniform format and, to the extent practicable, in a language the parents/guardians can understand. (20 USC 6316; 34 CFR 200.36)

To the extent practicable, the district shall partner with outside groups, such as faith-based organizations, community-based organizations, and business groups, to help inform eligible students and their families of the opportunities to transfer or to receive SES. (34 CFR 200.48)

Student Transfers

All students enrolled in a Title I school that is identified for program improvement in Year One and 1 of PI or beyond shall be provided an option to transfer to another district school or, which may include a charter school, served by the district provided that the school: (20 USC 6316; 34 CFR 200.44)

1.— Has not been identified for program improvement PI, corrective action, or restructuring

In the event that all district schools are identified for PI, the district shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for interdistrict transfers.

(cf. 5117 - Interdistrict Attendance)

2.— Has not been identified by the California Department of Education CDE as a "persistently dangerous" school pursuant to 20 USC 7912 and 5 CCR 11992-11994

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

Among these students

Among the students offered an option to transfer out of a PI school, priority shall be given to the lowest achieving students from low-income families, as defined by the district for purposes of allocating Title I funds. (20 USC 6316; 34 CFR 200.44)

If two or more district schools are eligible to accept transfers based on criteria listed in items #1-2 above, the district shall provide a choice of more than one such school and shall take into account parent/guardian preferences among the choices offered. (34 CFR 200.44)

School

The Superintendent or designee may consider school capacity in selecting schools that will be offered as alternatives for school choice. The Board, but shall not use the lack of school capacity to deny transfer opportunities to students. The district may increase capacity in eligible district schools to accommodate all students who wish to transfer.

The transfer option shall be offered not later than the first day of so that students may transfer in the

school year following ~~administration of the~~ school year in which the district administered the assessments that resulted in the identification of the school for program improvement ~~PI~~, corrective action, or restructuring. ~~(34 CFR 200.44)~~

~~An explanation of the option to transfer to another public school. In order to provide adequate time for parents/guardians to exercise their transfer option before the school year begins, the Superintendent or designee shall be promptly provided to parents/guardians of each student enrolled in an identified school. Such notice shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parents/guardians can understand. (20 USC 6316) notify parents/guardians of the available school choices sufficiently in advance of, but no later than 14 calendar days before, the start of the school year or on a date otherwise determined necessary by the CDE. (34 CFR 200.37, 200.44)~~

Notice of the transfer option shall:

- 1.— ~~Inform parents/guardians that their child is eligible to attend another public school, due to the identification of the current school as in need of improvement, their child is eligible to attend another school, including a charter school, served by the district~~
- 2.— ~~Identify each public school or public charter school that the parent/guardian can may select~~
- 3.— ~~Explain why the choices made available to them the parents/guardians may have been limited~~
4. Describe the timelines and procedures that parents/guardians must follow in selecting a school for their child, including a requirement that parents/guardians rank-order their preferences of eligible schools as appropriate
5. Provide information on the academic achievement of the school(s) to which the student may transfer (34 CFR 200.37)
6. Explain the provision of transportation to the new school (34 CFR 200.37)

~~The notice may include other information about the school(s) to which the student may transfer, such as a description of any special academic programs or facilities, the availability of before and after school programs, the professional qualifications of teachers in the core academic subjects, and a description of parent involvement opportunities. (34 CFR 200.37)~~

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 5148.2 - Before/After School Programs)

In addition to mailing notices directly to parents/guardians, the Superintendent or designee shall provide information about transfer options through broader means, such as the Internet, the media, and public agencies serving students and their families. (34 CFR 200.36)

(cf. 1100 - Communication with the Public)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The district shall prominently display on its web site, in a timely manner each school year, a list of available schools to which eligible students may transfer in the current school year. The district shall also display data on the number of students who were eligible for and who participated in the student transfer option, beginning with data from the 2007-08 school year and each subsequent year thereafter. (34 CFR 200.39)

In accordance with timelines established for the transfer request process, the Superintendent or designee may establish reasonable timelines for parents/guardians to indicate their intent to transfer their child and for the district to shall notify parents/guardians of the their child's school assignment:

The Superintendent or designee may require and shall establish a reasonable deadline by which parents/guardians to rank order their preferences from among schools that are eligible to receive transfer students. Parents/guardians may must either accept the assignment or decline their assigned school the assignment and remain in their the school of origin.

The district shall provide, or shall pay for the provision of, transportation for the student to the public district school that which the student chooses to attend. (20 USC 6316; 34 CFR 200.44)

(cf. 3540 - Transportation)

To ensure that transportation may be reasonably provided, the Superintendent or designee may establish transportation zones based on geographic location, within the district. Transportation to schools within a zone shall be fully provided, while transportation outside the zone may be partially provided.

(cf. 3541 - Transportation Routes and Services)

Any student who transfers to another district school may remain in that school until he/she has completed the highest grade in that school. However, the district shall not be obligated to provide, or pay for the provision of, transportation for the student after the end of the school year that the school of origin is no longer identified for program improvementPI, corrective action, or restructuring. (20 USC 6316; 34 CFR 200.44)

If all district schools are identified for program improvement, corrective action or restructuring, the Board shall, to the extent practicable, establish a cooperative agreement with other local educational agencies in the area for an interdistrict transfer. (20 USC 6316)

(cf. 5117 - Interdistrict Attendance)

Supplemental Educational Services

Supplemental Educational Services

When required by law, ~~supplemental educational services~~ SES shall be provided outside the regular school day and shall be specifically designed to increase achievement of eligible students from low-income families on state academic assessments and to assist them in attaining state academic standards. (20 USC 6316)

(cf. 6011 - Academic Standards)

(cf. 6179 - Supplemental Instruction)

When a school is required to provide ~~supplemental educational services~~ SES, the Superintendent or designee shall ~~annually notify~~ provide annual notice to parents/guardians of that includes: (20 USC 6316; 34 CFR 200.37)

- 1.— The availability of ~~supplemental educational services~~ (20 USC 6316) SES
- 2.— The identity of approved providers that are within the district or are reasonably available in neighboring local educational agencies ~~(20 USC 6316)~~
- 3.— The identity of approved providers that are accessible through of technology, such as -based or distance learning services
- 4.— The services, qualifications, and demonstrated effectiveness of each provider ~~(20 USC 6316)~~, including an indication of those providers who are able to serve students with disabilities or limited English proficiency
- 5.— The _____ The benefits of receiving SES

In addition, the notification shall describe procedures and timelines that parents/guardians must follow to select a provider.

This notification shall be clearly distinguishable from other information sent to parents/guardians regarding identification of the school for PI, corrective action, or restructuring. (34 CFR 200.37)

The district shall prominently display on its web site, in a timely manner each school year, a list of state-approved providers serving the district in the current year and the location where services are provided. The district shall also display the number of students who were eligible for and who participated in SES, beginning with data from the 2007-08 requires the district to spend 20 percent of its Title I funds on costs related to SES, transportation for transfers, and related outreach and assistance to parents/guardians: see the accompanying Board policy. 34 CFR 200.48 specifies that, in order to spend less than 20 percent, a district must distribute sign-up forms for SES, establish at least two enrollment windows, and make school facilities available to eligible

providers, as provided below.

The Superintendent or designee shall distribute sign up forms for SES directly to all eligible students and their parents/guardians and make them available and accessible through broad means of dissemination such as the Internet, other media, and communications through public agencies serving eligible students and their families. (34 CFR 200.48)

The district shall provide a minimum of two enrollment windows, at separate points in the school year, that are of sufficient length to enable the parents/guardians of eligible students to make informed decisions about requesting SES and selecting a provider. (34 CFR 200.48)

ithin a reasonable period of time established by the Superintendent or designee, parents/guardians shall select a serviceSES provider from among those approved by the SBE. Upon request, the Superintendent or designee shall assist parents/guardians in choosing a provider. (20 USC 6316; 34 CFR 200.46)

The district shall not prohibit or limit an approved provider from promoting its program or the general availability of SES to members of the community. (5 CCR 13075.9)

When the district is an approved SES provider, the Superintendent or designee shall be careful to provide parents/guardians with a balanced presentation of the options available to them and shall ensure that they understand their right to select the district or any other service provider.

No district employee who administers or provides SES, either solely or in collaboration with a SES provider, or who has a financial interest of any kind in a SES provider, shall use his/her position as a district employee to encourage district students or their parents/guardians to use the services of that provider. (5 CCR 13075.7)

(cf. 9270 - Conflict of Interest)

The Superintendent or designee shall ensure that eligible students with disabilities, students covered under Section 504 of the federal Rehabilitation Act, and students with limited English proficiency receive appropriate supplemental educational servicesSES with any necessary accommodations or language assistance. (34 CFR 200.46)

If no provider is able to make the services available to such students, the district shall provide these services with necessary accommodations or language assistance, either directly or through a contract. Supplemental educational services shall be consistent with a student's individualized education program or Section 504 plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

(cf. 6174 - Education for English Language Learners)

If no provider is able to make the services available to such students, the district shall provide the

services with necessary accommodations or language assistance, either directly or through a contract. Services shall be consistent with a student's individualized education program (IEP) or Section 504 services plan, as applicable.

If available funds are insufficient to provide supplemental educational services SES to each eligible student whose parents/guardians request those services, priority shall be given to the lowest achieving eligible students. (20 USC 6316)

If the number of parents/guardians selecting a particular provider exceeds the capacity of that provider, priority shall be given to the lowest achieving eligible students.

Once a SES provider has been selected by a parent/guardian, the Superintendent or designee shall enter into an agreement with the provider. The agreement shall: (20 USC 6316)

- 1.— Require the district to develop, in consultation with the parents/guardians and the provider, a statement of student learning plan which includes specific achievement goals for the student, a description of how the student's progress will be measured, and a timetable for improving achievement. -In the case of a student with disabilities, the statement student learning plan shall be consistent with the student's individualized education program IEP.
- 2.— Describe how the student's parents/guardians and teacher(s) will be regularly informed of the student's progress.
- 3.— Provide for the termination of the agreement if the provider is unable to meet such goals and timetables.
- 4.— Contain provisions with respect to the district making payments to the provider.
- 5.— Prohibit the provider, without written parent/guardian permission, from disclosing to the public the identity of any student eligible for or receiving supplemental educational services SES.

Regulation — ~~HANFORD ELEMENTARY SCHOOL DISTRICT~~

approved: ~~May 19, 2004~~ — Hanford, California

revised: ~~February 9, 2005~~

revised: ~~September 16, 2009~~ (cf. 5125.1 - Release of Directory Information)

In developing the student learning plan as required by item #1 above, the Superintendent or designee shall consult with the parent/guardian of each student to, at a minimum, provide the parent/guardian an opportunity to express his/her views and have them considered. Consultation may include, but is not limited to, communication by telephone, email, home visits, parent/guardian meetings, and/or parent/guardian signature(s). Evidence of this consultation shall be included in the student learning plan. In the event that a consultation does not take place but the parent/guardian has selected an approved SES provider, the Superintendent or designee, or the provider acting on the district's behalf, shall show evidence of at least three separate attempts to

contact the parent/guardian using at least two different means of communication. If the parent/guardian elects not to participate in the consultation, the Superintendent or designee, or approved provider acting on the district's behalf, must develop a student learning plan for the student. (5 CCR 13075.7)

The Superintendent or designee may request, but not require, that the SES provider develop the student learning plan on behalf of the district for each student served by the provider as indicated in the agreement. In such cases, the Superintendent or designee shall make available to the provider pertinent student academic achievement data with parent/guardian permission and other technical assistance that will facilitate the development of the plan. The Superintendent or designee shall maintain responsibility to review and approve the student learning plan to ensure that it is developed in consultation with the parent/guardian and contains all required information. (5 CCR 13075.7)

Eligible SES providers shall be given access to school facilities, using a fair, open, and objective process, on the same basis as other groups that seek access to school facilities. (34 CFR 200.48)

(cf. 1330 - Use of School Facilities)

(7/04 3/09) 8/13

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Doug Carlton

DATE: November 26, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Receive for information recommended revisions to BP 0420 ~ School Plans/Site Councils

PURPOSE: The revised Board Policy reflects changes (see underlined and strikeouts) that are necessary to align with current state law, current practices and procedures, and recommendations by CSBA.

These revisions reflect the redirection of certain state categorical programs/funds to California's Local Control Funding Formula (LCFF).

FISCAL IMPACT: None

RECOMMENDATIONS: Review for Information

~~Hanford ESD~~

CSBA Sample

Board Policy

School Plans/Site Councils

BP 0420

Philosophy, Goals, Objectives and Comprehensive Plans

~~When required by law or determined to be a useful tool to accomplish district and school goals, school site councils or other school advisory groups shall develop comprehensive school plans designed to enhance student achievement at individual school sites.~~

Cautionary Notice: AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 42605, which provided temporary flexibility for specified "Tier 3" categorical programs, and instead redirects the funding for those categorical programs into the Local Control Funding Formula (LCFF) (Education Code 42238.01-42251). The supplemental and concentration grant portions of the LCFF may be used for any schoolwide or districtwide educational purpose in accordance with state regulations to be adopted by January 31, 2014, with a goal of increasing or improving services for English learners, foster youth, and students eligible for free and reduced-price meals. Certain requirements related to Tier 3 categorical program(s) in the following policy or regulation are no longer applicable.

The Governing Board believes that comprehensive planning at each district school is necessary in order to focus school improvement efforts on student academic achievement and facilitate the effective use of district resources. The Superintendent or designee shall ensure that school plans provide clear direction and identify cohesive strategies aligned with school and district goals.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0400 - Comprehensive Plans)

~~(cf. 0420.5 - School Based Decision Making)~~

~~(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. 1431 - Waivers)~~

~~(cf. 6020 - Parent Involvement)~~

~~Single Plan for Student Achievement~~

~~The Superintendent or designee shall ensure-~~

For any school that a single plan for student achievement is prepared by the school site council as required by law for each school participatingparticipates in specified state and/or federal categorical programs, the school site council or other schoolwide advisory committee shall consolidate the plans required for those categorical programs into a single plan for student achievement (SPSA). (Education Code 41507, 41572, 52055.755, 64001)

(cf. 0420.1 - School-Based Program Coordination)
 (cf. 0450 - Comprehensive Safety Plan)
~~(cf. 0520 - Intervention for Underperforming Schools)~~
~~(cf. 0520.1 - High Priority Schools Grant Program)~~
~~(cf. 0520.2 - Title I Program Improvement Schools)~~
 (cf. 0520.4 - Quality Education Investment Schools)
 (cf. 1220 - Citizen Advisory Committees)
 (cf. 1431 - Waivers)
 (cf. 3513.3 - Tobacco-Free Schools)
 (cf. 4131 - Staff Development)
~~(cf. 4139 - Peer Assistance and Review)~~
 (cf. 5147 - Dropout Prevention)
~~(cf. 5148.1 - Child Care Services for Parenting Students)~~
 (cf. 6020 - Parent Involvement)
 (cf. 6142.91 - Reading/Language Arts Instruction)
~~(cf. 6163.1 - Library Media Centers)~~ 6151 - Class Size)
 (cf. 6164.2 - Counseling/Guidance Services)
 (cf. 6171 - Title I Programs)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6190 - Evaluation of the Instructional Program)

~~Whenever feasible, As appropriate, a school may incorporate any other school plan may be incorporated into the single plan for student achievement.~~ SPSA. (Education Code 64001)

The Superintendent or designee shall review each school's ~~single plan and~~ SPSA to ensure that it has been developed and approved by a properly constituted school site council, meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Board of Trustees his/her recommendations for plan approval or recommendations regarding any subsequent material revisions of the ~~plan~~ revision.

The Board shall review and approve each school's ~~single plan for student achievement at a regularly scheduled meeting. The Board also shall review~~ SPSA and approve any subsequent material revisions that include material changes affecting the academic programs for students participating in ~~these~~ the categorical programs addressed in the SPSA. The Board shall certify that, to the extent allowable under federal law, the ~~plan~~ SPSA is consistent with district local improvement plans required as a condition of receiving federal funding. Any such review and approval shall be at a regularly scheduled Board meeting. (Education Code 64001)

Whenever the Board does not approve a school's SPSA, it shall communicate its specific reasons for disapproval of the plan to the school site council or committee. The school site council or committee shall then revise and resubmit the SPSA to the Board for its approval.

The Superintendent or designee shall ensure that ~~principals and school administrators and school site council members of each site council~~ receive training on the roles and responsibilities of the

site council. To the extent necessary, he/she shall ensure that site councils receive the resources necessary in order to perform their role effectively.

School Site Block Grants

Upon receipt of state funding for school site block grants, the Board shall allocate the funds to district schools on an equal per pupil basis. (AB 1802, Sec. 43, Statutes of 2006)

The school's use of the funds allocated through this block grant shall be proposed by the school site council or, if the school does not have a school site council, by a schoolwide advisory group or school support group. (AB 1802, Sec. 43, Statutes of 2006)

The Board encourages school site councils to fund the highest priority needs identified in school improvement plans. The school site council shall provide the Superintendent or designee and the Board with a written proposal that includes a statement of the identified need(s) and how the funds will be used to enhance the educational program.

Before the funds are encumbered or expended, the Board shall approve the site council's proposed use of the funds. If the Board does not approve the proposed use, the Board shall inform the school site council of the reasons for disapproval and request that the council review and revise its proposal. (AB 1802, Sec. 43, Statutes of 2006)

Legal Reference:

EDUCATION CODE

52-53 Designation of schools

~~8240-8244~~ General child care and development programs

~~8750-8754~~ Conservation education

~~18100-18203~~ School libraries

~~32228-32228.5~~ School safety and violence prevention

33133 Information guide for school site councils

35147 Open meeting laws exceptions

41500-41573 Categorical education block grants

~~44500-44508~~ Peer Assistance and Review Program

~~44520-44534~~ New Careers Program

~~48400-48403~~ Compulsory continuation education

~~48430-48438~~ Continuation education

~~48660-48667~~ Community day schools

~~51745-51749.3~~ Independent study

~~51760-51769.5~~ Work experience education

~~51870-51874~~ Educational technology

~~52053-52055.55~~ Immediate Intervention/Underperforming Schools Program

52055.700-52055.770 Quality Education Investment Act

52176 Advisory committees

~~52200-52212~~ Gifted and Talented Education Program

~~52300-52346 Regional occupational centers~~
~~52500-52617 Adult education, including:~~
~~52610-52616.24 Adult education finances~~
 52800-52887 School-Based Program Coordination Act
 52890 Qualifications and duties of outreach consultants
 54000-54028_ Educationally Disadvantaged Youth Programs
 54100-54145 Miller-Unruh Basic Reading Act
 54425 Advisory committees (compensatory education)
 54650-54659 Education Improvement Incentive Program
~~54740-54749.5 California School Age Families Education Program~~
 56000-56867 Special education
 64000_ Categorical programs included in consolidated application
 64001 Single school plan for student achievement, consolidated application programs
~~REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS~~
~~52012 Establishment of school site council~~
~~52014-52015 School plans~~
 HEALTH AND SAFETY CODE
 104420 _Tobacco use prevention
~~MILITARY AND VETERANS CODE~~
~~500-520.1 California Cadet Corps~~
~~AB 1802 UNCODIFIED 2006 STATUTE~~
~~43 School site block grants~~
 CODE OF REGULATIONS, TITLE 5
 3930-3937 Compliance plans
 UNITED STATES CODE, TITLE ~~20631220~~
6311 Accountability, adequate yearly progress
6312-6319 Title I programs; plans
 6421-6472 Programs for neglected, delinquent, and at-risk children and youth
 6601-6651 Teacher and Principal Training and Recruitment program
 6801-7014 Limited English proficient and immigrant students
 7101-7165 Safe and Drug-Free Schools and Communities
 7341-7355c Rural Education Initiative

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

A Guide and Template for Developing the Single Plan for Student Achievement: A Handbook
Resource for the School Site Councils, April 2006 Council, February 2013

WEST ED PUBLICATIONS

California Healthy Kids Survey

California School Climate Survey

WEB SITES

California Department of Education, Single Plan for Student Achievement:

<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>

Center for Comprehensive School Reform and Improvement: ~~<http://www.centerforesri.org>~~

U.S. Department of Education: <http://www.ed.gov>

Policy ~~HANFORD ELEMENTARY SCHOOL DISTRICT~~

adopted: ~~July 16, 1999~~ ~~Hanford, California~~

revised: ~~September 19, 2001~~

revised: ~~December 14, 2005~~

revised: ~~September 5, 2007~~ WestEd: <http://www.wested.org>

 (7/05 11/06) 8/13

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Doug Carlton

DATE: November 26, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Receive for information recommended revisions to BP 1431 ~ Waivers

PURPOSE: The revised Board Policy reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA.

FISCAL IMPACT: None

RECOMMENDATIONS: Review for Information

~~Hanford ESD~~

CSBA Sample

Board Policy

Waivers

BP 1431
Community Relations

~~When certain provisions of Education Code or 5 CCR or the federal law, prevent the district from offering. The Governing Board recognizes that strict compliance with the law may sometimes hinder the district's ability to provide its students the best possible with an effective, well-rounded educational program. When it is in the interest of district students, the Board of Trustees may request that the State Board of Education to (SBE) waive these provisions. District administrators, staff, advisory committees, and councils shall identify the need for waiver requests and provide the Board information needed any provision of state or federal law or regulation which it has authority to make the waive pursuant to Education Code 33050.~~

Any waiver request to be submitted to the SBE shall first be approved by the Board. The Superintendent or designee shall ensure that each proposed waiver request includes all information necessary for the Board to analyze the need for the waiver and make an informed decision.

~~The Prior to presenting the proposed request for Board approval, the Superintendent or designee shall hold a properly noticed public hearing on all general waiver requests. (Education Code 33050)~~

~~(cf. 9320—Meetings consult with and Notices)~~

~~The Board shall include the exclusive employee representative in the development of obtain the waiver.~~

~~(cf. 4140/4240—Bargaining Units)~~

If the waiver affects a program that requires the existence of a school approval of any advisory committee or site council, the school site council shall first approve the request when required by law.

(cf. 0420 - School Plans/-Site Councils)
(cf. 0420.1 - School-Based Program Coordination)
(cf. 1220 - Citizen Advisory Committees)

~~For general waivers In addition, the request to the State Board of Education Superintendent or designee shall include a statement as to whether involve the exclusive employee representative participated of district employees in the development of the waiver request, and shall include in the~~

request the exclusive employee-representative's position on regarding the waiver. Waiver requests shall include- (Education Code 33050)

(cf. 4140/4240/4340 - Bargaining Units)

To receive public testimony on each waiver request proposal, the Board shall hold a properly noticed public hearing during a written summary of any objections to the request by the councils or advisory committees. Board meeting. (Education Code 33050)

The notice, which shall state the time, date, location, and subject of the public hearing, may be printed in a newspaper of general circulation or posted at each school and three public places in the district.

(cf. 9320 - Meetings and Notices)

When the district has requested and received the same general waiver from the SBE for two consecutive years, the Board is not required to reapply annually if the information contained on the request remains current. However, the district shall apply annually for the renewal of any waiver regarding teacher credentialing. (Education Code 33051)

Legal Reference:

EDUCATION CODE

305-311 Structured English immersion program; parental exception waivers

5000-5033_ Governing board elections

8750-8754 Grants for conservation education

10400-10407 Cooperative improvement programs

17047.5 Facilities used by special education students

17291 Portable school buildings

33050-33053 General waiver authority

37202_ Equity length of time

41000-41360 School finance

41381 Minimum school day

41600-41854 Computation of allowances

41920-42842 Budget requirements; local taxation by school districts

44520-44534 New program for careers Careers Program

44666-44669 School-Based Management and Advanced Career Opportunities

44681-44689 Administrator Training and Evaluation

45108.7 Maximum number of senior management positions

48660-48666 Community day schools

48800 Attendance at community college

49550-49560_ Meals for needy students

51224.5 Algebra instruction

51745.6 Charter school independent study ratio

51870-51874 Educational technology

~~52053-52055.55 Immediate Intervention for Underperforming Schools Program~~

~~52055.600-52055.662 High Priority Schools Grant Program~~

52080-52090 _Class size reduction grade 9

52122.6-52122.8 Class size reduction-, impacted school sites

52160-52178 Bilingual-Bicultural Education Act of 1976

52180-52186 Bilingual teacher waiver

52200-52212 Gifted and Talented Pupils Program

52340-52346 Career Guidance Centers

52522 _Plans for adult education

52850-52863 School-Based ~~Coordinated Program~~ Coordination

54000-54028 Disadvantaged Youth Program

54100-54145 Miller-Unruh Basic Reading Program

54407 Waiver for compensatory education programs

56000-56867 Special education programs

58407 Waiver related to individualized instruction program

58900-58928 Restructuring demonstration programs

60119 _Public hearing on sufficiency of instructional materials

~~60422 Instructional materials funding realignment program~~

60851 High school exit examination, waiver for student with disabilities

CODE OF REGULATIONS, TITLE 5

1032_ Academic Performance Index

3100 Resource specialist caseload waivers

3945 Cooperative programs

9531 _Instructional materials funding

11960 _Charter school attendance

11963.4 _Charter school percentage funding

13017 Waivers, compensatory education New Careers in Education Program

13044 Waivers, compensatory education Professional Development and Program Improvement Programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

7115_ Safe and Drug Free Schools, authorized activities

Management Resources:

WEB SITES

California Department of Education, Waiver Office: <http://www.cde.ca.gov/re/lr/wr>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

~~Policy HANFORD ELEMENTARY SCHOOL DISTRICT~~

~~adopted: May 16, 2001 Hanford, California~~

~~revised: January 18, 2006(10/98 7/05) 8/13~~

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Dr. Paul J. Terry
FROM: Doug Carlton
DATE: November 26, 2013

FOR: ☒ Board Meeting
 ☐ Superintendent's Cabinet

FOR: ☒ Information
 ☐ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Receive for information recommended revisions to AR 0420 ~ School Plans/Site Councils

PURPOSE: The revised Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current state law, current practices and procedures, and recommendations by CSBA.

These revisions reflect the redirection of certain state categorical programs/funds to California's Local Control Funding Formula (LCFF).

FISCAL IMPACT: None

RECOMMENDATIONS: Review for Information

Hanford ESD

CSBA Sample

Administrative Regulation

School Plans/Site Councils

AR 0420

Philosophy, Goals, Objectives and Comprehensive Plans

Cautionary Notice: AB 97 (Ch. 47, Statutes of 2013) repealed Education Code 42605, which provided temporary flexibility for specified "Tier 3" categorical programs, and instead redirects the funding for those categorical programs into the Local Control Funding Formula (LCFF) (Education Code 42238.01-42251). The supplemental and concentration grant portions of the LCFF may be used for any schoolwide or districtwide educational purpose in accordance with state regulations to be adopted by January 31, 2014, with a goal of increasing or improving services for English learners, foster youth, and students eligible for free and reduced-price meals. Certain requirements related to Tier 3 categorical program(s) in the following policy or regulation are no longer applicable.

School Site Councils

When School site councils shall be established when required for participation in any categorical program, each district school shall establish a school site council or advisory committee.
(Education Code 41507, 41572, 52852, 64001)

(cf. 0420.1 - School-Based Program Coordination)

The school site council shall be composed of the following: (Education Code 41507, 41572, 52852)

1. The principal
2. Teachers selected by the school's teachers
3. Other school personnel ~~chosen~~selected by the school's other personnel
4. ~~Parents~~Parent/guardian representatives, who may include parents/guardians of students attending the school ~~chosen by other such parents/guardians, and/or community members chosen,~~
selected by the parents/guardians as representatives of students attending the school
5. In secondary schools, students attending the school ~~chosen~~selected by other such students

Half of the school site council membership shall consist of school staff, the majority of whom shall

be classroom teachers. _For elementary school site councils, the remaining half shall be ~~parents/guardians or parent/guardian representatives~~. _For secondary school site councils, the remaining half shall be equal numbers of ~~parents/guardians (or parent/guardian representatives)~~ and students. _ (Education Code ~~41507, 41572, 52852~~)

A district employee may serve as a parent/guardian representative on the school site council of the school his/her child attends, provided the employee does not work at that school. (Education Code 52852)

The bylaws of each school site council shall include the method of selecting members and officers, terms of office, responsibilities of council members, time commitment, and a policy of nondiscrimination.

School site councils may function on behalf of other committees in accordance with law. (Education Code 52176, 52870, 54425; 5 CCR 3932)

~~(cf. 0520.1 - High Priority Schools Grant Program)~~

School site councils shall operate in accordance with procedural meeting requirements established in Education Code 35147.

(cf. 1220 - Citizen Advisory Committees)

Single Plan for Student Achievement

In order for a school to participate in any state or federal categorical program specified in Education Code ~~41506, 41571, 52055.700, or 64000~~ on an ongoing basis, the school site council shall approve, ~~and~~ annually review, and update a single plan for student achievement. ~~(SPSA).~~ If the school does not have a school site council, these responsibilities shall be fulfilled by a schoolwide advisory group or school support group conforming to the composition requirements of the school site council listed in the section "School Site Councils" above shall fulfill these responsibilities. (Education Code ~~41507, 41572, 52055.755, 64001~~)

~~(cf. 0420.1 - School Based Program Coordination)~~

(cf. 0450 - Comprehensive Safety Plan)

~~(cf. 0520 - Intervention for Underperforming Schools)~~

~~(cf. 0520.1 - High Priority Schools Grant Program)~~

~~(cf. 0520.2 - Title I Program Improvement Schools)~~

(cf. 0520.4 - Quality Education Investment Schools)

(cf. 1431 - Waivers)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 4131 - Staff Development)

~~(cf. 4139 - Peer Assistance and Review)~~

(cf. 5147 - Dropout Prevention)

~~(cf. 5148.1 - Child Care Services for Parenting Students)~~

(cf. 6020 - Parent Involvement)

(cf. 6142.91 - Reading/Language Arts Instruction)
 (cf. ~~6163.1 - Library Media Centers~~ 6151 - Class Size)
 (cf. 6164.2 - Counseling/Guidance Services)
 (cf. 6171 - Title I Programs)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6184 - Continuation Education)

The ~~single plan~~SPSA shall be developed with the review, advice, and certification of any applicable school advisory committees. (Education Code 64001)

Such groups may include, but are not limited to, advisory committees established for student-achievementcategorical programs such as English learner, special education, gifted and talented education, and Economic Impact Aid programs; Western Association of Schools and Colleges leadership teams; district or school liaison teams for schools identified for program improvement; and other committees established by the school or district.

(cf. 0520.2 - Title I Program Improvement Schools)
 (cf. 6172 - Gifted and Talented Student Program)
 (cf. 6190 - Evaluation of the Instructional Program)

The SPSA shall be aligned with school goals for improving student achievement and. School goals shall be based on an analysis of verifiable state data, including the Academic Performance Index (API) and the California English Language Development Test (CELDT), and may consider any other data voluntarily developed by the district to measure student achievement. (Education Code 64001)

(cf. 0500 - Accountability)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.51 - Standardized Testing and Reporting Program)
 (cf. 6162.52 - High School Exit Examination)

The ~~plan~~SPSA shall, at a minimum: (Education Code 64001)

1. Address how funds provided to the school through specified categorical programs will be used to improve the academic performance of all students to the level of the performance goals established by the API
2. Identify the ~~school's~~ means of evaluating the school's progress toward accomplishing those goals
- 3.- Identify how state and federal law governing these ~~the~~ categorical programs will be implemented

In addition to meeting the requirements common to all applicable school plans, the ~~single plan~~SPSA shall address the ~~any~~ content required by law for each individual categorical program in which the school participates.

Plans developed for the state's Immediate Intervention/Underperforming Schools Program pursuant to Education Code 52054 or the federal Title I schoolwide programs pursuant to 20 USC 6314 shall satisfy the requirement for the single plan. (Education Code 64001)

(cf. 0520—Intervention for Underperforming Schools)
(cf. 6171—Title I Programs)

In developing or revising the single plan SPSA, the school site council shall:

1. Measure the effectiveness of current improvement strategies at the other schoolwide advisory group or school support group shall:

The school site council shall analyze 1. Analyze student performance based on state and local achievement data. Using measures of student academic performance, the school shall identify significant patterns of low performance among all in particular content areas, student groups, and/or individual students and analyze instructional programs to determine program areas that need to be addressed in order to raise performance of student groups not meeting academic standards which data summaries to include in the plan as most informative and relevant to school goals.

(cf. 6011 - Academic Standards)

2. Seek input from other school advisory committees as appropriate

3. Reaffirm or revise school goals to serve as a basis for school improvement activities and expenditures

4. Revise improvement strategies and expenditures

2. Assess the effectiveness of the school's instructional program in relation to the analysis of student data.

3. Identify a limited number of achievement goals and key improvement strategies to achieve the goals. School goals shall reflect the needs identified at the school site while aligning with goals identified in federally required district plans. The school shall specify the student group(s) on which each goal is focused, the methods or practices that will be used to reach the goal, and the criteria that will be used to determine if the goal is achieved.

4. Define timelines, personnel responsible, proposed expenditures, and funding sources to implement the SPSA.

The school site council or other schoolwide group shall approve the proposed SPSA at a meeting for which public notice has been posted and then submit the SPSA to the Governing Board for approval. (Education Code 35147, 64001)

The school site council or other schoolwide group shall specify actions to be taken, dates by which actions are to be started, regularly monitor the implementation and completed, expenditures needed to implement the action, effectiveness of the funding source, anticipated annual performance growth for each student group, SPSA and the means modify any activities that will be used to prove ineffective. At least once per year, the school shall evaluate progress toward each goal.

5. ~~Approve and recommend the plan to the Board of Trustees~~

The Superintendent or designee and the principal shall implement the strategies in the single plan, results of improvement efforts and report to the school site council and the Board, advisory committees, and other interested parties regarding progress toward school goals.

The school site council shall ~~monitor the implementation and effectiveness of the single plan and modify any activities that prove ineffective.~~

~~School Plans for Categorical Block Grants~~

Whenever a school participates in the state's categorical block grant programs for student retention and/or school and library improvement, the school site council shall develop a plan which shall include, but need not be limited to: (Education Code 41507, 41572)

1. ~~Curricula, instructional strategies, and materials responsive to the individual educational needs and learning styles of each student that enables all students to do all of the following:~~

a. ~~Make continuous progress and learn at a rate appropriate to their abilities~~

b. ~~Master basic skills in language development and reading, writing, and mathematics~~

c. ~~Develop knowledge and skills in other aspects of the curricula, such as arts and humanities; physical, natural, and social sciences; multicultural education; physical, emotional, and mental health; consumer economics; and career education~~

d. ~~Pursue educational interests and develop esteem for self and others; personal and social responsibility, critical thinking, and independent judgment~~

~~(cf. 5148—Child Care and Development)~~

~~(cf. 6158—Independent Study)~~

~~(cf. 6184—Continuation Education)~~

~~(cf. 6185—Community Day School)~~

2. ~~Consideration of the use of community resources to achieve instructional improvement objectives~~

3. ~~Consideration of the use of education technology~~

~~(cf. 0440—District Technology Plan)~~

~~4. A staff development program for teachers, other school personnel, paraprofessionals, and volunteers~~

~~(cf. 1240 Volunteer Assistance)~~

~~(cf. 4131.1 Beginning Teacher Support/Induction)~~

~~(cf. 4138 Mentor Teachers)~~

~~(cf. 4222 Teacher Aides/Paraprofessionals)~~

~~(cf. 4231 Staff Development)~~

~~5. Provisions for utilization of other schoolwide group may amend the student success team process to identify and assess SPSA at any time. Any revisions that would substantively change the needs of students who are dropouts or potential dropouts, and to develop programs to meet those needs~~

~~(cf. 5147 Dropout Prevention)~~

~~(cf. 5149 At Risk Students)~~

~~(cf. 6164.5 Student Success Teams)~~

~~6. Procedures for coordinating services from funding sources at the school level to help students participate successfully in the core academic curricula and specialized curricula related to jobs and career opportunities~~

~~(cf. 6030 Integrated Academic and Vocational Instruction)~~

~~(cf. 6178 Vocational Education)~~

~~(cf. 6178.1 Work Experience Education)~~

~~7. Instructional and auxiliary services to meet the special needs of students who are limited English speaking, including instruction in a language they understand; educationally disadvantaged students; gifted and talented students; and students with disabilities~~

~~(cf. 6172 Gifted and Talented Student Program)~~

~~(cf. 6174 Education for English Language Learners)~~

~~8. Improvement of the classroom and school environments, including improvement of relationships between and among students, school personnel, parents/guardians, and the community, and reduction of the incidence of violence and vandalism among students~~

~~(cf. 5137 Positive School Environment)~~

~~(cf. 5138 Conflict Resolution/Peer Mediation)~~

~~9. Improvement of student attendance, including parent/guardian awareness of the importance of regular school attendance~~

~~(cf. 5113 Absence and Excuses)~~

~~(cf. 5113.1 Truancy)~~

~~10. The proposed expenditure of block grant funds and the degree to which expenditures meet the plan's criteria~~

~~11. Other activities and objectives established by the school site council~~

~~12. A process for ongoing evaluation and modification of the plan~~

~~The evaluation programs funded through the consolidated application shall be based on the degree to which the school is meeting the plan's objectives, student achievement, and improved school environment. An improved school environment shall be measured by indicators such as the incidence of absenteeism, suspension and expulsion, dropouts, school violence, vandalism and theft; student attitudes towards the school, self, and others; absenteeism among staff, staff resignations, and requests for transfers; and satisfaction of students, parents/guardians, teachers, administrators, and staff submitted to the Board for approval.~~

~~In addition, any school receiving state funding for school and library improvement shall incorporate plans pertaining to school libraries. (Education Code 41572)~~

~~Regulation — HANFORD ELEMENTARY SCHOOL DISTRICT~~

~~approved: September 19, 2001 — Hanford, California~~

~~revised: December 14, 2005~~

~~revised: September 5, 2007~~

(7/05 11/06) 8/13

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Karen McConnell *KM*

DATE: November 22, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Receive recommended revisions to BP/AR 5141.31 ~ Immunizations

PURPOSE: Regulation updated to reflect new law (AB 2109) which requires that, when a parent/guardian submits a written statement that one or more immunization requirements are contrary to his/her beliefs, the statement must document which immunizations have been given and specify which ones are contrary to his/her beliefs. Regulation also reflects a provision of AB 2109 that, effective January 1, 2014, the personal beliefs affidavit must include a sign attestation by a health care practitioner, physicians assistant or nurse practitioner indicating that he/she has provided the parent/guardian with information regarding the benefits and risks of the immunization and the health risks associated with the communicable disease.

FISCAL IMPACT: None

RECOMMENDATIONS:

Hanford ESD

Board Policy

Immunizations

BP 5141.31

Students

To be admitted protect the health of all students and staff and to curtail the spread of infectious diseases. the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5141.22 - Infectious Diseases)

school, children (cf. 5141.26 - Tuberculosis Testing)

(cf. 6142.8 - Comprehensive Health Education)

Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations in accordance with law. ChildrenStudents shall be excluded from school or exempted from immunization requirements only as allowed by law.

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)

(cf. 5112.1 - Exemptions from Attendance)

(cf. 5112.2 - Exclusions from Attendance)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.5148 - Child Care and Development)

(cf. 5148.3 - Health ExaminationsPreschool/Early Childhood Education)

Except to the extent otherwise authorized by law, each transfer student shall present evidence of immunization before he/she is admitted to school. Such evidence may include the child's personal immunization record from his/her authorized health care provider or his/her cumulative file from his/her previous school.

However, when necessary, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from theirthe previous school. If these records do not arrive within 30 school days, the student shall present written documentation by a physician, nurse or clinic an authorized health care provider showing that the required immunizations were received. If such documentation is not presented, the student shall be excluded from school until immunization requirements are met.the required immunizations have been administered. (17 CCR 6070)

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 49403)

(cf. 5141.3 - Health Examinations)
(cf. 5141.6 - School Health Services)
(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

44871 Qualifications of supervisor of health
46010 Total days of attendance
48216 Immunization
48853.5 Immediate enrollment of foster youth
48980 Required notification of rights
49403 Cooperation in control of communicable disease and immunizations
49426 Duties of school nurses
49701 Flexibility in enrollment of children of military families

HEALTH AND SAFETY CODE

120325-120380 Immunization against communicable disease, especially:
120335 Immunization requirement for admission
120395 Information about meningococcal disease, including recommendation for vaccination
120440 Disclosure of immunization information

CODE OF REGULATIONS, TITLE 5

430 Student records

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 42

11432 Immediate enrollment of homeless children

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

Management Resources:

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH SERVICES

Commonly Asked Questions About the New School California Immunization Handbook for Schools and Child Care Programs, July 2003

Guide to Immunizations Required for School Entry

Guide to the Requirements, March 1999 of the California School Immunization Law for Parents

of Children in or Entering School or Child Care

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009

WEB SITES

~~CDE~~California Department of Education: <http://www.cde.ca.gov>

California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Policy ~~HANFORD ELEMENTARY SCHOOL DISTRICT~~

adopted: ~~June 29, 1989 Hanford, California~~

reviewed: ~~May 16, 2001~~U.S. Department of Education: <http://www.ed.gov>

~~(6/98 11/00) 11/10~~

Revised: 12/11/2013

Hanford ESD

Administrative Regulation

Immunizations

AR 5141.31

Students

Upon enrollment, students must present evidence Required Immunizations

The Superintendent or designee shall provide parents/guardians, upon school registration, a written notice summarizing the state's immunization requirements.

The Superintendent or designee shall not unconditionally admit any student to a district elementary or secondary school, preschool, or child care and development program nor advance a student to specified grade levels unless the student has presented documentation of full immunization, in accordance with the age/grade and dose required by the California Department of Public Health (CDPH), against diphtheria, the following diseases: (Health and Safety Code 120335; 17 CCR 6020)

1. Measles, mumps, and rubella (MMR)
2. Diphtheria, tetanus, and pertussis (whooping cough), tetanus (Td), poliomyelitis,) (DTP, DTaP, or Tdap)
3. Poliomyelitis (polio)
4. Hepatitis B
5. Varicella (chickenpox)
6. Haemophilus influenza type b (Hib meningitis)
7. Any other disease designated by the CDPH

(cf. 5141.22 - Infectious Diseases)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

The student's immunization record shall be provided by the student's health care provider or from the student's previous school immunization record. The record must show the date that each dose was administered.

Exemptions

Exemption from immunization requirements shall be granted under either of the following circumstances: (Health and Safety Code 120365, 120370; 17 CCR 6051)

1. The student's parent/guardian provides a written statement by a licensed physician, physician's assistant or nurse practitioner ~~nurse or clinic~~ in the manner that, due to the physical condition or medical circumstances of the student, one or more immunizations are considered unsafe or are permanently not indicated. The statement shall indicate the specific nature and probable duration of the medical condition or circumstances that contraindicate immunization. In such circumstances, the student shall be exempted from one or more vaccines to the extent indicated by the statement.

2. The student's parent/guardian provides a letter or affidavit documenting which immunizations required by Health and Safety Code 120355 have been given and which immunizations have not been given on the basis that they are contrary to the parent/guardian's beliefs.

3. Homeless children and foster youth must be immediately enrolled even if they are unable to produce records normally required for enrollment, including medical records.

(cf. 6141.2 - Recognition of Religious Beliefs and Customs)

When immunization(s) are contrary to the parent/guardian's personal beliefs but there is good cause to believe that the student has been exposed to one of the communicable diseases listed in Health and Safety Code 120325, the student may be temporarily excluded from school until the local public health officer is satisfied that the student is no longer at risk of developing the disease.

On or after January 1, 2014, the parent/guardian shall also submit a form prescribed by the State Department of Health Services. ~~Students seven years old or older shall not be required to be immunized against pertussis or mumps. (Health and Safety Code 120335)~~ CDPH to the school which includes a signed attestation by an authorized health care practitioner that indicates he/she has provided the parent/guardian with information regarding the benefits and risks of the immunization and the health risks of the communicable diseases listed in Health and Safety Code 120335 to the person and the community. The parent/guardian shall sign a statement indicating that he/she has received this information. Neither the health care practitioner nor the parent/guardian shall sign these statements more than six months prior to the date that the student is subject to the immunization requirement. In lieu of the original form, the district shall accept a photocopy of the signed form or a letter by a health care practitioner that includes all information and attestations included on the form.

Upon enrollment, children entering school or a child care and development program at the kindergarten level or below shall also present evidence of immunization against hepatitis B. Children who have not reached the age of four years, six months shall also present evidence of

~~immunization against haemophilus influenzae type b. (Health and Safety Code 120335)~~

~~Upon enrollment on or after July 1, 1999, children entering, advancing, transferring or repeating 7th grade shall present evidence of hepatitis B immunization. (Health and Safety Code 120335)~~

Exclusions Due to Lack of Immunizations

~~Any student without the required evidence of immunization shall~~may be excluded from school until the immunization is obtained or until the student presents a letter or affidavit of an exemption from his/her parent/guardian or physician. Exemption is allowed when the parent/guardian states in writing that immunization is contrary to his/her beliefs. Exemption is also allowed to the extent indicated by a physician's written statement describing the medical condition of the child and the probable duration of the medical condition or circumstances which contraindicate immunization. (Health and Safety Code 120365, 120370, 120375)is granted in accordance with the section "Exemptions" above.

(cf. 5112.2 - Exclusions from Attendance)

~~The district may conditionally admit a child with documentation from a physician that: (Health and Safety Code 120340; 17 CCR 6000)~~

- ~~1. — He/she has received some but not all required immunizations and is not due for any vaccine dose at the time of admission~~
- ~~2. — He/she has a temporary exemption from immunization for medical reasons~~

~~The Superintendent or designee shall review the immunization record of each student admitted conditionally every 30 days until that student has received all of the required immunizations. (17 CCR 6070)~~

~~In accordance with law, the Superintendent or designee shall notify parents/guardians of the rights of students and parents/guardians relating to immunizations. (Education Code 48216, 48980)~~

(cf. 5145.6 - Parental Notifications)

~~When admission has been denied~~(cf. 6183 - Home and Hospital Instruction)

~~Before an already admitted student is excluded from school attendance because of lack of immunization, the Superintendent or designee shall notify the parent/guardian that he/she has 10 school days in which to supply evidence of proper immunization or an appropriate letter of exemption. This notice shall refer the parent/guardian to the child's usual source of medical care. (Education Code 48216; 17 CCR 6040)~~

~~If~~This notice shall refer the parent/guardian to the student's usual source of medical care or, if the student has no usual source of medical care exists, the parent/guardian shall be referred, then to the county health department or school immunization program, if any. (Education Code 48216)

(cf. 5141.6 - School Health Services)

~~The district~~ Superintendent or designee shall exclude from further attendance any already admitted student who fails to obtain the required immunization within ~~no more than 10~~ school days following the parent/guardian's receipt of the parent/guardian notice specified above, unless the student is exempt from immunization for medical reasons or personal beliefs. The student shall remain excluded from school until he/she provides written evidence that he/she has received another dose of each required vaccine due at that time. The student shall also be reported to the attendance supervisor or principal. (17 CCR 6055)–

~~(cf. 5112.2 – Exclusions from Attendance)~~

Conditional Enrollment

The Superintendent or designee may conditionally admit a student with documentation from an authorized health care provider that: (Health and Safety Code 120340; 17 CCR 6000, 6035)

1. The student has received some but not all required immunizations and is not due for any vaccine dose at the time of admission.
2. The student has a temporary exemption from immunization for medical reasons.

~~The Superintendent or designee shall annually file a report with the state and local health departments on~~ notify the immunization status of new entrants or student's parents/guardians of the date by which the student must complete all the remaining doses when needed to determine they become due as specified in 17 CCR 6035.

The Superintendent or designee shall review the immunization status record of each student admitted conditionally every 30 days until that student has received all the required immunizations. If the student does not receive the required immunizations within the specified time limits, he/she shall be excluded from further attendance until the immunizations are received. (Health and Safety Code 120375; 17 CCR 60756070)

The Superintendent or designee shall record each new entrant's immunizations in the California School Immunization Record and retain it as part of the student's mandatory permanent student record. District staff shall maintain the confidentiality of immunization records and may disclose such information to state and local health departments only in accordance with law. (Health and Safety Code 120375, 120440; 17 CCR 6070)

(cf. 5125 - Student Records)

Regulation — HANFORD ELEMENTARY SCHOOL DISTRICT
 approved: May 16, 2001 — Hanford, California Records

Revised: December 11, 2013

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed.D.

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: December 11, 2013.

ITEM: Receive information on the Local Control Funding Plan and Local Control Accountability Plan.

PURPOSE:

FISCAL IMPACT:

RECOMMENDATION:

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: December 2, 2013

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: (X) Information
() Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Receive 2014-15 Budget Calendar.

PURPOSE:

Attached for your information is the timeline we will follow for the preparation of the District Budget for 2014-15.

FISCAL IMPACT:

RECOMMENDATION:

Hanford Elementary School District
2013-14 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) TIMELINE
For the Formulation of the 2014-15 BUDGET

2013		
December	11	• Local Control Funding Formula (LCFF)/Local Control Accountability Plan (LCAP) Information presented to Board of Trustees (Terry/White)
2014		
January		• LCFF/LCAP Information presented to interested parties at school sites (Terry/White/Carlton)
		• Parent Survey – Student Education Priorities
	17	• Site Allocation Planning. Determine School/Department planning figures for 14-15 Personnel and Supply allocation (Terry/White)
	24	• Personnel – Categorical percentage split determined at Annual Staff Planning - Meeting #1
February	3	• Send 14-15 Classified Allocation History to S.O.O./Managers/HR
	28	• Distribute budget materials to Schools and Departments
March		• Hold LCAP District-wide meeting with Parent Advisory Committee comprised of School Site Council and DELAC leadership (Terry/Carlton)
		• Superintendent responds in writing to comments received at Parent Advisory Committee meeting (Terry)
		• Superintendent to review Department budgets with managers at briefings
	3 - 21	• Principals/Department Heads to develop budgets
	3	• LCAP Presentations at HETA Meet & Consult (Terry)
	7	• ADA/enrollment projections for calculation of income (Terry/White)
	17	• LCAP Presentations at CSEA Meet & Consult (Terry)
	20/27	• 14-15 Annual Staffing - Certificated
	21	• 14-15 General Purpose and Special Ed budgets due to Fiscal Services
	31	• Review Personnel - Categorical percentage splits – during Exec. Council
April	7	• Establish Budget Committee
	25	• Review 14-15 proposed income and expenditures. Make any necessary adjustments to balance (Terry/White)
	25	• Categorical percentage splits memo to Dept. Heads/HR (White/Carlton)
	29	• 14-15 Annual Staff Planning - Classified
May	2	• 14-15 Categorical & Cafeteria Budgets due to Fiscal Services
	9	• Public Notice on budget adoption to be sent to KCOE for submission to Hanford Sentinel for publication on May 28
	12	• Budget Committee meets 3:30 p.m. Conference Room C
	14	• Public notified at the Board meeting of opportunity to submit written comments regarding the LCAP (Terry)
	28	• Public Hearing at the Board meeting to solicit recommendations and comments of members of the public regarding the LCAP (Terry)
	28	• Public Notice re: 14-15 Budget Adoption (14 days prior to adoption)
June	2 - 5	• Submit budget for adoption to Board (agenda item due)
	11	• Board Meeting – ADOPT 14-15 Budget and LCAP
August	1 (or sooner)	• County approves and returns Adopted Budget
	15 (deadline may be later)	• Adopt, within 45 days after the Governor signs the budget, revisions to reflect changes in income or expenditures stemming from the State budget
September		• Compute 14-15 Gann Limit. Place on Board agenda for adoption.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: December 2, 2013

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of new Board Policy and Administrative Regulation:
BP/AR 7214 - General Obligation Bonds.

PURPOSE:

This is a new Board Policy and Administrative Regulation on the subject of General Obligation (G.O.) Bonds. The policy and regulation list the laws and procedures that govern the planning for an issuance of G. O. bonds. Once approved by the Board, the policy would be in place should the District decide to go out for a G. O. bond.

FISCAL IMPACT:

None

RECOMMENDATION:

Approve new Board Policy and Administrative Regulation: BP/AR 7214 - General Obligation Bonds.

Facilities

BP 7214(a)

GENERAL OBLIGATION BONDS

The Governing Board recognizes that school facilities are an essential component of the educational program and that the Board has a responsibility to ensure that the district's facilities needs are met in the most cost-effective manner possible. When the Board determines that it is in the best interest of district students, it may order an election on the question of whether bonds shall be issued to pay for school facilities.

(cf. 1160 - Political Processes)
(cf. 7110 - Facilities Master Plan)
(cf. 7210 - Facilities Financing)

The Board shall determine the appropriate amount of the bonds in accordance with law.

When any project to be funded by bonds will require state matching funds for any phase of the project, the ballot for the bond measure shall include a statement as specified in Education Code 15122.5, advising voters that, because the project is subject to approval of state matching funds, passage of the bond measure is not a guarantee that the project will be completed. (Education Code 15122.5)

Bonds Requiring 55 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 55 percent majority of the voters pursuant to Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution. If two-thirds of the Board agrees to such an election, the Board shall vote to adopt a resolution to incur bonded indebtedness if approved by a 55 percent majority of the voters. (Education Code 15266)

(cf. 9323.2 - Actions by the Board)

The bond election may only be ordered at a primary or general election, a statewide special election, or a regularly scheduled local election at which all of the electors of the school district are entitled to vote. (Education Code 15266)

Bonded indebtedness incurred by the district shall be used only for the following purposes: (California Constitution Article 13A, Section 1(b)(3) and 1(b)(3)(A))

1. The construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities
2. The acquisition or lease of real property for school facilities

The proposition approved by the voters shall include the following accountability requirements: (California Constitution Article 13A, Section 1(b)(3))

BP 7214 (b)

GENERAL OBLIGATION BONDS *(continued)*

1. A requirement that proceeds from the sale of the bonds be used only for the purposes specified in items #1-2 above, and not for any other purposes including teacher and administrative salaries and other school operating expenses
2. A list of specific school facility projects to be funded and certification that the Board has evaluated safety, class size reduction, and information technology needs in developing that list

(cf. 0440 - District Technology Plan)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 6151 - Class Size)

3. A requirement that the Board conduct an annual, independent performance audit to ensure that the funds have been expended only on the specific projects listed
4. A requirement that the Board conduct an annual, independent financial audit of the proceeds from the sale of the bonds until all of those proceeds have been expended for the school facilities projects

If a district general obligation bond requiring a 55 percent majority is approved by the voters, the Board shall appoint an independent citizens' advisory oversight committee. This committee shall be appointed within 60 days of the date that the Board enters the election results in its minutes pursuant to Education Code 15274. (Education Code 15278)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9324 - Minutes and Recordings)

The Superintendent or designee shall ensure that the annual, independent performance and financial audits conducted pursuant to items #3 and #4 above are issued in accordance with the U.S. Comptroller General's Government Auditing Standards. He/she shall submit the audits to the citizens' oversight committee by March 31 of each year. (Education Code 15286)

Bonds Requiring 66.67 Percent Approval by Local Voters

The Board may decide to pursue the authorization and issuance of bonds by approval of 66.67 percent majority of the voters pursuant to Education Code 15100 and Article 13A, Section 1(b)(2) of the California Constitution. If a majority of the Board agrees to such an election, or upon a petition of the majority of the qualified electors residing in the district, the Board shall adopt a resolution ordering an election on the question of whether to incur bonded indebtedness if approved by a 66.67 percent majority of the voters. (Education Code 15100)

The bond election may be ordered to occur on any Tuesday, except a Tuesday that is a state holiday or the day before or after a state holiday, is within 45 days before or after a statewide

BP 7214(c)

GENERAL OBLIGATION BONDS *(continued)*

election unless conducted at the same time as the statewide election, or is an established election date pursuant to Elections Code 1000 or 1500. (Education Code 15101)

Bonds shall be sold to raise money for any of the following purposes: (Education Code 15100)

1. Purchasing school lots
2. Building or purchasing school buildings
3. Making alterations or additions to school building(s) other than as may be necessary for current maintenance, operation, or repairs
4. Repairing, restoring, or rebuilding any school building damaged, injured, or destroyed by fire or other public calamity
5. Supplying school buildings and grounds with furniture, equipment, or necessary apparatus of a permanent nature
6. Permanently improving school grounds
7. Refunding any outstanding valid indebtedness of the district, evidenced by bonds or state school building aid loans
8. Carrying out sewer or drain projects or purposes authorized in Education Code 17577
9. Purchasing school buses with a useful life of at least 20 years
10. Demolishing or razing any school building with the intent to replace it with another school building, whether in the same location or in any other location

Except for refunding any outstanding indebtedness, any of the purposes listed above may be united and voted upon as a single proposition by order of the Board and entered into the minutes. (Education Code 15100)

The Board may appoint a citizens' oversight committee to review and report to the Board and the public as to whether the expenditure of bond revenues complies with the intended purposes of the bond.

Certificate of Results

If the certificate of election results received by the Board shows that the appropriate majority of the voters is in favor of issuing the bonds, the Board shall record that fact in its minutes. The

BP 7214(d)

GENERAL OBLIGATION BONDS *(continued)*

Board shall then certify to the County Board of Supervisors all proceedings it had in connection with the election results. (Education Code 15124, 15274)

Resolutions Regarding Sale of Bonds

Following passage of the bond measure by the appropriate majority of voters, the Board shall pass a resolution directing the issuance and sale of bonds. The resolution shall prescribe the total amount of bonds to be sold and may also prescribe the maximum acceptable interest rate, not to exceed eight percent, and the time(s) when the whole or any part of the principal of the bonds shall be payable, which shall not be more than 25 years from the date of the bonds. However, if the Board elects to issue the bonds pursuant to Government Code 53508, the maximum acceptable interest rate shall not exceed 12 percent and the time(s) when the whole or any part of the principal shall be payable shall not be more than 40 years. (Education Code 15140; Government Code 53508)

Prior to the sale of bonds, the Board shall disclose, as an agenda item at a public meeting, either in the bond issuance resolution or a separate resolution, all of the following information: (Education Code 15146; Government Code 53508.9)

1. Express approval of the method of sale (i.e., competitive, negotiated, or hybrid)
2. Statement of the reasons for the method of sale selected
3. Disclosure of the identity of the bond counsel, and the identities of the bond underwriter and the financial adviser if either or both are utilized for the sale, unless these individuals have not been selected at the time the resolution is adopted, in which case the Board shall disclose their identities at the public meeting occurring after they have been selected
4. Estimates of the costs associated with the bond issuance, including, but not limited to, bond counsel and financial advisor fees, printing costs, rating agency fees, underwriting fees, and other miscellaneous costs and expenses of issuing the bonds

After the sale, the Board shall be presented with the actual issuance cost information and shall disclose that information at the Board's next scheduled meeting. The Board shall ensure that an itemized summary of the costs of the bond sale and all necessary information and reports regarding the sale are submitted to the California Debt and Investment Advisory Commission. (Education Code 15146; Government Code 53509.5)

Bond Anticipation Notes

Whenever the Board determines that it is in the best interest of the district, it may, by resolution, issue a bond anticipation note, on a negotiated or competitive-bid basis, to raise funds that shall

BP 7214(e)

GENERAL OBLIGATION BONDS *(continued)*

be used only for a purpose authorized by a bond that has been approved by the voters of the district in accordance with law. (Education Code 15150)

Payment of principal and interest on any bond anticipation note shall be made at note maturity, not to exceed five years, from the proceeds derived from the sale of the bond in anticipation of which that note was originally issued or from any other source lawfully available for that purpose, including state grants. Interest payments may also be made from such sources. However, interest payments may be made periodically and prior to note maturity from an increased property tax if the following conditions are met: (Education Code 15150)

1. A resolution of the Board authorizes the property tax for that purpose.
2. The principal amount of the bond anticipation note does not exceed the remaining principal amount of the authorized but unissued bonds.

The notes may be issued only if the tax rate levied to pay interest on the notes periodically would not cause the district to exceed the tax rate limitations set forth in Education Code 15268 or 15270, as applicable.

Legal Reference continued on next page

GENERAL OBLIGATION BONDS (continued)*Legal Reference:*EDUCATION CODE

7054 Use of district property, campaign purposes

15100-15254 Bonds for school districts and community college districts

15264-15288 Strict Accountability in Local School Construction Bonds Act of 2000

17577 Sewers and drains

17584.1 Deferred maintenance, reports

47614 Charter school facilities

ELECTIONS CODE

324 General election

328 Local election

341 Primary election

348 Regular election

356 Special election

357 Statewide election

1302 School district election

15372 Elections official certificate

GOVERNMENT CODE

1090-1099 Prohibitions applicable to specified officers

1125-1129 Incompatible activities

8855 California Debt and Investment Advisory Commission

53506-53509.5 General obligation bonds

53580-53595.5 Bonds

54952 Definition of legislative body, Brown Act

CALIFORNIA CONSTITUTION

Article 13A, Section 1 Tax limitation

Article 16, Section 18 Debt limit

COURT DECISIONS

San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School

District (2006) 139 Cal.App.4th 1356

ATTORNEY GENERAL OPINIONS

88 Ops. Cal. Atty. Gen. 46 (2005)

87 Ops. Cal. Atty. Gen. 157 (2004)

*Management Resources:*CSBA PUBLICATIONS

Bond Sales - Questions and Considerations for Districts, Governance Brief, December 2012

Legal Guidelines: Use of Public Resources for Ballot Measures and Candidates, Fact Sheet, February 2011

WEB SITESCSBA: <http://www.csba.org>California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>California Department of Education: <http://www.cde.ca.gov>California Office of Public School Construction: <http://www.opsc.dgs.ca.gov>

Policy

Adopted: __/__/2013

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

Facilities

AR 7214(a)

GENERAL OBLIGATION BONDS**Election Notice**

Whenever the Governing Board orders an election on the question of whether general obligation bonds shall be issued to pay for school facilities, the Superintendent or designee shall ensure that election notice and ballot requirements comply with Education Code 15120-15126 and 15272, as applicable.

Citizens' Oversight Committee

If a bond is approved under the 55 percent majority threshold pursuant to Proposition 39 (Article 13A, Section 1(b)(3) and Article 16, Section 18(b) of the California Constitution), then the district's citizens' oversight committee shall consist of at least seven members, including, but not limited to: (Education Code 15282)

1. One member active in a business organization representing the business community located within the district
2. One member active in a senior citizens organization
3. One member active in a bona fide taxpayers' organization
4. One member who is a parent/guardian of a child enrolled in the district
5. One member who is a parent/guardian of a district student and is active in a parent-teacher organization, such as the Parent Teacher Association or school site council

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

Members of the citizens' oversight committee shall be subject to the conflict of interest prohibitions regarding incompatibility of office pursuant to Government Code 1125-1129 and financial interest in contracts pursuant to Government Code 1090-1099. (Education Code 15282)

(cf. 9270 - Conflict of Interest)

No employee, Board member, vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. (Education Code 15282)

Members of the citizens' oversight committee shall serve for a minimum term of two years without compensation and for no more than three consecutive terms. (Education Code 15282)

GENERAL OBLIGATION BONDS *continued*

The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The committee shall actively review and report on the proper expenditure of taxpayers' money for school construction and shall convene to provide oversight for, but not limited to, the following: (Education Code 15278)

1. Ensuring that bond revenues are expended only for the purposes described in Article 13A, Section 1(b)(3) of the California Constitution including the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities
2. Ensuring that, as prohibited by Article 13A, Section 1(b)(3)(A) of the California Constitution, no funds are used for any teacher and administrative salaries or other school operating expenses

In furtherance of its purpose, the committee may engage in any of the following activities: (Education Code 15278)

1. Receiving and reviewing copies of the annual, independent performance and financial audits required by Article 13A, Section 1(b)(3)(C) and (D) of the California Constitution

(cf. 3460 - Financial Reports and Accountability)

2. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of Article 13(A), Section 1(b)(3) of the California Constitution
3. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the district, including any reports required by Education Code 17584.1
4. Reviewing efforts by the district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, the following:
 - a. Mechanisms designed to reduce the costs of professional fees
 - b. Mechanisms designed to reduce the costs of site preparation
 - c. Recommendations regarding the joint use of core facilities

(cf. 1330.1 - Joint Use Agreements)

AR 7214(c)

GENERAL OBLIGATION BONDS *continued*

- d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design
- e. Recommendations regarding the use of cost-effective and efficient reusable facility plans

(cf. 7110 - Facilities Master Plan)

The district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of the committee's purpose and sufficient resources to publicize the committee's conclusions. (Education Code 15280)

All citizens' oversight committee proceedings shall be open to the public and noticed in the same manner as proceedings of the Board. Committee meetings shall be subject to the provisions of the Ralph M. Brown Act. (Education Code 15280; Government Code 54952)

(cf. 9320 - Meetings and Notices)

The citizens' oversight committee shall issue regular reports, at least once a year, on the results of its activities. Minutes of the proceedings and all documents received and reports issued shall be a matter of public record and shall be made available on the district's web site. (Education Code 15280)

*(cf. 1113 - District and School Web Sites)**(cf. 1340 - Access to District Records)*

The citizens' oversight committee may be disbanded following its review of the final performance and financial audits.

Reports

Within 30 days after the end of each fiscal year, the district shall submit to the County Superintendent of Schools a report concerning any bond election(s) containing the following information: (Education Code 15111)

1. The total amount of the bond issue, bonded indebtedness, or other indebtedness involved
2. The percentage of registered electors who voted at the election
3. The results of the election, with the percentage of votes cast for and against the proposition

Regulation

Adopted: __/__/2013

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Diane Williams DW

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **December 11, 2013**

ITEM: Consider adoption of the following revised Administrative Regulation.

PURPOSE: The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and federal law mandates and Education Code changes.

- AR 3542 School Bus Drivers (revised)

FISCAL IMPACT: None.

RECOMMENDATION: Adopt.

Business and Noninstructional Operations

AR 3542 (a)

SCHOOL BUS DRIVERS**Authority**

Students transported in a school bus or in a student activity bus shall be under the authority of, and responsible directly to, the driver of the bus. The driver shall be held responsible for the orderly conduct of the students while they are on the bus or being escorted across a street, highway or road. (5 CCR 14103)

(cf. 3540 - Transportation)

(cf. 5131.1 - Bus Conduct)

A bus driver shall have the authority to discontinue the operation of a school bus whenever he/she determines that it is unsafe to continue.

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

Administrative regulations related to bus driver authority shall be made available to parents/guardians, students, teachers and other interested parties. (5 CCR 14103)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

(cf. 5131.1 - Bus Conduct)

Qualifications, Training and Monitoring

All drivers employed to operate school buses or student activity buses shall possess, at a ~~minimum, and shall retain in their immediate possession while operating the bus, both of the~~ following documents: ~~issued by the state Department of Motor Vehicles: (Education Code 39830.1; (Vehicle Code 12517, 12517.4)~~

1. A valid driver's license issued by the California Department of Motor Vehicles (DMV) for the appropriate class of vehicle to be driven and endorsed for school bus and/or passenger transportation.
2. A certificate issued by the California Highway Patrol (CHP) which permits the driver to operate either operation of school buses or student activity buses, as applicable.

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)(cf. 4200 - Classified Personnel)

(cf. 4111/4211/4311 - Recruitment and Selection)

The Superintendent or designee may use an electronic fingerprinting system, managed by the California Department of Justice, to fingerprint an applicant for an original certificate to drive a school bus or student activity bus. (Vehicle Code 12517.3)

SCHOOL BUS DRIVERS (continued)

(cf. 4212.5 - Criminal Record Check)

When initially applying for or renewing a license or certificate to drive a school bus or student activity bus, and annually upon reaching age 65 years, the driver shall submit to the DMV and to the Superintendent or designee a report of a medical examination conducted in accordance with the timelines and procedures specified in Vehicle Code 12517.2. (Vehicle Code 12517.2; 13 CCR 1234)

The Superintendent or designee shall notify each driver of the expiration date of his/her driver's license, certificate, and medical certificate and shall ensure each document is renewed prior to expiration. (13 CCR 1234)

(4112.9/4212.9/4312.9 – Employee Notifications)

School bus and student activity bus drivers shall be subject to drug and alcohol testing in accordance with Board policy and the requirements of federal law.

(cf. 4112.42/4212.42/4312.42 – Drug and Alcohol Testing for School Bus Drivers)

The Superintendent or designee shall notify the DMV within five days whenever any driver refuses, fails to comply, or receives a positive test result on a drug or alcohol test; is dismissed for a cause related to student transportation safety; or is reinstated after being dismissed for a cause related to student transportation safety. (Vehicle Code 1808.8, 13376)

(cf. 4218 – Dismissal/Suspension/Disciplinary Action)

Training

The Superintendent or designee shall ensure that school bus drivers receive training which includes:

In addition to any other training required to obtain or renew the certificate authorizing operation of a school bus or student activity bus, drivers shall receive training which includes, but is not limited to:

1. First aid practices deemed necessary for school bus drivers, through a course of instruction that prepares drivers to pass the related DMV examination. (Vehicle Code 12522)
2. The proper installation of mobile seating devices in the bus securement systems (Education Code 56195.8)

*(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4231 – Staff Development)*

3. The proper actions to be taken in the event that a school bus is hijacked (Education Code 39831)

AR 3542 (c)

SCHOOL BUS DRIVERS (continued)

~~School bus drivers shall be subject to drug and alcohol testing in accordance with Board policy and the requirements of federal law.~~

~~(cf. 4112.42/4212.42/4312.42 -- Drug and Alcohol Testing for School Bus Drivers)~~

~~The Superintendent or designee shall notify the Department of Motor Vehicles within five days whenever any school bus driver has tested positive for drugs or alcohol, is dismissed for a cause related to student transportation safety, or whenever a driver so dismissed has been reinstated. (Vehicle Code 1808.8, 13376)~~

~~(cf. 4215 -- Evaluation/Supervision)~~

~~(cf. 4218 -- Dismissal/Suspension/Disciplinary Action)~~

Responsibilities

The school bus driver's primary responsibility is to safely transport students to and from school and school activities. He/she shall follow procedures contained in the district's plans and regulations pertaining to transportation safety plan.

The driver shall stop to load or unload students only at school bus stops designated by the Superintendent or designee, or authorized by the Superintendent or designee for school activity trips. (Vehicle Code 22112)

(cf. 3541 - Transportation Routes and Services)

The driver shall activate the amber warning light system, flashing red signal lights and stop arm signal and shall escort students in accordance with Vehicle Code 22112.

The driver shall not require any student to leave the bus en route between home and school or other destinations. (5 CCR 14103)

The driver shall not drive a school bus or student activity bus while using a wireless telephone or using a wireless communications device for text-based communication, except when otherwise authorized by law and AR 3543 -- Transportation Safety and Emergencies.

The driver also shall report the following to the Superintendent or designee:

1. The condition of the bus at the completion of each work day (13 CCR 1215)
2. His/her duty status for each 24-hour period, including, but not limited to, the number of hours on and off duty (13 CCR 1213)
3. Any traffic accident involving the bus (13 CCR 1213)

SCHOOL BUS DRIVERS (continued)

In addition to notifying the Superintendent or designee, the driver shall immediately report all school bus accidents notify the California Highway Patrol of any traffic accident and, if the bus is operated under contract, his/her employer, to the California Highway Patrol, the Superintendent or designee, and the driver's employer. (13 CCR 1219)

4. Traffic Violations
5. Consistently late school dismissals which cause transportation delays
6. Overload runs
7. Recurring and serious student misbehavior
8. Parent/guardian ~~Parental~~ and student complaints
6. ~~Mechanical or other problems with buses and equipment~~

Vehicle Idling

The driver of a school bus or student activity bus shall: (13 CCR 2480)

1. Turn off the bus engine upon stopping at a school or within 100 feet of a school and not restart the engine more than 30 seconds before beginning to depart.
2. Not cause or allow the bus to idle at any location greater than 100 feet from a school for more than five consecutive minutes or for an aggregated period of more than five minutes in any one hour.

(cf. 3514 - Environmental Safety)

However, vehicle idling may be allowed under limited conditions, including, but not limited to, occasions when idling is necessary to: (13 CCR 2480)

1. Stop for an official traffic control signal or device, for traffic conditions under which the driver has no control, or at the direction of law enforcement
2. Ascertain that the bus is in safe operating condition and properly equipped
3. Operate equipment designed to safely load, unload, or transport students with disabilities
4. Operate a heater, air conditioner, defroster, or other equipment as necessary to ensure the safety or health of passengers
5. Cool down a turbo-charged diesel engine before turning off the engine

SCHOOL BUS DRIVERS (continued)6. Recharge a battery or other energy storage unit of a hybrid electric bus or vehicle

The Superintendent or designee shall notify all drivers, upon employment and at least once per year thereafter, of the requirements specified above and the potential legal and employment consequences of failure to comply. All complaints of noncompliance shall be reviewed and remedial action taken as necessary. The Superintendent or designee shall retain records of the training and of any complaints and enforcement actions for at least three years. (13 CCR 2480)

Reports

The Superintendent or designee shall retain records of: (13 CCR 1234)

1. Each driver's duty status and supporting documents provided pursuant to 13 CCR 1201 and 1213. Such records shall be retained for six months and made available to the CHP upon request.
2. The different types of vehicles and vehicle combinations each driver has demonstrated capability to operate.
3. Records of each driver's license, certificate, medical certificate, first aid certificate, and training as specified in 13 CCR 1234.
4. Daily vehicle inspection reports prepared by drivers pursuant to 13 CCR 1215.

(cf. 3580 - District Records)

Legal Reference:**EDUCATION CODE**

39800.5 *Qualifications of driver of 15-passenger van*

39830-39842 *School buses*

40080-40090.5 *Training required to obtain or renew bus driver certificate*

45125.1 *Criminal background checks for contractors*

56195.8 *Training in installation of mobile seating devices*

HEALTH AND SAFETY CODE

39640-39642 *Vehicle idling, penalties*

PENAL CODE

241.3 *Assault against school bus driver*

243.3 *Battery against school bus driver*

VEHICLE CODE

415 *Definition of motor vehicle*

545 *Definition of school bus*

546 *Definition of student activity bus*

1808.8 *Dismissal for safety-related cause*

2570-2574 *Contracts with private school bus contractors*

12516-12517.4 *Certification requirements*

12522 *First aid training for school bus drivers*

13370-13371 *Suspension or revocation of bus driver certificate*

13376 *Driver certificates; revocation or suspension; sex offense prosecution*

Legal Reference continued: (see next page)

SCHOOL BUS DRIVERS (continued)*Legal Reference: (continued)*22112 School bus signals; roadway crossings23123-23125 Prohibitions against use of wireless telephone and text communications while driving; exceptions25257-25257.7 School bus equipment34501.6 School buses; reduced visibility

CODE OF REGULATIONS, TITLE 5

14103 Authority of the driver14104 School bus driver instructor

CODE OF REGULATIONS, TITLE 13

1200-1202.2 Motor carrier safety1212-1228 School bus driver requirements1234 Reports regarding school buses and bus drivers2480 Vehicle idling

CODE OF FEDERAL REGULATIONS, TITLE 49

40.1-40.413 Transportation drug and alcohol testing programs382.101-382.605 Controlled substance and alcohol use and testing571.222 Federal motor vehicle safety standard #222*Management Resources:*

DEPARTMENT OF MOTOR VEHICLES PUBLICATIONS

California Commercial Driver Handbook

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION PUBLICATIONS

School Bus Driver In-Service Safety Series, October 2011

WEB SITES

California Air Resources Board: <http://www.arb.ca.gov>California Department of Education, Office of School Transportation: <http://www.cde.ca.gov/ls/tm>California Highway Patrol: <http://www.chp.ca.gov>California Department of Motor Vehicles: <http://www.dmv.ca.gov>California Department of Justice: <http://oag.ca.gov>National Transportation Safety Board: <http://www.ntsb.gov>U.S. Department of Transportation, National Highway Traffic Safety Administration: <http://www.nhtsa.dot.gov>

Regulation

Approved: May 21, 2001

Revised: March 3, 2010

revised: ____/____/13

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Diane Williams *DW*

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **December 11, 2013**

ITEM: Consider adoption of the following revised Administrative Regulation.

PURPOSE: The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and federal law mandates and Education Code changes.

- AR 4361.23 Personal Necessity Leave/Other Leaves (revised)

FISCAL IMPACT: None.

RECOMMENDATION: Adopt.

Management, Supervisory and Confidential Personnel

AR 4361.23(a)

PERSONAL NECESSITY LEAVE/OTHER LEAVES**A. Personal Necessity Leave**

1. Management, supervisory and confidential employees may use up to seven days of their accrued sick leave during each contract year for reasons of personal necessity. (Education Code 44981, 45207)
2. Acceptable reasons for use of personal necessity include:
 - a. Death of a member of the employee's immediate family when the number of days of absence exceeds the limits set by bereavement leave provisions
 - b. An accident involving the employee's person or property or the person or property of a member of the employee's immediate family
 - c. A serious illness of a member of the employee's immediate family.
 - d. Members of the immediate family include mother, father, grandmother, grandfather or grandchild of the employee or the employee's spouse or domestic partner; the employee's spouse, son, son-in-law, daughter, daughter-in-law, brother, sister; domestic partner or children of domestic partner (as defined in Labor Code Section 233) or any relative living in the employee's immediate household
 - e. For reasons of personal compelling importance under the following conditions:
 - (1) When such requests are not covered by other paid leave provisions contained herein and with the approval of the immediate management supervisor.
 - (2) This leave request shall be submitted in writing at least 24 hours in advance to the employee's immediate management supervisor.
3. Employees shall verify absences for reasons of personal necessity by submitting a completed and signed district absence form to their immediate supervisor.

B. Parental Leaves

1. The District shall grant leave in accordance with the regulations and provisions of the Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) as described under Board Policy 4161.8 and Administrative Regulation 4161.8: Family Care and Medical Leave.

(cf 4361.8 Family Care and Medical Leave)

AR 4361.23(b)

PERSONAL NECESSITY LEAVE/OTHER LEAVES

(continued)

2. Management, Supervisory and Confidential employees are also provided the following Parental Leave opportunities which will run concurrently with any FMLA or CFRA leave for which the employee is eligible:
 3. Unpaid Maternity Leave: An employee may take unpaid leave of absence of up to twelve (12) months provided that the employee gives written notice to the District of the intent to take such leave not later than thirty (30) days prior to the commencement of the leave and that the employee provides to the District prior to the commencement of the leave a physician's verification of the pregnancy.
 4. Leave for Adopting a Child: An employee may take paid adoption leave to be deducted from his/her accrued sick leave up to a maximum of ten (10) days.
 5. Newborn/newly adopted child care leave: An employee may take an unpaid leave for up to four (4) months to care for a newborn or newly adopted child. Such leaves shall be available once every 24 months, and shall be requested at least one (1) month prior to the expected start of the leave.
 6. Child rearing leave: An employee may request to take an unpaid child rearing leave of up to twelve (12) months. Written request for such leave shall be submitted to the Superintendent for approval at least one (1) month prior to the effective date of such request.

C. Other Leaves:

1. Confidential employees shall be entitled to one (1) day of Personal Leave per year, non-cumulative, to be deducted from his/her accumulated sick leave. The employee shall notify his/her immediate supervisor at least twenty-four (24) hours in advance of taking such leave. This day shall not be split into parts of a single day other than half (1/2) days.
2. In addition to the specific leaves listed in the administrative regulation and in other Board Policies and administrative regulations, a leave of absence without pay may be granted to an employee who has completed six (6) months of service with the District for personal or medical reasons.
3. An employee may be granted a leave of absence without pay if the employee has not completed six (6) months of service with the District if the purpose is for medical reasons.
4. For other than medical related requests, initial leaves of absence without pay shall not be granted for more than one (1) year.

PERSONAL NECESSITY LEAVE/OTHER LEAVES

(continued)

5. Leaves of absence without pay may be extended for an additional period of time but shall not exceed beyond a total of two (2) years, except as otherwise provided for by law.
6. Requests for leave of absence without pay shall be submitted in writing to the Superintendent for consideration.

D. General Leave Provisions

1. Management, supervisory and confidential employees who are on a paid leave of absence shall be entitled to receive wages and all fringe benefits including but not limited to, insurance, and retirement benefits; to return to the same position which s/he held immediately preceding the commencement of the leave in the same manner as though the employee had not taken a paid leave and to receive credit towards annual salary increments and advancements.
2. ~~Management, supervisory and confidential employees who do not maintain group insurance during unpaid leaves are subject to the following risks:~~
- ~~3. They will be subject to the same exclusions and limitations as new employees with regard to medical conditions pre-existing at the time they rejoin the medical group insurance plan and~~
- ~~4. They will be required to sign a hold harmless agreement, as a condition to approval of the leave, to protect the District from medical costs in excess of \$50,000 should the employee not be accepted as insurable by the stop-loss insurance carrier upon rejoining the group insurance.~~

Legal Reference: see next page

AR 4361.23(d)

PERSONAL NECESSITY LEAVE/OTHER LEAVES

(continued)

*Legal Reference:*EDUCATION CODE44036-44037 Leaves of absence for judicial and official appearances44963 Power to grant leaves of absence (certificated)44981 Leaves of absence for personal necessity (certificated)44985 Leave of absence due to death in immediate family (certificated)44987 Service as officer of employee organization (certificated)44987.3 Leave of absence to serve on certain boards, commissions, etc.45190 Leaves of absence and vacations (classified)45194 Bereavement leave of absence (classified)45198 Effect of provisions authorizing leaves of absence45207 Personal necessity (classified)45210 Service as officer of employee organization (classified)FAMILY CODE297.5 Domestic partner rights297-297.5 Registered domestic partner rights, protections, and benefitsGOVERNMENT CODE33543.1 Release time for representatives of employee organizationsLABOR CODE230-230.2 Leave for victims of domestic violence, sexual assault, or specified felonies230.3 Leave for emergency personnel230.4 Leave for volunteer firefighters230.8 Leave to visit child's school233 Illness of child, parent, spouse, domestic partner or domestic partner's child234 Absence control policy1500-1507 Civil Air Patrol LeaveMILITARY AND VETERANS CODE395.10 Leave when spouse on leave from military deploymentPENAL CODE667.5 Violent felony, defined1192.7 Serious felony, definedCALIFORNIA CONSTITUTIONArticle 1, Section 8 Religious discriminationUNITED STATES CODE, TITLE 292612 Family and Medical Leave Act, leave requirementsUNITED STATES CODE, TITLE 422001d-2001d-7 2000d-2000d-7 Title VII, Civil Rights Act of 1964COURT DECISIONSRankin v. Commission on Professional Competence (1988) 24 Cal.3d 167

Regulation

HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: February 9, 2005


Hanford, California

revised: October 6, 2010

revised: / 2013

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Diane Williams 

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **December 11, 2013**

ITEM: Consider adoption of the following revised Administrative Regulation.

PURPOSE: The following Administrative Regulation reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and federal law mandates and Education Code changes.

- AR 4361.25 Family Illness Leave (revised)

FISCAL IMPACT: None.

RECOMMENDATION: Adopt.

Management, Supervisory and Confidential personnel

AR 4361.25(a)

FAMILY ILLNESS LEAVE**A. Paid Family Illness Leave**

1. Management, Supervisory and Confidential Employees of the district are entitled to ~~three a one days~~ leave of absence ~~annually~~ in the event of illness of any member of the employee's family for the remainder of the 2013-14 school year. The employee's family in this instance shall include husband, wife, children, parent, grandparent, grandchild, domestic partner and children (as defined in Labor Code 233), or any relative living in the immediate household of the family.

No deduction from the salary of the employee shall be made for such absence. This leave is non-cumulative. This leave will no longer be available after the 2013-14 school year.

~~Upon approval from the Superintendent or designee, an employee may be granted family illness leave for an individual other than members of the employee's family as defined above.~~

(cf 4361.1 Personal Illness/Injury Leave)

B. Unpaid Family Care Leave:

1. Management, Supervisory and Confidential employees may take unpaid leave(s) for a total of 12 weeks in any 12 month period to care for a seriously ill family member (Family Medical Leave Act and California Family Rights Act). FMLA and CFRA leave shall run concurrently. The employee's family in this instance shall include husband, wife, children, parent, grandparent, grandchild, domestic partner and children (as defined in Labor Code 233), or any relative living in the immediate household of the family.

The following provisions apply:

- a. The employee must have completed one year of continuous service with the district.
- b. The employee must submit, a statement from the treating physician or health care provider which includes the date the condition commenced or will commence, the probably duration of the condition, the need for the employee's care for the individual, and the estimated length of time the employee's care is needed.
- c. The condition of the family member must involve an illness, injury, impairment, or other physical or mental condition which requires either inpatient care or continuing treatment or supervision by a health care provider, and warrants the participation of a family member in the care of the patient during the treatment period.

- d. A management, supervisory or confidential employee may request an extension of unpaid family care leave beyond 12 weeks and or for the care of a relative not living in the household of the employee. Such requests are subject to verification and must be approved by the Superintendent.
- e. By mutual consent between the employee and the district, subject to the Superintendent's approval, the employee may use accrued sick leave in lieu of Unpaid Family Care Leave. Any accrued vacation or compensatory time off must be exhausted prior to a request for use of personal sick leave.

Legal Reference:

EDUCATION CODE

44036-44037 Leaves of absence for judicial and official appearances
 44963 Power to grant leaves of absence (certificated)
 44981 Leave of absence for personal necessity (certificated)
 44985 Leave of absence due to death in immediate family (certificated)
 44987 Service as officer of employee organization (certificated)
 44987.3 Leave of absence to serve on certain boards, commissions, etc.
 45190 Leaves of absence and vacations (classified)
 45194 Bereavement leave of absence (classified)
 45198 Effect of provisions authorizing leaves of absence
 45207 Personal necessity (classified)
 45210 Service as officer of employee organization (classified)

FAMILY CODE

297.5 Domestic partner rights

GOVERNMENT CODE

3543.1 Release time for representatives of employee organizations

LABOR CODE

230-230.2 Leave for victims of domestic violence, sexual assault or specified felonies
 230.3 Leave for emergency personnel
 230.4 Leave for volunteer firefighters
 230.8 Leave to visit child's school
 233 Illness of child, parent, spouse, domestic partner or domestic partner's child
 234 Absence control policy

PENAL CODE

667.5 Violent felony, defined
 1192.7 Serious felony, defined

CALIFORNIA CONSTITUTION

Article 1, Section 8 Religious discrimination

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VII, Civil Rights Act of 1964

COURT DECISIONS

Rankin v. Commission on Professional Competence (1988) 24 Cal.3d 167

Management Resources:

WEB SITES

California Teachers Association: <http://www.cta.org>
 California Federation of Teachers: <http://www.cft.org>
 California School Employees Association: <http://www.csea.com>

Regulation

approved: November 1, 2005

revised: _____, 2013

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry
FROM: Gerry Mulligan
DATE: December 2, 2013
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of revised Board Policy and Administrative Regulation 1330:
Use of School Facilities

PURPOSE:

Board Policy and Administrative Regulation 1330: Use of School Facilities has been updated to reflect new law SB 1404 which modifies the definition of "direct costs" that may be charged for community use of school facilities or grounds. Policy also adds statements on joint use of school facilities and references BP 1325 - Advertising and Promotion for guidance on advertisements on school facilities. Mandated regulation clarifies responsibilities of groups or organizations using school facilities, including a requirement to provide evidence of insurance against claims arising out of the group's own negligence.

FISCAL IMPACT:

None

RECOMMENDATION:

Approve revised Board Policy and Administrative Regulation 1330: Use of School Facilities.

Community Relations

BP 1330(a)

USE OF SCHOOL FACILITIES

The Governing Board believes that school facilities and grounds are a vital community resource whose primary purpose is to which should be used for school programs and activities. The to foster community involvement and development. Therefore, the Board authorizes the use of school facilities by district residents and community groups for purposes provided for specified in the Civic Center Act when, to the extent that such use does not interfere with school activities or other school-related uses.

(cf. 6145.5 - Student Organizations and Equal Access)

All school School-related activities (clubs, class events, etc.) shall be given have priority in the use of school facilities and grounds. Other uses authorized under the Civic Center Act. Thereafter, the use of facilities shall be on a first-come, first-served basis.

As necessary to ensure efficient use of school facilities, the Superintendent or designee may, with the Board's approval, enter into an agreement for the joint use of any school facilities or grounds. The Board shall approve any such agreement only if it determines that it is in the best interest of the district and the community.

(cf. 1330.1 - Joint Use Agreements)

Subject to prior approval by the Board, the Superintendent or designee may grant the use of school facilities on those days on which the school is closed. (Education Code 37220)

(cf. 6115 - Ceremonies and Observances)

For the effective management and control of school facilities and grounds, the Superintendent or designee shall maintain procedures and regulations that: (Education Code 38133)

1. Aid, encourage, and assist groups desiring to use school facilities for approved activities
2. Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary

(cf. 0450 - Comprehensive School Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

3. Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of school work

There shall be no advertising on school facilities and grounds except as allowed by district policy specified in BP 1325 - Advertising and Promotion.

BP 1330(b)

USE OF SCHOOL FACILITIES *continued**(cf. 1325 - Advertising and Promotion)***Fees**

The Board shall grant the use of school facilities or grounds without charge to school-related organizations whose activities are directly related to or for the benefit of district schools.
~~Other~~All other groups requesting the use of school facilities under the Civic Center Act shall be charged at least an amount not to exceed direct costs. However, if the use of school facilities or grounds is for religious services, the group shall be charged an amount that equals or exceeds direct costs determined in accordance with Education Code 38134.

Fair Rental Value

In determining direct costs to be charged for community use of school facilities or grounds, including, but not limited to, playing or athletic fields, track and field venues, tennis courts, and outdoor basketball courts, the Superintendent or designee shall include a proportionate share of the costs of the following: (Education Code 38134)

1. Supplies, utilities, janitorial services, other services of district employees, and salaries of district employees directly associated with operation and maintenance of the school facilities or grounds involved
2. Maintenance, repair, restoration, and refurbishment of the school facilities or grounds

However, for classroom-based programs that operate after school hours, including, but not limited to, after-school, tutoring, and child care programs, direct costs to be charged shall not include the cost of maintenance, repair, restoration, or refurbishment of the school facilities or grounds. (Education Code 38134)

*(cf. 5148 - Child Care and Development)**(cf. 5148.2 - Before/After School Programs)*

Groups shall be charged fair rental value when using school facilities or grounds for entertainment or meetings where admission is charged or contributions solicited and net receipts are not to be expended for charitable purposes or for the welfare of the district's students.
 (Education Code 38134)

Legal Reference continued on next page

USE OF SCHOOL FACILITIES *continued**Legal Reference:-*EDUCATION CODE10900-10914.5 Community recreation programs32282 School safety plan37220 School holidays38130-38138 Civic Center Act, use of school property for public purposesBUSINESS AND PROFESSIONS CODE25608 Alcoholic beverage on school premisesMILITARY AND VETERANS CODE1800 DefinitionsUNITED STATES CODE, TITLE 207905 Equal access to public school facilitiesCOURT DECISIONSGood News Club v. Milford Central School, (2001) 533 U.S. 98Lamb's Chapel v. Center Moriches Union Free School District, (1993) 113-508 U.S.Ct. 2141 384Cole v. Richardson, (1972) 405 U.S. 676, 92 S.Ct. 1332Connell v. Higgenbotham, (1971) 403 U.S. 207, 91 S.Ct. 1772ACLU of So. Calif. v. Board of Education of San Diego, (1963) 59 Cal.2d 224ACLU of So. Calif. v. Board of Education of Los Angeles, (1963) 59 Cal.2d 203ACLU of So. Calif. v. Board of Education of San Diego, (1961) 55 Cal.2d 906ACLU of So. Calif. v. Board of Education of Los Angeles, (1961) 55 Cal.2d 167Ellis v. Board of Education, (1945) 27 Cal.2d 322ATTORNEY GENERAL OPINIONS82 Ops. Cal. Atty. Gen. 90 (1999)79 Ops. Cal. Atty. Gen. 248 (1996)*Management Resources:*CDE LEGAL ADVISORIES1101.89 School District Liability and "Hold Harmless" Agreements, LO: 4 89CSBA PUBLICATIONSMaximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy BriefFebruary 2010Building Healthy Communities: A School Leader's Guide to Collaboration and CommunityEngagement, 2009WEB SITESCSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>

Policy

adopted: May 16, 2001

revised: ____ / ____ / ____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

Community Relations

AR 1330(a)

USE OF SCHOOL FACILITIES**Application for Use of Facilities**

The Superintendent or designee shall maintain application procedures and regulations for the use of school facilities which: (Education Code 38133)

1. Encourage and assist groups desiring to use school facilities for approved activities.
2. Preserve order in school buildings and on school grounds, and protect school facilities. If necessary, a person may be designated to supervise this task.
3. Ensure that the use of facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes and does not interfere with the regular conduct of school work.

Any person applying for the use of any school property facilities or grounds on behalf of any society, group, or organization shall present written authorization from the group or organization to make the application.

Persons or organizations applying for the use of school facilities or grounds shall submit a facilities use statement of information indicating that ~~the organization upholds~~ they uphold the state and federal constitutions and ~~does~~ do not intend to use school premises or facilities to commit unlawful acts.—

Civic Center Use

Subject to district policies and regulations, school facilities and grounds shall be available to citizens and community groups as a civic center for the following purposes: (Education Code 32282, 38131)

1. Public, literary, scientific, recreational, educational, or public agency meetings
2. The discussion of matters of general or public interest
3. The conduct of religious services for temporary periods, on a one-time or renewable basis, by any church or religious organization
4. Child care programs to provide supervision and activities for children of preschool and elementary school age

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

USE OF SCHOOL FACILITIES *continued*

5. The administration of examinations for the selection of personnel or the instruction of precinct board members by public agencies
6. Supervised recreational activities, including, but not limited to, sports league activities that are arranged for and supervised by entities, including religious organizations or churches, and in which ~~youths~~youth may participate regardless of religious belief or denomination

7. A community youth center

(cf. 1020 - Youth Services)

7. 8. Mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

9. A ceremony, patriotic celebration, or related educational assembly conducted by a veterans' organization

A veterans' organization means the American Legion, Veterans of Foreign Wars, Disabled American Veterans, United Spanish War Veterans, Grand Army of the Republic, or other duly recognized organization of honorably discharged soldiers, sailors, or marines of the United States, or any of their territories. (Military and Veterans Code 1800)

8. 10. Other purposes deemed appropriate by the Governing Board of Trustees

Restrictions

~~School facilities shall not be used for any of the following activities:~~

School facilities or grounds shall not be used for any of the following activities:

1. Any use by an individual or group for the commission of any crime or any act prohibited by law
2. Any use of school facilities or grounds which is inconsistent with ~~their~~the use of the school facilities for school purposes or which interferes with the regular conduct of school or school work

- ~~1. Any use which is discriminatory in the legal sense~~

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

AR 1330(c)

USE OF SCHOOL FACILITIES *continued*

3. Any use which involves the possession, consumption, or sale of alcoholic beverages, ~~tobacco products~~ or any restricted substances ~~on school property, including tobacco~~

(*cf. 3513.3 - Tobacco-Free Schools*)

~~The following school facilities are not available for public use: School and district offices, school and district kitchens, school libraries, computer labs, classrooms, locker facilities and the District Service Facility.~~

The district may exclude certain school facilities from nonschool use for safety or security reasons. Excluded facilities include school offices, classrooms and kitchen facilities.

Damage and Liability

Groups, organizations, or persons using school facilities or grounds shall be liable for any property damages~~damage~~ caused by the activity. ~~The Board~~District may charge the amount necessary to repair the damages and may deny the group further use of school facilities, ~~or grounds.~~ (Education Code 38134)

Any group or organization using school facilities or grounds shall be liable for any injuries resulting from its negligence during such the use of district facilities or grounds. The group shall bear the cost of insuring against this risk and defending itself against claims arising from this risk. (Education Code 38134)

Groups or organizations shall provide the District with evidence of insurance against claims arising out of the group's own negligence when using school facilities. (Education Code 38134)

As permitted, the Superintendent or designee may require a hold harmless agreement and indemnification when warranted by the type of activity or the specific ~~facility~~facilities being used.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Gerry Mulligan

DATE: December 2, 2013

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of revised Administrative Regulation: AR 3514 Environmental Safety.

PURPOSE:

The regulation is revised to add new sections on "Drinking Water" and "Mercury Exposure". Also added is information regarding installation of carbon monoxide detectors, expanded item requesting staff and students to refrain from bringing or using fragrances and other common irritants and reflect requirement to install filter in diesel buses to reduce emissions. Material on vehicle idling has been shortened since the detailed requirements are now addressed in AR 3542 – School Bus Drivers.

FISCAL IMPACT:

None

RECOMMENDATION:

Approve revised Administrative Regulation: AR 3514 Environmental Safety.

Business and Noninstructional Operations

AR 3514(a)

Environmental Safety

The Superintendent may designate and train one or more employees to oversee and coordinate the District's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not be limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the District's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)

(cf. 3511 - Energy and Water Management)

(cf. 3517 - Facilities Inspection)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

(cf. 7111 - Evaluating Existing Buildings)

(cf. 7150 - Site Selection and Development)

Indoor Air Quality

~~The Superintendent or designee shall ensure that the following strategies are implemented in~~ In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall ~~not obstruct~~ ensure that airflow is not obstructed by covering or the blocking of ventilators with posters, furniture, books, or other obstacles.

2. ~~School buildings~~ facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.

Environmental Safety continued

3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.
4. Least toxic pest management practices shall be used to control and manage pests at school sites.

(cf. 3514.2 - Integrated Pest Management)

5. In any new school construction, and in all existing schools when feasible, the Superintendent or designee shall install a carbon monoxide detector in each school building that contains a fossil fuel burning furnace. The device shall be placed in close proximity to the furnace in order to accurately detect any leakage of carbon monoxide.
- 5-6. Routine Schedules and practices for routine housekeeping and maintenance schedules and practices shall be designed to effectively reduce levels of dust, dirt, and debris. Plain water, soap and water, or low-emission cleaning products shall be used whenever possible. Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

- 6-7. Painting of school facilities and maintenance or repair duties that require the use of potentially harmful substances shall be limited to those times when school is not in session. Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.
- 7-8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

*(cf. 3514.1 - Hazardous Substances)**(cf. 6161.3 - Toxic Art Supplies)*

- 8-9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well-ventilated area with minimal exposure of and not frequented by students and staff.
- 9-10. The District's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

- 10-11. Staff and students shall be asked to refrain from bringing common irritants into the classroom, including, but not limited to, such as furred or feathered animals, stuffed toys

AR 3514(c)

Environmental Safety continued

~~that may collect dust mites, or perfumescented candles, incense, or air fresheners and from using perfume or lotions, when students in the class are known to have allergies, asthma, cologne, scented lotion or hair spray, nail polish or nail polish remover, or other sensitivities to odors personal care products that are not fragrance-free in classrooms or other enclosed areas or buildings.~~

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, and/or ultraviolet radiation levels.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly sensitive/susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Vehicle ~~Idling~~Emissions

~~Except under the conditions specified in 13 CCR 2480 for which vehicle idling may be necessary, the driver of a school bus, student activity bus, or other commercial motor vehicle shall: (13 CCR 2480)~~

- ~~1. Turn off the bus or vehicle engine upon stopping at a school or vehicles within 100 feet of a school and not restart the engine more than 30 seconds before beginning to depart~~
- ~~2. Not cause or allow the bus or vehicle to idle at any location greater than 100 feet from a school for more than five consecutive minutes or for an aggregated period of more than five minutes in any one hour~~

~~The Superintendent or designee shall ensure that all bus drivers, upon employment and at least once per year thereafter, are informed of the requirements specified above and the potential legal and employment consequences of failure to comply. All complaints of noncompliance shall be reviewed and remedial action taken as necessary. The Superintendent or designee shall maintain records of the training and of any complaints and enforcement actions for at least three years. (13 CCR 2480).~~

Environmental Safety continued

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480.

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

Any diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds manufactured on or after April 1, 1977 shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water

The quality and safety of the District's drinking water sources shall be regularly assessed.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented.

Whenever levels of arsenic, bacteria, or other contaminants in the drinking water are determined to be a concern, the Superintendent or designee may recommend basic filtration or pipe flushing when feasible.

Until drinking water is assured to be safe, the Superintendent or designee may explore alternatives, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in district schools and to implement strategies to improve water quality in the community.

(cf. 3550 - Food Service/Child Nutrition Program)

Drinking fountains in district schools shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Lead Exposure Reduction

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

AR 3514(e)

Environmental Safety continued

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.
- ~~2.3.~~ Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
- ~~3.4.~~ Soil with high lead content may be covered with grass, other plantings, concrete, or asphalt.
5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.
- ~~4. Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented. The Superintendent or designee may supply alternative sources of drinking water as appropriate.~~

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

Mercury Exposure

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-

Environmental Safety continued

up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

The Superintendent shall designate an employee who shall ensure that the District's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. This employee shall receive adequate training to perform these duties, including, as necessary, ~~basic knowledge of~~ training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The designated employee shall ensure that the District complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
 - a. Any school building that is leased or acquired by the District shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
 - b. At least once every six months, the District shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)
 - c. At least once every three years, the District shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
- 1.2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. The District may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)

AR 3514(g)

Environmental Safety continued

- 2.3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours ~~and parent~~. Parent/guardian, teacher, and employee organizations ~~are~~ shall be annually informed of the availability of these plans. (40 CFR 763.84)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
(cf. 5145.6 - Parental Notifications)

- 2.4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)

- 3.5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (40 CFR 763.84; Education Code 49410.5; 40 CFR 763.84)

Asbestos inspection and abatement work and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

- 4.6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing building materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training.

New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

- 5.7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding

Environmental Safety continued

the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)

- 6-8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The District shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

~~Other Environmental Safety Precautions~~

~~Principals or their designees shall enforce school rules designed to:~~

- ~~1. Prevent the accumulation of flammable, noxious, or otherwise dangerous materials unless adequate safeguards are provided.~~
- ~~2. Keep all school facilities free of debris.~~
- ~~3. Keep all walkways at all times open to pedestrian traffic and clear of obstructions~~

Regulation
approved: July 23, 1997
reviewed: September 5, 2001
revised: October 19, 2011
revised: _____ / ____ / ____

HANFORD ELEMENTARY SCHOOL DISTRICT
Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Karen McConnell

DATE: November 13, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Approve recommended revisions to BP 5145.3 ~ Nondiscrimination/Harassment

PURPOSE: The revisions to this policy reflect the most recent changes in policy, as recommended by CSBA and the required checklist for Title IX compliance generated by the California Department of Education.

FISCAL IMPACT: None**RECOMMENDATIONS:** None

Hanford ESD

Board Policy

Nondiscrimination/Harassment

BP 5145.3

Students

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, ~~harassment~~, and bullying of any student ~~Based~~ based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education Under Section 504)

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and/or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

(cf. 5145.2 ~~Freedom of Speech/Expression~~ 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

In providing instruction, guidance, supervision, or other services to district students, employees

and volunteers shall carefully guard against segregating or stereotyping students.

(cf. 1240 - Volunteer Assistance)

(cf. 6145 - Extracurricular and ~~Co-curricular~~ Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, ~~harassment~~, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in ~~harassment or prohibited discrimination~~, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4119.21/4219.21/4319.21 - Professional Standards)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.2 - Freedom of Speech/Expression)

Grievance Procedures

The Board hereby designates The following positions as Coordinators position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination and, harassment and, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

~~Director of Special Services and/or Coordinator~~

~~Child Welfare and Attendance Office~~

~~714 N. White Street~~

~~Hanford, CA 93232~~

~~(559) 585-3617, (559) 585-3642~~

Director of Special Services

714 N. White Street

Hanford, CA 93230

(559) 585-3617

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the ~~Director~~, Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the ~~Director~~, Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the ~~Director or Coordinator~~ shall immediately investigate the complaint in accordance with ~~site-level grievance~~ the district's uniform complaint procedures specified in AR 5145.7 - Sexual Harassment 1312.3 - Uniform Complaint Procedures.

(cf. 5145.7 - Sexual Harassment)

~~Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.~~

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy ~~may~~ shall also be posted on the district ~~website~~ web site or any other location that is easily accessible to students.

(cf. 1113 - District and School Web Sites)
(cf. 1114 - District-Sponsored Social Media)
(cf. 6163.4 - Student Use of Technology)

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech
 48985 Translation of notices
 49020-49023 Athletic programs
 51500 Prohibited instruction or activity
 51501 Prohibited means of instruction
 60044 Prohibited instructional materials
 CIVIL CODE
 1714.1 Liability of parents/guardians for willful misconduct of minor
 PENAL CODE
 422.55 Definition of hate crime
 422.6 Crimes, harassment
 CODE OF REGULATIONS, TITLE 5
 4600-4687 Uniform Complaint Procedures
 4900-4965 Nondiscrimination in elementary and secondary education programs
 UNITED STATES CODE, TITLE 20
 1681-1688 Title IX of the Education Amendments of 1972
 UNITED STATES CODE, TITLE 42
 2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
 CODE OF FEDERAL REGULATIONS, TITLE 34
 100.3 Prohibition of discrimination on basis of race, color or national origin
 104.7 Designation of responsible employee for Section 504
 106.8 Designation of responsible employee for Title IX
 106.9 Notification of nondiscrimination on basis of sex
 COURT DECISIONS
 Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
 Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

Management Resources:

CSBA PUBLICATIONS

Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
 Providing a Safe, Nondiscriminatory School Environment for All Students, Policy Brief, April 2010

~~CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES~~

~~California Student Safety and Violence Prevention—Laws and Regulations, April 2004~~

FIRST AMENDMENT CENTER PUBLICATIONS

Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentfirstamendmentcenter.org>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

Policy ~~HANFORD ELEMENTARY SCHOOL DISTRICT~~

adopted: ~~June 16, 2010~~ Hanford, California

revised: ~~August 22, 2012~~

Revised: November 13, 2013

Adopted: December 11, 2013

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Karen McConnell km

DATE: November 15, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Consider accepting a parent volunteer, Kjirsti Jordan, as the Hanford Elementary School District's representative to the SELPA Community Advisory Committee.

PURPOSE: Each SELPA is required to maintain a Community Advisory Committee. This committee is composed of representatives from each school district. These representatives must be appointed by and are responsible to their respective governing boards. The term of office is two years.

The Community Advisory Committee has responsibilities for, but not limited to, all the following:

- Advising the Special Education Governance Council through the SELPA Director regarding the development and review of the Local Plan. The Special Education Governance Council shall review and consider comments from the Community Advisory Committee.
- Recommending annual priorities to be addressed by the Local Plan.
- Encouraging community involvement in the development and review of the Local Plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting in parent education and in parent awareness of the importance of regular school attendance.

FISCAL IMPACT: None

RECOMMENDATIONS: Endorse

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: December 1, 2013

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of the annual update of the Local Agency Plan (LEAP)

PURPOSE: To guide the district's instructional program in the areas of standards aligned instruction, the instruction and achievement of English learners, the district's assessment systems, professional development, and parent involvement.

FISCAL IMPACT: Approximately \$1.6 million in federal Title I, Title II, and Title III funding.

RECOMMENDATION:

Approve the annual update of the Local Agency Plan (LEAP)

Hanford Elementary School District LEAP Addendum Updated 2013-2014



LEAP Addendum Overarching Goal

To improve student achievement in English Language Arts and Mathematics by creating greater coherence, consistency and precision in the instructional delivery of English Language Arts and Mathematics through alignment of instruction with the California content standards for English Language Arts and Mathematics and fully supporting the implementation of standard-based instruction using SBE approved texts and text-based professional development for teachers and administrators.

Instructional Program/Time/Pacing

Goal 1, Standards Aligned Instruction

Aligned with EPC 1, Instructional Program; EPC 2, Instructional Time; and EPC 3 Lesson Pacing Guide

Standards based instruction (including interventions) that adheres to the required instructional minutes, and uses State Board of Education adopted materials in ELA and mathematics, will be in place in all classrooms with all students. All students will attain proficiency in ELA and math by 2014.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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1.1 Monitor schools and provide technical assistance in the continued implementation of standards based instruction using SBE adopted ELA and mathematics materials.	All schools will continue to fully implement standards based ELA and mathematics instruction using the state adopted text in ELA and mathematics. (All students including ELs, migrant students, SWDs, and advanced learners in all grade levels are provided the SBE-adopted core instructional program materials in ELA and mathematics. Materials are in use daily in all classrooms.)	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Principals, Learning Directors, Math & ELA Curriculum Specialists	Site and district administrator focused walks, analysis of student achievement data, input from Alternative Governance Board (PI Year 4+ schools)	8/2013 to 6/2014	<p>Salary and benefits \$56,573 from Title I Part A, 50% of Director, Categorical Programs</p> <p>Salary & Benefits Title I Part A 60 % of Learning Directors (in individual School Plans)</p> <p>Salary & Benefits \$70,738 Title I Part A \$47,157 Title II Part A Math Curriculum Specialist</p> <p>Salary & Benefits \$66,423 Title I Part A \$44,094 Title II Part A ELA Curriculum Specialist</p> <p>Salary & Benefits</p>
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116/205

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
					<p>\$138,293 from Title I Part A and \$71,848 Title II Part A Two Literacy Coaches</p> <p>\$94,761 Title II Part A Two Induction Coaches Salary & Benefits</p> <p>\$5,000 Title I Part A Mileage Curric Specialists, Lit, Induction</p> <p>Note: Curriculum Specialists, Lit and Induction Coach salaries are shown in individual school plans as centralized services</p> <p>Clerical Admin. Support</p>

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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					\$107,230 Title I Part A
					Program Monitoring Materials, Supplies, Office Supplies, Office Equipment \$15,635 Title I Part A
					School Plan Software \$3,500 Title I Part A
					Printing, Copier Admin \$2,000 Title I Part A
					Postage Admin \$1,000 Title I Part A
					Conferences/PD program admin

118/205

11/9/2015 Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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					related \$5,000 Title I Part A Mileage Admin \$1,000 Title I Part A Indirect Costs \$157,302 Title I Part A \$17,821 Title II Part A \$3,583 Title III
1.2a Revise the district's pacing calendars in ELA and mathematics (including transition to the CCCS).	Revise the district's pacing calendars with input from site administrators, and teachers.	Assistant Superintendent of Curriculum and Instruction, Literacy Coaches, Math & ELA Curriculum Specialists, Principals, Learning Directors, Teachers	Areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources are identified and incorporated into the current year's pacing calendars.	8/2013 to 6/2014	See 1.1
1.2b Monitor the pacing of instruction that uses SBE adopted ELA and mathematics materials.	All schools will continue to fully implement standards based ELA and mathematics instruction that uses the state adopted text and follows the district pacing calendars. All schools' schedules	Assistant Superintendent of Curriculum and Instruction, Principals, Learning Directors, Math &	Site and district administrator focused walks, analysis of student achievement data, input from Alternative Governance Board (PI	8/2013 to 6/2014	See 1.1

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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	allocate the appropriate daily instructional time in the SBE adopted core materials.	ELA Curriculum Specialists	Year 4+ schools)		
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121/205	Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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1.3 Monitor schools' use of the SBE adopted materials and the district's formative and summative assessment system to identify students' specific instructional needs and provide universal access to all students.	All schools will use the SBE adopted materials, including ancillary materials, to provide universal access (differentiated instruction) that meets the needs of all students, including ELs, migrant students, students with ELA and mathematics difficulties, SWDs, and advanced learners.	Assistant Superintendent of Curriculum and Instruction, Principals, Learning Directors, Math & ELA Curriculum Specialists	Site and district administrator focused walks, analysis of student achievement data, input from Alternative Governance Board (PI Year 4+ schools)	8/2013 to 6/2014	See 1.1
1.4 Monitor schools' and provide technical assistance in the use of the district's formative and summative assessment system to identify students who require intervention.	Students scoring in the "intensive" and "strategic" categories on district assessments are identified for interventions.	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Principals, Learning Directors, Math & ELA Curriculum Specialists	Site and district administrator focused walks, analysis of student achievement data, School City reports, collaboration agendas, intervention lists, input from Alternative Governance Board (PI Year 4 school)	8/2013 to 6/2014	See 1.1 See 2.1 Supplemental Educational Services to Eligible Students in PI Schools \$413,613 Title I Part A
1.5 Monitor schools' implementation of a system of interventions that provides identified students with additional time allocations.	Students scoring in the "intensive" and "strategic" categories on district assessments receive interventions using SBE approved materials and will score in the "benchmark" category on subsequent district assessments.	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Principals, Learning Directors	Site and district administrator focused walks, analysis of student achievement data, intervention lists, input from Alternative Governance Board (PI Year 4+ schools)	8/2013 to 6/2014	See 1.1 See 2.1
1.6	Students with disabilities gain access to the core curriculum	Assistant Superintendent of	Site and district administrator focused	8/2013 to	See 1.1

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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District will monitor schools and provide technical assistance in the implementation of ELA and mathematics instruction for SWDs that uses the SBE approved instructional materials, and that provides SWDs with special modifications and/or accommodations of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a basic core classroom.	through a variety of support strategies. Special education teachers and instructional aides provide "push-in" or "pull-out" support as stipulated in each student's Individualized Education Plan. Special education instructional support includes, but is not limited to, assisting access to the core curriculum through pre-teaching activities, modification of curriculum pacing, small-group or individualized instruction, and differentiated instructional strategies that are dependent on the unique needs of identified students. All activities and materials focus on access to the core curriculum, including the SBE approved universal access materials.	Curriculum and Instruction, Director of Special Services, Principals, Learning Directors	walks, analysis of student achievement data, RSP Schedules, input from Alternative Governance Board (PI Year 4 school)	6/2014	
1.7 (See Appendix A) District office administrators, curriculum Specialists, literacy coaches, induction coaches, along with site administrators will attend training provided by the CDE, county offices of education, and private consultants to continue	CCS will be implemented in grades K and 1 in 2012-2013. CCS will be implemented in grade 3 and 8 (mathematics) in 2013-2014 CCS will be fully implemented at all grade levels by the 2014-2015 school year.	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Math & ELA Curriculum Specialists, literacy coaches, induction coaches, principals, learning directors,	Student performance on district formative and summative assessments that are aligned with the CCS.	8/2011 to 6/2015	Subs for teacher release time for PD approximately \$27,822 Title I Part A Teacher Overcontract for PD \$139,102 Title I Part A

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Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
<p>implementation of CCS.</p> <p>The district leadership team, along with assistance and input from site leadership teams and teachers will continue the process of aligning pacing calendars and the district formative and summative assessment system with the common core standards.</p> <p>This leadership team will provide training to teachers and support staff in implementation of CCS.</p> <p>The district office leadership team will provide technical assistance to school sites in implementing the CCS.</p>		teachers			<p>Registration for trainings provide by CDE, Co Offices of Ed Etc. \$15,000 Title I Part A</p> <p>Consultants Staff developers from Co Offices of Ed etc. to provide PD in the district \$19,935 Title I Part A</p>

Goal 2, Annual Progress Learning English

(From Title III Year II Action Plan. Action strategies and allocations for this goal are in the Title III plan available on CAIS.)

Based on analysis of student achievement along with analysis of the district's current EL program (using the ELSSA), the need for a block of time dedicated solely to instruction in English language development has been identified. Research indicates that students achieve more progress learning English in schools that dedicate a specific block of time to English Language Development instruction. "The likelihood of establishing and/or sustaining an effective ELD instructional program increases when schools and districts make it a priority" (Saunders & Goldenberg, 2010). Additionally, based on analysis of student achievement data along with the district's current EL program (using the ELSSA), the need for an assessment system that measures students' progress in learning English has been identified. Research indicates that student achievement is increased when "schools use the data collected from classroom assessments to monitor student achievement, identify instructional gaps, and provide resources as needed to improve instruction . . ." (Snow & Katz, 2010). An increasing percentage of English learners will make annual progress in learning English. By June 2014, the percentage of English learners learning English will increase from 51.6% to 59%, in order to move toward state defined growth expectations as measured by CELDT. [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(i)]

Goal 3, English Proficiency

(From Title III Year II Action Plan. Action strategies and allocations for this goal are in the Title III plan available on CAIS.)

Based on analysis of student achievement data along with analysis of the district's current EL program (using the ELSSA), the need for research based English Language Development instructional materials to supplement the core ELD program, that are consistent across the district, has been identified. Research indicates that effective ELD instruction "follows a developmental scope and sequence of language skills identified in ELD standards, is explicitly taught, and includes substantive practice" (Dutro & Kinsella, 2010) An increasing percentage of English learners will attain English language proficiency annually. • By June 2014, the percentage of English learners in language instruction educational programs fewer than 5 years attaining English language proficiency will remain at or above 22.8%, in order to move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. • By June 2014, the percentage of English learners in language instruction educational programs 5 or more years attaining English language proficiency will increase from 33% to 47%, in order move toward state-defined expectations for meeting the CELDT criterion for English-language proficiency. [Required per Elementary and Secondary Education Act, sections 3116(a) & (b) and 3122(a)(3)(A)(ii)]

Goal 4, Assessment*Aligned with EPC 7, Student Achievement Monitoring System*

The District will have a student monitoring system that informs teachers of students' progress and the effectiveness of instruction that is based on the SBE adopted ELA and mathematics programs.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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4.1 The district will maintain the technological components of the formative and summative assessment system.	Schools are provided the necessary tools to implement the formative and summative assessment system and analyze student achievement data.	Assistant Superintendent of Curriculum and Instruction, Director of Information Technology, Director of Categorical Programs	Monitoring of results of student assessments, help desk tickets, purchase orders & invoices	8/2013 to 6/2014	See 1.1 School City \$33,434 from Title I Part A Intel-assess \$12,678 from Title I Part A
4.2 The district will monitor schools' implementation of the formative and summative assessment system.	Schools will fully implement the district's formative and summative assessment system and follow the HESD assessment schedule.	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Principals, Learning Directors, Literacy Coaches, Math & ELA Curriculum Specialists	Site and district administrator focused walks, analysis of student achievement data, input from Alternative Governance Board (PI Year 4 school)	8/2013 to 6/2014	See 1.1 See 2.1
4.3 The district will provide technical assistance to schools in using the student achievement data systems and analyzing student achievement data.	Administrators and teachers will use the School City system to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Literacy Coaches, Math & ELA Curriculum Specialists	Administrator focus walk documentation, collaboration agendas, lesson planning documents, intervention schedules and plans, Alternative Governance Board (PI Year 4 school)	8/2013 to 6/2014	See 1.1 See 2.1

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Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
<p>4.4</p> <p>The district will continually monitor the reliability and validity of the formative and summative assessments, revising assessment items as necessary.</p>	<p>The assessment system will provide reliable information for schools and teachers on student placement, diagnosis, progress, and the effectiveness of instruction.</p>	<p>Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs, Principals, Learning Directors, Literacy Coaches, Math & ELA Curriculum Specialists</p>	<p>School City reports, meeting notes and schedules, correspondence with Intel-assess, feedback from teachers and administrators on HESD discussion board, revised assessment tools</p>	<p>8/2013 to 6/2014</p>	<p>See 1.1 See 2.1 See 1.7 See 2.1</p>

Building Leadership and Teaching Capacity

Goal 5

Aligned with EPC 4, School Administrator Instructional Leadership Training; EPC 5, Credentialed Teachers and Professional Development Opportunity; EPC 6, Ongoing Instructional Assistance and Support for Teachers

The District will have fully credentialed, highly qualified teachers and administrators who receive ongoing instructional assistance and support through professional development, coaching, and professional collaboration

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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5.1 Provide training in English language arts mathematics to newly hired teachers that is aligned with the district pacing calendars and the SBE approved materials.	Newly hired teachers receive training using the SBE approved materials in ELA and math.	Assistant Superintendent of Curriculum and Instruction, Math & ELA Curriculum Specialists, Literacy Coaches	PD transcripts	8/2013 to 6/2014	See 1.1
5.2 The district will operate a new teacher induction program with two full-release induction coaches	New teachers will receive induction support and will clear their credentials through the induction program.	Assistant Superintendent of Curriculum and Instruction, Induction Coaches	Induction documentation, credentials	Ongoing	See 1.1 Two induction coaches
5.3 Monitor site-based professional development at schools in Program Improvement.	School sites utilize their instructional leadership teams, made up of the principal and learning director, to maintain focus on the school plan and to provide systematic professional development targeted at building teacher's capacity to provide standards aligned instruction and intervention that uses SBE	Assistant Superintendent of Curriculum and Instruction, Director of Categorical Programs	Site PD plans and agendas, sign-in sheets, LD time accounting documentation, PD transcripts	8/2013 to 6/2014	See 1.1

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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	approved materials.				
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Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
5.4 Provide weekly collaboration time for teachers	Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.	Assistant Superintendent of Curriculum and Instruction, Principals, Learning Directors, Literacy Coaches, Math & ELA Curriculum Specialists	Administrator focus walk documentation, collaboration agendas, lesson planning documents, and intervention schedules and plans, Alternative Governance Board (P1 Year 4 school)	8/2013 to 6/2014	See 1.1 See 2.1

Parent Involvement

Goal Number 6

Parents will participate in regular, two-way, and meaningful communication involving student academic learning and other school activities.

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
6.1 Monitor parent school site outreach and parent involvement activities.	School sites will conduct ongoing parent outreach and parent involvement activities and will utilize at least 1% of their Title I Part A allocation for this purpose.	Director of Categorical Programs, Principals, Learning Directors		8/2013 to 6/2014	See 1.1m A minimum of \$20,731 from Title I Part A (in individual school plans) Printing, mailing, postage, food service, to support parent involvement (including SES) \$10,000 Title I Part A
6.2 The district will maintain the technological systems for parent communication.	Parents, students, and community members will use technological tools and resources that provide access to information, promote safety, and facilitate communication with schools and the district.	Director, Information Technology, Director of Categorical Programs,	Measurements of website traffic, report cards, email traffic from district and school website, automated phone notifications	8/2013 to 6/2014	See 1.1 See 2.1 (Refer to HESD Technology plan for details on tech. salaries, hardware, software)

Action Strategies	Expected Outcome(s)	Individual(s) Responsible for Implementation	Method to Measure Success Of Action Strategy	Begin Date End Date	Budget Allocation
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6.3 Monitor and provide technical assistance to school sites in implementation of school site councils (SSC) and English language advisory committees (ELAC)	School sites will conduct ongoing parent outreach and parent involvement activities and will utilize at least 1% of their Title I Part A allocation for this purpose.	Director of Categorical Programs	Method to Measure Success Of Action Strategy SSC and ELAC agendas and minutes	Begin Date End Date 8/2013 to 6/2014	Budget Allocation See 1.1 Homeless \$3,203 Title I Part A School Choice \$1,000 Title I Part A
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Appendix A: Implementation Plan for Common Core Standards

Summer 2011	2011-2012	Summer 2012	2012-2013	Summer 2013	2013-2014	Summer 2014	2014-2015
Curriculum Leadership (CL) Training Training K-1 Teachers LCs & PBeck attend all grade level sessions for CCCSS at TCOE Pacing Calendars updated to include writing genres aligned with CCCSS Planning for Elements of Speaking to be implemented across the year (also aligned to OLD & ELD needs) Writing Units & rubrics aligned to CCCSS units posted Revise CARs to include open response items	CL Training & devt. of mini-trainings to be delivered at staff meetings across the year Leadership teams (LT) trained Begin Teacher implementation of writing units & additional speaking elements On-demand Writing Tasks (Grades 2, 3, 5, 6, 8) Teacher feedback solicited for each unit to support revisions K-1 Grade level representatives meet with ELA & Math to plan for implementation of CCCSS in 2012-2013 Post teacher resources	Complete pacing revisions & updates: K-1 language elements 2-8 select language elements CL & LT Training Continue to develop & post teacher resources Revise CARs to include performance task	CL training & devt. of mini-trainings to be delivered at staff meetings across the year (cont.) LT trained by CL team for next phase of implementation (cont.) Teacher implementation of all speaking & select language elements Teacher feedback solicited for each unit to support revisions K-1 Grade level representatives meet with ELA & Math to plan for full K-1 implementation of CCCSS in 2012-2013 Post teacher resources	Complete pacing revisions & updates: K-1 all elements 2-8 all language elements LT trained by CL team for next phase of implementation (cont.) Continue to develop & post teacher resources Develop Writing Performance Task to replace one PAW	K-1 full implementation of most elements 2-8	Complete pacing revisions & updates: K-8 all elements All district assessments revised to reflect a combination of tasks & performances with rubrics as applicable	K-8 Full Implementation *SMARTER Balanced* Assessment System Implemented at Grades 3 - 8

HANFORD ELEMENTARY SCHOOL DISTRICT
Superintendent's Office

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Dr. Paul Terry

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: December 11, 2013

ITEM: Consider a 3.5% salary increase and extend work year by two days for Assistant Superintendents, with salary increase retroactive to July 1, 2013.

PURPOSE: To approve a salary increase and work year adjustment consistent with negotiated settlements with the District's collective bargaining groups.

FISCAL IMPACT: The fiscal impact of the cost-of-living increase is \$13,855.00 in General Purpose funds.

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT
Superintendent's Office

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Nancy White

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: December 11, 2013

ITEM: Consider a 3.5% salary increase and extend work year by two days for Superintendent, with salary increase retroactive to July 1, 2013.

PURPOSE: To approve a salary increase and work year adjustment consistent with negotiated settlements with the District's collective bargaining groups.

FISCAL IMPACT: The fiscal impact of the cost-of-living increase is \$6,490.00 in General Purpose funds.

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Diane Williams DW

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: December 11, 2013

ITEM: Consider approval of a 3.5% cost-of-living increase to rate of pay for Yard Supervisor service.

PURPOSE: To improve Yard Supervisor salaries that have not been increased since 2006-07.

FISCAL IMPACT: The fiscal impact of a 3.5% cost-of-living increase for this group of employees is \$16,954 in General Purpose funds.

RECOMMENDATION: Approve.

2012-2013 2013-2014 NON-REPRESENTED PART-TIME EMPLOYEE WAGE SCHEDULE

JOB TITLE	HOURLY RATE	
Accompanist (up to 80 hours/year)	\$15.00	
Athletic Coach (Non Certificated Walk On Coach)	\$10.00	
Babysitter	\$8.00	
Choral Leader (up to 140 hours/year)	\$15.00	
Translators: Oral Interpreters Written Translators	\$15.00 \$20.00	
Yard Supervisors:	<u>K-6</u>	<u>7-8</u>
Entry	\$ 8.82 <u>9.13</u>	\$ 9.14 <u>9.46</u>
Step 2 ¹	\$ 9.22 <u>9.54</u>	\$ 9.53 <u>9.86</u>
Step 3 ¹	\$ 9.62 <u>9.96</u>	\$ 9.93 <u>10.28</u>
Step 4 ¹	\$10.02 <u>10.37</u>	\$10.33 <u>10.69</u>
Step 5 ¹	\$10.42 <u>10.78</u>	\$10.73 <u>11.11</u>
Super Max. ²	\$10.82 <u>11.20</u>	\$11.13 <u>11.52</u>
¹ Annual advancement to Steps 2 through 5 requires satisfactory attendance and job performance and approval by the Superintendent or designee. ² Advancement to the Super Maximum Step requires a minimum of 10 years of regular service in any capacity at the Hanford Elementary School District, satisfactory attendance and job performance, and approval by the Superintendent or designee.		
Substitutes	Lowest Rate for appropriate position	

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Jason Strickland

DATE: November 8, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Purchase of L.E.D. Message Board from Sign Works

PURPOSE: To improve communication with the community.

FISCAL IMPACT: \$9,167.72 from our Associated Student Body Humanitarian Club.

RECOMMENDATIONS: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Debra Colvard

DATE: 12/3/13

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Consider approval of consultant contract for Lindamood Bell to provide 3 days of Learning Processes Training to MLK staff.

PURPOSE: The Lindamood-Bell Learning Processes professional development session will focus on the technique of Visualizing and Verbalizing for Language Comprehension and Thinking. This instructional approach will be used as an intervention option for students.

FISCAL IMPACT: \$13,000.00 from budget account #0100-3150-0-1110-2140-580009-022-0000.

RECOMMENDATIONS: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Javier Espindola

DATE: December 2, 2013

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: December 11, 2013

ITEM: Consider approval of Charter School Petition for Jefferson Charter Academy.

PURPOSE:

FISCAL IMPACT:

RECOMMENDATION: Approve.

Petition for the Establishment of a Charter School

We the undersigned believe that the attached Charter petition merits consideration and hereby petition the governing board of the Hanford Elementary School District to grant approval of the charter pursuant of Education Code Section 47605 to enable the creation of the Jefferson Charter Academy. The petitioners listed below are teachers of the public school proposed for conversion to charter status. They represent 100% of the teachers at the school.

<u>Trinidad Puga Pérez</u>	<u>[Signature]</u>	<u>12-4-13</u>
Name (Print)	Signature	Date
<u>Veronica Pelayo-Morales</u>	<u>Vernica P-Morales</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Beatriz Huizar</u>	<u>[Signature]</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Eva Lerma Gonzalez</u>	<u>[Signature]</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Lucy Alvarado</u>	<u>Lucy Alvarado</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Julie Martinez</u>	<u>[Signature]</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Josefa Bustos Lopez</u>	<u>[Signature]</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Lupe Yadeta</u>	<u>Lupe Yadeta</u>	<u>12/4/13</u>
Name (Print)	Signature	Date
<u>Javier Espindola</u>	<u>[Signature]</u>	<u>12/4/13</u>
Name (Print)	Signature	Date

Jefferson Charter Academy



Soaring to New Heights

"Home of the Foreign Language Institute and Science Academy"

Charter Petition
December 4th, 2013

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Mission

The mission of Jefferson Charter Academy is successful student engagement and achievement through a dual language immersion (English-Spanish) program that offers a rigorous, standards based, science concentrated instructional program. The standards based program will not only prepare students for high school and college success, but will also provide the foundational knowledge needed to meet the growing demand for science, technology, engineering, and mathematics (STEM) careers.

Vision

Jefferson Charter Academy offers a rigorous dual language immersion educational program for students in Kindergarten through 8th grade who would like to pursue their interest and talent in the area of science. By the completion of their 8th grade year students will be bilingual and literate in both English and Spanish. Students will receive theoretical and real-world learning experiences to prepare and inspire all of them to meet the challenges and expectations of the global society. Students will leave the program prepared to successfully enter, participate, and complete STEM and foreign language courses in high school. Jefferson Charter Academy will achieve this vision through an educational program that:

- Fosters language fluency and literacy in Spanish and English through a dual language immersion instructional model.
- Provides a strong science program that develops solid foundational skills in all students while stimulating their interest and confidence in later grades.
- Teaches students how to better learn and apply new knowledge from an interdisciplinary science approach while focusing on overarching questions or problems that are relevant to students' experiences and community.
- Prepares students to become leaders and innovators, which is essential for success in a 21st century marketplace. Through exploratory real-life problem solving, students gain a greater understanding and awareness of various types of careers to help them make important decisions about their futures.
- Incorporates meaningful project-based and inquiry based learning that ties to the community and is rooted in discovery, innovation, manipulation of ideas, and the integration of all core subjects with emphasis on science.
- Encourages students to play an active role in their community and look for ways to benefit and support their local area. Guide students to discover and solve real-world problems that have multiple solutions through learning that is real, purposeful, and useful to them.

- Establishes connections and partnerships with local colleges, community organizations, businesses, and individuals who are experts in the fields of science.

Jefferson Elementary-Background

Jefferson Elementary School is one of nine elementary schools operated by the Hanford Elementary School District. Hanford, the county seat of Kings County, is located in Central California and is a key city in the 21st congressional district. Jefferson Elementary School demographics reflect the congressional district with a high number of students living in poverty, increasing cases of students with chronic health concerns, and overall academic performance below established expectations.

Element 1: Educational Program

A description of the educational program of the school, designed, among other things to identify those whom the school is attempting to educate, what it means to be an educated person of the 21st century, and how learning best occurs. The goals identified in the program must include the objectives of enabling pupils to become self-motivated, competent, and lifelong learners.

Target School Population:

The Jefferson Charter Academy is designed to serve students in Kindergarten through 8th grade. Currently Jefferson school has a dual language immersion program in Spanish and English that serves students in grades Kindergarten through 4th grade. Our current dual language immersion program accepts children who live within our local school boundaries and students from surrounding districts through inter-district attendance agreements as classroom space allows. Our current school enrollment is 191 students in Kindergarten through 4th grade. Our racial and ethnic make-up consists of 133 (70%) Hispanic students, 47 (25%) white students and 7 (4%) black students. At Jefferson school 99 (49%) of the students are on free or reduced lunch. According to the 2012-2013 Language Census, more than 13 different languages are spoken by the families of students attending our district and Jefferson school. Other than English (59%), Spanish is the second largest language spoken, at approximately 40%, followed by Hungarian and other Non-English languages which are less than 1%. We currently have 63 (33%) students identified English Language Learners and 15 (8%) students identified as Fluent English Proficient (FEP) at Jefferson school. Our target school population is English Language Learners. Traditionally underserved in our public school system, the Jefferson Charter Academy provides an effective educational program that focuses on development of English language acquisition in a rigorous, content rich curriculum. A goal is to have a minimum of 40% of the school enrollment be English language learners.

Our primary goal is to provide our students with an academically rigorous instructional program that meet standards established by the state and enriches the educational experience of all students at Jefferson Charter Academy. We want to create capable and confident bilingual students who are also competent in science through rigorous academics, research based projects, and challenging extracurricular activities. If we are successful in our goal, we anticipate retaining all students from kindergarten to 8th grade by offering an exceptional educational program that is recognized as a popular school of choice to families of Hanford Elementary School District, as well as students who reside in other surrounding districts, as eligibility and classroom space allows.

Educated Person in the 21st Century

Jefferson Charter Academy believes that an educated person of the 21st century possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of science, mathematics, and language arts. Today, students need to have a passionate interest and strong foundational skills in language arts, mathematics and science. Students need to be effective and confident writers and communicators, who are comfortable utilizing a wide range of technologies. The educated person today must be a critical thinker and problem solver and possess a lifelong love of learning.

How Learning Best Occurs

We believe that learning best occurs when the school has high expectations for student achievement. Instruction is student-centered. Content is presented by highly qualified teachers, in diverse classrooms, as part of an integrated multidisciplinary learning experience. School is open to explorations, investigations, innovations that motivate and engage all students. Curriculum and instruction is academically rigorous and utilizes a variety of strategies and techniques, including projects and technology that connect what students are learning to their interests, experiences, and abilities. Students see how their learning applies to their community and the real world. Teachers instill a sense of curiosity that is essential to lifelong learning, so that all students take upon themselves the responsibility to learn outside the classroom. Teachers teach independent thinking by teaching skills that will carry across all disciplines.

A Typical Day

The typical day for a seventh grade starts at 8:00 a.m. in period one. Upon arrival to their home room, the student logs into their tablet, takes their own attendance, and is ready to start the day. The science teacher writes on the Smartboard that their unit of study is on water conservation and the overarching question across the curriculum/ day is: "Why do farmers have a shortage and

limited supply of water in the Central Valley?" In science, the teacher provides direct instruction before students start with their inquiry based learning by researching and working cooperatively using their tablet as they study water as a non-renewable resource, which includes learning about the water cycle, properties of water, and problems of water. The bell rings and the whole class take their tablets to second period at 9:25 a.m.

In language arts, the teacher starts by providing direct instruction in Spanish. Some students are still mastering Spanish so the teacher uses scaffolds (visuals, realia, graphic organizers, and partner talk) to help students comprehend the information and lesson. After the direct instruction, students read editorials, articles, and watch a short video clip on his tablet on how government, industry, and nonprofit organizations influence water conservation. Toward the end of second period, students start to piece together a presentation on water conservation in Spanish using their tablets.

In third period, students attend math class. In mathematics, the teacher demonstrates and shares how meteorologists use mathematical concepts to build climate models that effect water systems. Using math concepts, students visualize, plan, and design a canal or water system to help farmers meet their needs. The bell rings and students return to their home room for their elective on technology.

In technology class, the teacher introduces and demonstrates new web 2.0 tools and technology research tools. Students have time to continue to work in groups on other course projects which allows them to dig deeper into the content and the tools with the guidance of their teacher. At the end of the day, students return their tablet to the cart for recharging. Some students get ready to attend the afterschool program or clubs offered at Jefferson Charter Academy.

Key Components of Program:

- Grade level/ classes are in cohorts from 5th through 8th grade.
- Teachers use technology to support students in math, science, language arts, social science and electives.
- Cross-curricular integration of science-based themes and topics provide a framework for students to link and remember the lessons and activities of the day
- Teachers use effective teaching strategies throughout the day such as team teaching, direct instruction, cooperative learning, inquiry based learning, and interdisciplinary teaching.
- Language arts are taught in Spanish and English. Teachers effectively scaffold lessons to engage students in higher order thinking.

- Teachers meet weekly in interdisciplinary teams to assist each other in developing lesson plans that effectively keep students on target to meet learning goals and work collaboratively to plan units of study.
- Each student uses an Internet accessible tablet in each course as a tool for inquiry, research, collaboration, presentation, and reflection.
- After-school program and clubs between 3:00-4:00 allow students to work on their inquiry based projects, reinforce core subjects/ skills, and prepare for local competitions.

Description of Educational Program

Programs of Emphasis:

Jefferson Charter Academy will deliver a rigorous core academic curriculum that is aligned with the California Common Core State Standards (CCCSS) and Next Generation Science Standards (NGSS). Students will become proficient in Spanish and English through participation in a dual language immersion program. Science will be the instructional focus of Jefferson Charter Academy. The curriculum is driven by pedagogical techniques that support effective instruction: inquiry-based learning, interdisciplinary teaching, direct instruction, cooperative learning, and team-teaching.

Why emphasize science?

Solid, rigorous instruction in science provides the foundation for success in technological and engineering based disciplines that are the careers of the future. According to the California Department of Education, science, technology, engineering, and mathematics (STEM) education is *a sequence of courses or programs of study that prepares students, including underrepresented groups:*

- *for successful employment, post-secondary education, or both that require different and more technically sophisticated skills including the application of mathematics and science skills and concepts, and*
- *to be competent, capable citizens in our technology-dependent, democratic society.*

The California Department of Education projects that in California alone there will be a need for a STEM workforce in 2018 of approximately 1.14 million jobs, primary in computing (71%), followed by engineering (16%), physical sciences (7%), life science (4%), and mathematics (2%). By 2015 an estimated 1.7 million jobs will be created in cloud computing in North America. Another increase of STEM jobs has come from mobile applications ("apps") technology, which has fostered 311,000 jobs in the new "app economy."

A 2008 report to congress found that only 17% of first college degrees in the U.S are STEM degrees, compared to 52% in China and 58% in Japan. There is a critical link between economics and STEM education that led President Obama to mention in a 2009 speech, "Reaffirming and strengthening America's role as the world's engine of scientific discovery and technological innovation is essential to meeting the challenges of this century." The President's "Educate to Innovate" campaign makes the improvement of science education a national priority. The curricular focus of Jefferson Charter Academy hinges on the belief that a rigorous science education will prepare students for future STEM studies and careers which is essential to our economic growth.

The National Research Council defines STEM subjects as:

- *Science as the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.*
- *Technology that comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.*
- *Engineering as a body of knowledge that designs and creates products and effectively solves problems. Engineering utilizes concepts in science and mathematics and technological tools.*
- *Mathematics as the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.*

Focus on Next Generation Science Standards (NGSS) & Common Core State Standards

To provide a well-rounded curriculum, Jefferson Charter Academy will utilize Next Generation Science Standards (NGSS) and Common Core State Standards in mathematics and language arts to define the skills, knowledge and abilities students are expected to master. The core subjects at Jefferson Charter Academy will be science, language arts, mathematics, and social studies integrated in a logical and meaningful manner. Teachers will articulate and integrate content across disciplines at each grade level. Performance expectations are placed at each grade level so that they support content articulation across grade levels and provide the opportunity for content integration within each grade level.

Jefferson Charter Academy will utilize the Next Generation Science Standards and Common Core Standards in math and language arts along with state adopted textbooks and supplementary materials to establish the scope and sequence of themes and units that are relevant to students' experiences and community. Teachers will utilize a variety of instructional strategies including direct instruction to teach key concepts and skills across the disciplines. In addition to inquiry based learning, cooperative learning, team teaching, and the use of interdisciplinary teaching will

be a priority. Using multiple instructional strategies will ensure students master performance expectations and are given the strong science foundation necessary to succeed in advanced courses as they enter high school and beyond.

Curriculum Components at Jefferson Charter Academy

Acquisition of a Second Language:

Our program includes a rigorous dual language immersion acquisition model with students learning in both Spanish and English. The goal of the program is for students to be bilingual and bi-literate. Students are expected to reach high levels of functional and academic proficiency in English and Spanish and appreciate and understand the cultural nuances of the language studied. One of the objectives of the program is to teach students language and literacy skills that allow them to function effectively in both their everyday and academic lives. Being proficient in Spanish and English gives our Jefferson students an advantage in our diverse multicultural community, state, and nation.

Science:

The science program is focused on the physical, life, and earth and space sciences. It provides students with the opportunity to investigate our world while learning about interesting, relevant, and exciting science ideas that link science to mathematics, reading, writing, and other aspects of the curriculum. The Next Generation Science Standards and the Common Core State Standards will be implemented in all grade levels kindergarten through 8th grade to ensure literacy skills in science, which emphasize the importance of scientific inquiry, student investigations, and the development of science skills. Students will develop skills in mathematical analysis, scientific inquiry, and engineering design through ongoing investigations. Various assessments will be used to test students' ability to explain, analyze, and interpret scientific processes and findings.

The objectives of the Science program are:

- Students will apply skills to real life problem solving situations and overarching key questions.
- All students investigate and learn science concepts and experience success.
- All students develop knowledge and ability to use tools of scientific inquiry.
- All students develop knowledge and understanding of life, earth and space, and physical sciences in all grade levels.
- Science content is presented to students in an interesting, comprehensible, and easily organized format.

- Different types of assessments and tools are utilized to measure students' mastery and understanding of concepts and standards in science.
- Students will be prepared for rigorous science courses in high school and beyond.

Language Arts:

Jefferson Charter Academy will offer language arts in all grade levels. Students will develop reading, comprehension, and critical thinking skills through literature and non-fiction texts. Writing and public speaking skills will be developed through research, guided inquiry, projects, and presentations while covering science topics. In language arts, students will continue to develop their second language while connecting to science focused topics. Teaching across the disciplines makes subject more meaningful and helps students understand the connectedness of varied content areas. Throughout the language arts curriculum, students will engage in learning experiences designed around key questions/ problems that connect to other disciplines.

Objectives of Language Arts:

- Students will read to comprehend, analyze, and evaluate literature.
- Students will research and gather information to support overarching questions in science.
- Students use critical reasoning skills to analyze and evaluate various perspectives.

In language arts, the content is presented in Spanish and English. Scaffolding is provided to give all students learning a second language access to the curriculum. Strategies that will be embedded in language arts courses to support second language acquisition are:

- Realia (objects and materials)
- Hands-on projects and manipulatives (drawings, posters, brainstorming, graphs, tables, maps, props, multimedia, presentations, storyboards, story maps)
- Visuals
- Graphic Organizers and Thinking Maps
- Opportunities for student interactions (partner talk, cooperative groups, creating a skit and acting it out, sentence frames)
- Accessing students background knowledge
- Reoccurring themes, overarching questions and problems, and reoccurring vocabulary embedding throughout the units of study and other disciplines

Mathematics:

Jefferson Charter Academy will provide a rigorous math curriculum that is aligned with the Common Core State Standards. Students will apply skills to real life problem solving situations and overarching key questions. Through hands-on activities students will develop a deeper understanding of mathematical concepts. They will also develop skills in presenting and communicating their thinking to others. Jefferson Charter Academy will develop their understanding and organization of mathematical concepts (computation, application, patterns, data charts, graphs, functions, geometry, statistics, and probability) which are important skills needed to communicate the observations and findings gathered during science projects, investigations, and themes. Students will connect math across disciplines and further develop their skills using technology and mathematical tools such as the internet, computers, calculators, protractors, compasses, and rulers.

Social Studies:

Jefferson Charter Academy will offer social studies to all students. In social studies, students will be able to read, comprehend, and write about historical events, geography, economics, inventions and inventors of the industrial revolution, the development of ancient civilizations, and democracy in accordance with state standards. Students will learn the diversity, importance, and contribution of other cultures and the challenges and responsibilities that come from living in a global community. Students will integrate this knowledge across the curriculum and their projects.

Technology:

Technology will be integrated throughout the curriculum and grade levels. Student will acquire the skills and ability to use technology to enhance their learning by teachers broadening the application of technology in their classrooms. In grades 5th through 8th, students use laptops or tablets to engage in inquiry, research, collaboration, presentation, and reflection throughout their courses. This permits students to incorporate a world of knowledge into their projects. Students will use laptops to research, prepare projects, and practice skills, and learn to use them for presentations and as a communication device via video conferencing and virtual field trips. The students will gain an understanding of how computers operate and learn advanced and basic skills to successfully use programs such as Microsoft Word, Excel and PowerPoint to create presentations. Furthermore, students will learn how to design websites and effectively use the Internet to research and gather valuable information. Through the development of computer skills ranging from keyboarding skills to using the Internet, students are able to take advantage of technology. As students research, investigate and explore the vast array of technology tools which will be accessible in all classrooms at Jefferson Charter Academy, students will become

highly proficient, comfortable, and confident in their effective use of these tools. Teachers at Jefferson Charter Academy will use technology to increase the learning of content standards.

Objectives of Technology:

- Students in grades 5th through 8th utilize laptops or tablets for research, collaboration, presentation, and reflection.
- 1:1 laptop or tablet learning environment helps teachers differentiate instruction by enabling teachers to work with individual students and groups providing ideas and support for them to complete their assigned tasks.
- Technology coursework will study basic operations and concepts, technology productivity tools, and technology research tools. There will be opportunities for students to continue work from other courses which allows them to dig deeper into tools as the teacher or mentor supports and guides them through the various learning curves associated with online tools.
- Students will be exposed to a variety of learning tools including, but not limited to: Smart boards, Moodle & Schoology, document cameras, iPads/ tablets, computer lab/ Laptops, video conferencing and virtual fieldtrips, Microsoft Word, Excel, Power Point, iMovie, Photo booth, Kids Draw, Star fall, Type to Learn Jr., Kid Pix 3X, Garage Band Software, eBooks, podcasts, Web 2.0 Tools, etc.
- Students will become comfortable with situations where there are multiple solutions and correct answers.
- Students will be challenged to come up with their logical solutions to solve real world problems using technology.
- Students will use technology for design planning and building models or projects.

Enrichment beyond Core Content: Electives and Clubs:

Jefferson Charter Academy will have a central focus on second language acquisition while emphasizing science integrated standards based core academic program. Additionally, instruction and achievement in the core curricular areas will be augmented by exposure to electives and clubs to expand learning opportunities. Jefferson Charter Academy will offer electives and afterschool clubs focused on a variety of activities which may include, but not be limited to: robotics, technology media lab, drafting, architecture, engineering, visual arts, performing arts (folklorico), math and chess clubs, broadcasting and journalism, yearbook, science Olympiad, agriculture and livestock, and community service. Instruction will be provided by teachers, administrators, and support staff. Members of the community with expert knowledge will also contribute to the afterschool clubs. These afterschool opportunities provide students with additional activities that will expand and enrich the education received during the

core instructional day. To be successful in the 21st century, our students will need a well rounded education.

Unlike existing schools in the district, Jefferson Charter Academy will not offer afterschool athletics, nor a traditional instrumental music program. Enrichment activities, electives and clubs will have a central focus on supporting second language acquisition and mastery of core academic concepts. Performing arts electives may include culturally rich activities that support the goals of the program such as ballet folklorico or mariachi music groups.

Meeting the Needs of Diverse Learners at Jefferson Charter Academy

Jefferson Charter Academy will be committed to meeting the needs of all learners within our student population by differentiating instruction. Research based teaching strategies and instructional programs will be utilized by teachers to reach every learner. To ensure student achievement, multiple forms of assessments that measure student achievement will be utilized. The assessments will identify student needs and next instructional steps.

Students Achieving Below Grade Level:

All students who are identified as being academically at risk, including those who are far below grade level in the core areas of mathematics or language arts as measured on the state assessments, district benchmarks, or teacher formative assessments will receive support through specially designed interventions. An intervention plan will be created in a conference that includes the parents/guardians, teacher, administrator, and student when appropriate. The meeting provides an opportunity for parents, the teacher, and administrator to share ideas and strategies on how to improve the student's ability to participate in his or her classroom and grow academically. The team may recommend program modifications, use alternative materials or equipment, and / or strategies or techniques that capitalize on student strengths.

This plan may include the following interventions:

- Pull-Out Teacher Support
- After School Tutoring
- In Class Strategies
- Re-teach and targeted intervention lessons by the teacher using supplemental materials in a small group and/or individualized instruction.
- Ongoing collaboration between classroom/ content teachers to analyze student data and identify student needs and best practices.

- Parent- Teacher Contact/Communication Plan
- Parental Homework Support
- Support Staff Reinforcement
- Parent education meetings and family learning nights that help increase awareness of learning strategies to support progress towards academic standards.

English Learners:

All English Learners (EL) will receive strong support and specific English Language Development (ELD) instruction that provides meaningful access to the school's academic curriculum. ELD instruction will be embedded during the science content area block and, if needed, in a small groups of EL students using research based ELD program. For example, in science class, teachers will embed visual scaffolds such as graphic organizers and pre-teach and re-teach activities using flexible grouping strategies. If EL students are struggling and not progressing in their English language proficiency levels, small group instruction will be provided using an ELD program. Several strategies that will be embedded in content area classrooms to support ELs in developing English language proficiency are:

- Realia (objects and materials)
- Hands-on projects and manipulatives (drawings, posters, brainstorming, graphs, tables, maps, props, multimedia, presentations, storyboards, story maps)
- Visuals
- Graphic Organizers and Thinking Maps
- Opportunities for student interactions (partner talk, cooperative groups, creating a skit and acting it out, sentence frames)
- Accessing students background knowledge
- Reoccurring themes, overarching questions and problems, and reoccurring vocabulary embedding throughout the units of study and other disciplines

Teachers will have periodic conferences with all parents of English language learners in order to review progress and offer specific goals and strategies to work on at home. Teachers will also receive professional development in supporting and instructing English language learners. Jefferson Charter Academy will follow the Hanford Elementary School District plan for administering the California English Language Development Test (CELDT) for classifying and reclassifying students, as well as monitoring students for three years following reclassification.

Special Education Students:

All students identified as Individuals with Exceptional Needs will be given the opportunity to access the core curriculum and receive support as identified in their Individualized Education Plan (IEP) from credentialed, qualified staff. Teachers will use instructional strategies that support the diverse learning needs of these students. Students will be provided successful learning experiences with appropriate accommodations and modifications as set forth by the individualized educational plan process. The provision of special education services will be consistent with protocols, policies, and practices established by the Hanford Elementary School District and consistent with state and federal mandates (IDEA, FAPE, Section 504, SST referral process).

Economically Disadvantaged Students:

Students are identified as economically disadvantaged based on whether they qualify for free or reduced lunch through the School Lunch Program. Jefferson Charter Academy will ensure that all students are provided with the same learning programs, experiences and opportunities, and tools necessary to be successful academically. Our parents, teachers, and administrators, and school community as a whole will assist any student and/ or family as need arises. Students will be monitored by teachers and administrators and their needs met by the following programs:

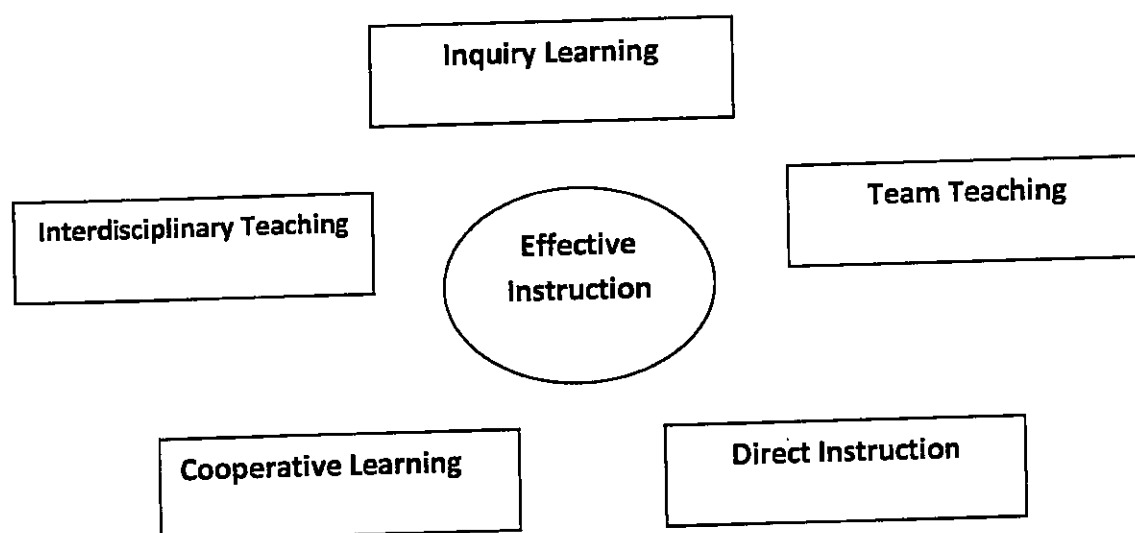
- Enrichment and after school clubs
- Interventions provided by classroom teacher
- School and district programs such as Migrant Education, Parent Institute for Quality Education (PIQE), and Gang Resistance Education And Training (GREAT) program.

High Achieving Students:

Jefferson Charter Academy teachers will continue to challenge students with a rigorous academic program where differentiation is at the core of all learning. Our teachers will have high expectations for all students and the students will strive not only to meet those expectations, but to exceed them. Students are expected to go deeper into content areas, meeting and then exceeding the core standards by becoming grade level experts as they engage in long-term learning projects. Teachers will incorporate instructional strategies that promote inquiry, high levels of discussions, self-directed learning, debate, and other modes of learning in order to develop their abilities to the highest level. Teachers will encourage students to explore topics of interest, conduct research, and focus on the big ideas of the content areas to obtain a greater understanding of generalizations, principles, and theories.

Effective Instructional Strategies used at Jefferson Charter Academy

The curriculum is driven by instructional strategies that support effective instruction: interdisciplinary teaching, inquiry-based learning, direct instruction, cooperative learning, and team-teaching. Jefferson Charter Academy will develop an innovative curriculum to prepare students for an interdisciplinary approach in core academic subjects and science.

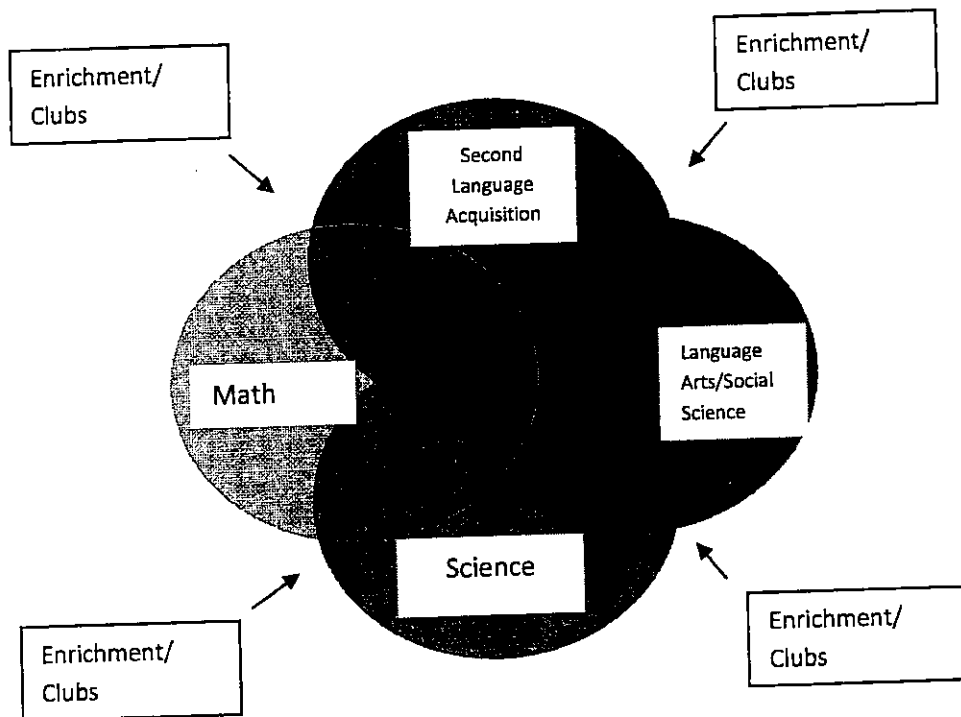


Interdisciplinary Teaching:

Jefferson Charter Academy will utilize an interdisciplinary approach where content is taught by multiple discipline-based teachers. We believe that showing the connections between content areas helps students to understand that all knowledge has relevancy to other areas and to their community. Our teams of core teachers plan lessons around identified themes in science and help students make connections and applications to other discipline's standards through direct instruction, cooperative learning, and inquiry based projects. As students work on a common science theme across the curriculum, students develop a much better understanding about common elements among topics and disciplines. This approach fits neatly with the Next Generation Science Standards and the California Common Core State Standards, which emphasizes science and math practices as well as reading and writing, comprehension and skills through engagement with content.

Our daily instructional schedule reflects longer, uninterrupted blocks (80 minutes) of time to allow for focused in-depth interdisciplinary learning to examine a theme, issue, question, problem, topic, or experience around science. Our intent with a unit of study is to immerse our students into the content areas. An interdisciplinary approach will motivate students as they start to make connections across disciplines and their experiences and community.

Interdisciplinary Approach:



At Jefferson Charter Academy teachers plan units of study, as a team, focused around an overarching question or problem that meets the following criteria:

1. The question needs to be valid.
2. Students can relate to the question.
3. There can be multiple paths to a solution.
4. The question can be applied to the various disciplines / classes to truly integrate the unit across the grade level curriculum.

At Jefferson Charter Academy teachers work with students on how to identify key questions or problems using data they have gathered, look for solutions that have already been tried, and design new and unique solutions. For example, in a unit around the study of bacteria and viruses

the overarching question students attempt to solve is: "How do we keep our friends from getting sick?" To address this question, students brainstorm and generate thoughts and theories based on their prior experiences. Theories / questions that students generate during their brainstorm are investigated within the unit to help clarify any misconceptions or beliefs. Through this activity teachers are able to determine students' understanding of the topic, which helps guide their instruction.

Example of Unit of Study #1:

The lesson focuses on bacteria, viruses, diseases, epidemics, vaccinations, medications, and prevention. In science class, students are culturing bacteria and role-play simulations such as The Great Flu Game and "Mystery Disease" about an E. coli outbreak. This activity requires students to work cooperatively in teams to diagnose, treat, and prevent future outbreaks based on their experiences during the simulation. Students continue their exploration of this topic throughout their other classes as well. In language arts class, students study the conditions of Colonial America and the impact of poor sanitation and the lack of medical knowledge. Students read non-fiction books in Spanish about diseases as well as literature which focus on the yellow fever outbreak in America. Students continue with the theme in math where they use more technology to look at how civil engineers design towns and cities taking into consideration the possibility of something like an epidemic. To increase enrichment and inquiry based learning, guest speakers and study trips are included in the units of study to engage students with the content beyond the classroom. School nurses and county health inspectors are invited to present information and discuss infectious diseases and the dangers and risks associated with bacteria and viruses to all our students.

Example of Unit of Study #2:

The lesson focuses on transportation systems. The overarching question is: "How do the various transportation systems impact the central valley?" In science class, students explore the inputs, outputs, and impacts of transportation systems. In math, the teachers can explore the principles and equations that define how and why things work. In language arts, the class can address the societal expectations of transportation systems and personal functions within societies. Students read, write, and present their findings in Spanish.

Team Teaching:

At Jefferson Charter Academy core teachers utilize team teaching as an instructional strategy. Team teaching involves two or more teachers (science, math, language arts.) working together with the same group of students. A team of two or more teachers combine their talents, expertise,

interests, and resources to take joint responsibility of any or all aspects of teaching the same cohort of students. Research supports the notion that team teaching reduces teacher isolation, increases sharing of ideas and resources, and capitalizes on each other's strengths. In addition, during team teaching, the whole team takes responsibility for planning curriculum and collaboratively teaching, either as a whole class or with each teacher taking different combinations of students across the classes for specific lessons. For example, one teacher may be teaching science/ technology while another teacher is teaching mathematics and the third teacher in language arts is teaching curriculum in Spanish.

At Jefferson Charter Academy, team teaching will improve teachers' instructional effectiveness through professional dialogue, offer each other instructional help, and share ideas and resources between each other to gain the best possible outcome for students. Here are several team teaching models Jefferson Charter Academy will utilize throughout the year (Integrated Co-Teaching- Collaborative Team Teaching-CTT):

- Team Teaching: Teachers simultaneously share instruction. Each teacher takes a turn leading instruction.
- Alternate Teaching: One teacher leads the lesson while the other(s) give feedback, gather data on progress, monitor participation, or provide small group/ individual assistance.
- Station Teaching: Teachers divide content and students. Groups of students rotate through stations to receive different content instruction.
- Parallel Teaching: Teachers teach the same content to separate groups simultaneously.

Inquiry Based Learning:

Jefferson Charter Academy focuses on project based learning throughout the curriculum and content areas. In inquiry based learning students learn by doing. In grades 5th through 8th grade, students will utilize their tablets for inquiry based learning. Students work in groups or individually to solve real-world problems and engage in projects, study trips, investigations, and experiments to develop and test hypotheses. Students are challenged with higher level questions to encourage critical thinking, participate in class discussions, and in collaborative learning. Inquiry based learning allows students to connect to their community, collaborate with their peers, and demonstrate mastery of their knowledge. Throughout the year students engage in inquiry based learning through study trips, guest speakers, and learning opportunities such as: Burris Park Outdoor Education Center, Downing Planetarium at California State University, Fresno, local dairies and farms, Sequoia National Park, Project Aims through Fresno Pacific, Lawrence Hall of Science through UC Berkeley, California Academy of Science museum in San Francisco, California Science Center museum in Los Angeles, and through the Environmental Education Initiative Curriculum.

Cooperative Learning:

Jefferson Charter Academy will engage their students in cooperative learning activities throughout the instructional day. Cooperative learning is an effective instructional strategy that has a high probability of enhancing student achievement across grades and content areas. During inquiry based projects, students are placed in small heterogeneous groups based on their expertise and experiences. They are assigned roles and responsibilities as they work on their projects. Cooperative learning will help Jefferson Charter Academy students to develop communication, trust, leadership, decision making and conflict resolution skills as they work on projects in small groups.

Direct Instruction:

Students at Jefferson Charter Academy will receive daily direct instruction in all content areas. Supported by research, direct instruction strategies tend to produce higher achievement for all students especially, for students with learning disabilities and low-performing students. With direct instruction teachers state the learning objective, activate prior knowledge, develop concepts and skills by explaining and modeling, provide guided and independent practice, and check for student understanding. Before students engage in inquiry based learning and exploration, teachers teach the pertinent information that helps and guides students to succeed in their projects.

Program Overview & Academic Approach by Grade Level

Jefferson Charter Academy is committed to the development of the whole child, with a focus on the skills needed to thrive, succeed, and contribute to our community and society. At Jefferson Charter School students need adequate time, exposure, and opportunities to demonstrate competency in second language acquisition and core academic subjects starting from Kindergarten through 8th grade. The curriculum, teacher lessons, and student work is aligned with California Common Core State Standards and Next Generation Science Standards. At Jefferson Charter Academy students are given the opportunity to acquire knowledge and standards, practice their learning in a guided and supportive environment, and apply their knowledge in a collaborative, project-based environment that allows them to collaborate and connect to their peers and community.

Below is the academic approach for Jefferson Charter Academy from Kindergarten - 8th grade:

Academic Approaches by Grade level

Grade Levels	Approach
All grade levels	Rigorous curriculum that meets the Common Core State Standards and Next Generation Science Standards. Second language acquisition and a core curriculum that focuses on science concepts are integrated into coursework with grade appropriate curriculum delivery. Interventions and enrichment are embedded into daily and yearly schedule. English Language Development (ELD) is embedded into science and/ or in small groups using researched based programs.
K through 4th grade	Students receive basic exposure to science concepts. Science themes are embedded into the curriculum daily. Second language acquisition is delivered through a dual immersion model, whereby instruction is delivered in Kindergarten and first grade in a 90-10 split; Second is delivered at 80-20; Third grade is delivered at 70-30 and fourth grade at 60-40 split.
5 th grade	Project-based classrooms integrate science themes with more specific scientific content introduced. Students receive instruction in a self contained classroom with hands-on lessons, rich exposure to technology, with an interdisciplinary/ thematic approach woven into the entire curriculum. 1:1 laptop or tablet learning environment for inquiry, research, collaboration, presentation, and reflection. Second language acquisition is delivered through a 50-50 split.
6 th through 8 th grade	Students receive a rigorous science program that develops solid foundational skills. A block schedule with longer periods of instruction is used to focus on inquiry based learning, cooperative learning, and direct instruction that emphasizes an interdisciplinary team teaching approach. 1:1 laptop or tablet learning environment for inquiry, research, collaboration, presentation, and reflection. Language arts and social science are integrated and delivered in a second language for 80 minutes in a logical and meaningful manner. Scaffolding is provided to give all students access to core curriculum.

Program Design and Rollout:

In August 2014 Jefferson Charter Academy intends to expand grade levels from K-4 to K -7. Beginning in August 2015 the Academy will serve students in grades K – 8. The total enrollment for Jefferson Charter Academy would be approximately 330 students during 2014-15 school year. In the next few years, it is anticipated that at full capacity Jefferson Charter Academy will

have no more than a maximum enrollment of 500 students from Kindergarten to 8th grade. Jefferson Charter Academy will open enrollment to maintain one or two full classrooms per grade level each school year.

Jefferson Charter Academy intends to add additional grade levels (8th) and classrooms in subsequent years while maintaining class size reduction in grades K – 3. Below is the projected enrollment and number of classes per grade level at Jefferson Charter Academy for the next 5 years. There will be open enrollment in certain grade levels to maintain full class sizes:

Projected Enrollment Rollout:

Grade	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
K	50	48	48	48	48	48
Classes	(25/25)	(24/24)	(24/24)	(24/24)	(24/24)	(24/24)
1	50	48	48	48	48	48
Classes	(25/25)	(24/24)	(24/24)	(24/24)	(24/24)	(24/24)
2	45	48	48	48	48	48
Classes	(22/23)	(24/24)	(24/24)	(24/24)	(24/24)	(24/24)
3	37	48	48	48	48	48
Classes	(21/16)	(24/24)	(24/24)	(24/24)	(24/24)	(24/24)
4	5	56	60	60	60	60
Classes	(5)	(28/28)	(30/30)	(30/30)	(30/30)	(30/30)
5		28	60	60	60	60
Classes		(28)	(30/30)	(30/30)	(30/30)	(30/30)
6		31	30	60	60	60
Classes		(31)	(30)	(30/30)	(30/30)	(30/30)
7		25	31	30	60	60
Classes		(25)	(31)	(30)	(30/30)	(30/30)
8			25	31	30	60
Classes			(25)	(31)	(30)	(30/30)
Total	187	332	398	433	462	492

The Jefferson Charter Academy will be a school of choice, open to all students interested in attending (see Element 8: admission requirements). The real target population is students in the Hanford Elementary School District and neighboring districts who desire an interdisciplinary, rigorous core education program that emphasizes acquisition of a second language with a core instructional program that focuses on science. The student population at Jefferson Charter Academy will reflect the District's demographics with respect to ethnicity, English language learners, socioeconomic status, and students with special needs.

Daily Schedule

The established school day will be from 8:00 am until 2:47 pm for K-5 and 2:56 pm for grades 6-8. The school year will consist of 180 days of instruction. The Jefferson Charter Academy will exceed the required number of instructional minutes established by California Education Code. In addition, the Jefferson Charter Academy will offer after school clubs and enrichment activities designed to reinforce and expand on learning taking place during the normal instructional school day. A block schedule with longer periods of instruction is used to focus on inquiry based learning, cooperative learning, and direct instruction that emphasizes an interdisciplinary team teaching approach.

Daily Schedule (K-5) (6-8)

	K-5		6-8
Instruction	8:00-9:40	Period 1	8:00-9:22 (82 min.)
Brunch/Recess	9:40-10:00	Period 2	9:25- 10:00 (35min.)
Instruction	10:00-11:40	Brunch/ Recess	10:00-10:20
Lunch	11:40-12:40	Period 2	10:20-11:07 (47min.)
Instruction	12:40-2:47	Period 3	11:10-12:00 (50min.)
Dismissal (K)	2:07	Lunch	12:00-1:00
Dismissal (1 st - 3 rd)	2:27	Period 3	1:00-1:32 (32min.)
Dismissal (4 th -5 th)	2:47	Period 4/ Dismissal	1:35-2:56 (81min.)

Minimum Day Schedule (K-5) (6-8)

	K-5		6-8
Instruction	8:00-9:40	Period 1	8:00-9:00 (60 min.)
Brunch/Recess	9:40-10:00	Period 2	9:03- 10:00 (57min.)
Instruction	10:00-12:20	Brunch/ Recess	10:00-10:20
Dismissal (K)	12:00	Period 3	10:20-11:16 (56 min.)
Dismissal (1 st - 3 rd)	12:10	Period 4/ Dismissal	11:19-12:15 (56 min.)

Dismissal (4 th -5 th)	12:20		
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Support Staff

Science Advisor:

Jefferson Charter Academy will have a science advisor who works with Kindergarten to 8th grade teachers to improve their science instruction with students. The science advisor will support teachers to successfully implement and deliver science instruction within an interdisciplinary approach across all disciplines. Depending upon qualifications and experience the advisor may or may not be a credentialed teacher. In addition, the science advisor will be responsible for the following:

- Analyze teacher's area of need (content, pedagogy, and knowledge of standards) in science (K-8).
- Provide one-on-one coaching to teachers in the area of science (planning and delivery of instruction).
- Support student learning through observation and classroom demonstration lessons in all grade levels focused on hands-on, inquiry based science projects.
- Meet with teachers on a regular basis for collaboration and professional development that includes topics such as, but not limited to: the Next Generation Science Standards, planning units of study, reading in the content area, inquiry based instruction, effective implementation of differentiated instruction, and analyzing and utilizing student assessment data.
- Model best practices and instructional strategies in a classroom setting (interdisciplinary teaching, team teaching, cooperative learning, inquiry based learning, and direct instruction).
- Provide sciences resource to teachers (expertise, materials, online tools, etc.)
- Ensure that teaching is grounded in the California Common Core State Standards and Next Generation Science Standards.

Instructional Technology Coach

Jefferson Charter Academy will have an Instructional Technology Coach to support and assist teachers with effective use of technology in their classrooms to improve student learning. The instructional technology coach will collaborate with grade level teachers, content teachers, and science advisor to develop units focused on standards. Depending upon qualifications and

experience the advisor may or may not be a credentialed teacher. The instructional technology coach will also be responsible for the following:

- Assist teachers with appropriate use of technology integration in all content areas.
- Identify needs of the staff and deliver professional development related to technology integration.
- Plan and demonstrate lessons infusing technology in classrooms.
- Train staff on the technology tools at Jefferson and their most effective use in the curriculum (student response systems, smart boards, podcasting, video conferencing, teacher web pages, document cameras, i Pads, computer lab, and program resources and web based software/ tools).
- Gather technology resources and activities that meet the needs of the classroom and curriculum (online resources for enrichment and intervention).
- Support in designing technology based assignments, assessments, projects, and activities.
- Develop and maintain school website as an instructional tool that extends student learning and informs parents.

The integration of technology into the curriculum will enhance students' creative thinking, problem solving, and higher order thinking skills across all content areas. Students will have a greater understanding of content and technology skills in all disciplines.

Professional Development

Jefferson Charter Academy will provide ongoing professional development to teachers and staff to support them in designing and implementing instruction. All the professional development will be driven by the needs and interests of the students, staff, and school. Professional development topics will include:

- Understanding and implementation of Common Core State Standards, Next Generation Science Standards, and National Educational Technology Standards.
- Implementation of effective teaching strategies and techniques- interdisciplinary teaching, team teaching, direct instruction, cooperative learning, and inquiry based learning.
- Integration of technology into content areas and the use of online tools and resources to develop and teach lessons.
- Differentiated instruction for low and high achieving students.
- English Language Development for EL students.
- Strategies for scaffolding instruction.

Element 2: Measureable Student Outcomes

The following are the measureable pupil outcomes identified for use by the charter school. "Pupil Outcomes," purposed for this part, means the extent to which all students of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program.

Student Outcomes for Achievement

Jefferson Charter Academy's curriculum will include an integrated, inquiry based science program with the integration of a second language that is aligned with California Common Core Standards and the Next Generation Science Standards in the core areas of language arts, mathematics, science, and social studies. The goal for Jefferson Charter Academy students is mastery of the Common Core States Standards and Next Generations Science Standards as measured by state assessments, district and teacher assessments. The goal for EL students is to meet their AMAO and reclassification goals through CELDT, state and district assessments.

Outcomes of Instructional Programs

Acquisition of a Second Language:

Jefferson Charter Academy implements a rigorous dual immersion language acquisition model to teach students in both Spanish and English. The goal of the program is for students to be bilingual and bi-literate. Students are expected to reach high levels of functional and academic proficiency in English and Spanish as demonstrated by district and teacher assessments. The CELDT will be utilized to measure English language proficiency for those students identified as English language learners.

Science:

Students will acquire proficiency (based on district benchmarks and state assessments) in the fundamental concepts and terms of earth science, life science, and physical science in accordance with Common Core State Standards and Next Generation Science Standards. Students will see themselves as scientists as they investigate and explore by solving standards-based problems using the scientific method. Students will continue to utilize the scientific method across disciplines by completing science projects, cooperative learning, engaging in hands-on experiments that encourage critical thinking, and inquiry into scientific concepts. Students will use technology to research scientific concepts and present their findings with their peers. All students, including EL students, will learn the language and vocabulary of science and apply it across the curriculum.

Mathematics:

Students will demonstrate competency in Mathematics in accordance with Common Core State Standards as measured by state mandated and district assessments. Students will understand and apply fundamental ideas and procedures of math by engaging in exploring, inferring, and reasoning to develop a clear understanding of basic concepts, strategies, and procedures of geometry, algebra, number sense, arithmetic, and data analysis. Students will solve real world problems to gain a deeper knowledge of concepts within math. These real world problems will be embedding throughout the curriculum and units of study.

Language Arts:

Students will demonstrate language proficiency by effectively reading, writing, listening, and speaking in accordance with Common Core State Standards as measured by state mandated assessments coupled with district developed and teacher-made measures. Students will be able to read and comprehend nonfiction text and a variety of genres and convey their thoughts and ideas through their written and spoken words. Students will use technology to locate and interpret information and engage in the research process and write a research paper. Students will integrate these skills across the curriculum through science, mathematics, and social studies projects.

Social Studies:

Students will be able to read, comprehend, and write about historical events, geography, economics, inventions and inventors of the industrial revolution, the development of ancient civilizations, and democracy in accordance with Common Core State Standards as measured by state mandated and local assessments. Students will learn the diversity, importance, and contribution of other cultures and the challenges and responsibilities that come from living in a global community. Students will integrate this knowledge across the curriculum and their projects.

Technology:

Students will demonstrate proficiency, in accordance with the Common Core State Standards and National Educational Technology Standards (NETS), through the use of word processing, power point, internet research, online resources, and other applications to enhance the core curriculum and prepare them for work in technologically advanced society. Students will integrate technology throughout the curriculum and create a digital portfolio to demonstrate their work as measured by teacher observations.

Student and Parent Outcomes

Jefferson Charter Academy measures student achievement through the use of mandated state assessments for all students and subgroups. District assessments and teacher grades will also be used to measure student achievement.

Student Achievement

- The Jefferson Charter Academy will meet Adequate Yearly Progress (AYP) targets school-wide and subgroups (English Learners, Students with Disabilities, and Socio-economically disadvantaged, Hispanic, and African-American students) in language arts and mathematics as required by federal law.
- The Jefferson Charter Academy will meet annual Academic Performance Index (API) growth targets.
- The Jefferson Charter Academy will meet the Annual Measurable Achievement Objectives (AMAOs) required of English Learners (EL) under Title III of the No Child Left Behind Act of 2001.
- Students will demonstrate mastery of academic content standards with the majority achieving proficient or above on state assessments.
- Students will demonstrate mastery of science and social studies content standards as evidenced by performance on the state tests.

Student Progress over Time

- All students at the Jefferson Charter Academy will be expected to be proficient or advance or improve by at least one performance level on the state assessments in language arts, mathematics, science, and social studies.
- The Jefferson Charter Academy will make continuous improvement each year on the API, the Similar Schools Ranking, and the Statewide Ranking.
- English Language Learners will be expected to improve by at least one English language proficiency level each year on the CELDT test until reclassified to Fluent English Proficient.

Student Engagement

- The Jefferson Charter Academy will maintain attendance at or above district averages every month.

- All students will participate in at least one after school enrichment activity throughout the year.
- All students in 5th through 8th grade will present learning projects.

Parent Involvement

- Parents will actively participate in school governance and parent representatives elected by parents will serve on the School Governance Council.
- All parents will attend parent-teacher conferences.
- All parents will attend at least two parent evenings (curricular nights, after-school enrichment performances, etc.) throughout the year.
- All parents will be present and participate in student project presentations.
- Parents will be encouraged to volunteer at the school on a regular basis.

Element 3: Measuring Student Progress

The method by which pupil progress in meeting those pupil outcomes is to be measured.

Jefferson Charter Academy will utilize formative and summative assessments to monitor student achievement. Data will be collected formally and informally to measure student progress. Teachers across grade levels and teams meet during weekly collaboration days to analyze data, identify student strengths and needs, and share best practices. Jefferson Charter Academy teachers will plan lessons using effective teaching strategies and will differentiate instruction based on students' needs. Teachers will use data to identify students who need additional support, instructional materials, and interventions aimed at meeting the Common Core State Standards. Jefferson Charter Academy will monitor and review data to inform the school of the success of its programs, district assessments, pacing calendars, and resources.

Jefferson Charter Academy will also collect data from state and district assessments to identify and prioritize professional development as well as topics for discussion during grade level team meetings. In conjunction with standardized and performance assessments, teachers will use daily informal assessments from observations, anecdotal records, class work, and project assignments to help identify areas of concern and to plan future instruction for students. All the data collected will also help shape how our teachers develop, pace, and organize their lessons and courses throughout the year as well as ensure that all state standards are adequately and appropriately covered.

Students will be assessed through multiple measures to monitor all of the measureable outcomes (Element 2). These assessments are aligned with the California Common Core State Standards and include:

- Measurement of Academic Performance and Progress (MAPP)
- California English Language Development Test (CELDT)
- California Alternate Performance Assessment (CAPA)
- District adopted Benchmark Assessments
- School developed Common Assignments in Reading, Mathematics, Writing, and Science
- Standards based Report Cards
- Project-based assignments
- Performance-based assignments
- Anecdotal records; Rubrics; Teacher observations
- Culminating Activities
- Teacher generated assessments
- Student daily work (journals, work samples, homework)
- Student Learning Projects (5th -8th grade)

Each student at the Jefferson Charter Academy will be responsible for creating, organizing, revising, and presenting a standards based learning portfolio or project. This portfolio or project will be a representation of student learning throughout the year. Research demonstrates that students retain and internalize knowledge when they reflect on what they have learned, understand the process by which they learned, establish meaningful connections, and demonstrate ways new knowledge can be applied. The portfolio or project will not only include collections of work products, but also written reflections of their learning experience and how their work has helped them to obtain mastery.

Each student will be responsible for presenting their portfolio or project to parents, peers, and staff. This important application will help students prepare for a future in which they must be able to express ideas, communicate clearly, and persuade others.

Element 4: Governance Structure

The governance structure of the school, including but not limited to, the process to be followed by the school in order to ensure parental involvement.

Governance

Jefferson Charter Academy is a locally funded public conversion school, not a new charter school, which is operated by the Hanford Elementary School District. As a dependent charter,

the Hanford Elementary School District Board of Trustees and District Superintendent will govern Jefferson Charter Academy consistent with applicable state, federal laws, established policies, regulations, and the provisions of collective bargaining agreements. School budgetary and personnel actions will be approved by the Board of Trustees following review and recommendation by the Jefferson Charter Academy School Governance Council.

The School Governance Council is a ten member board which consists of three (3) teacher representatives, three (3) parent representatives, one (1) classified employee representative, one (1) site administrator representative, one (1) Board of Trustee, and one (1) district administrator. Members are selected by their peers (teachers selected by teachers, parents selected by parents, etc.). The School Governance Council will make recommendations to the Board of Trustees regarding budgetary and personnel staffing issues. The responsibilities of the School Governance Council will be to oversee the implementation of the mission, vision, and strategic plan and school wide goals of Jefferson Charter Academy. Additionally, the School Governance Council will assist in the development of school practices and procedures including, but not limited to, student academic responsibilities, attendance, school safety, overseeing the school's budget, curriculum and educational programs, providing input to administration with respect to the management of the school, parent involvement, professional development, instructional technology, student conduct and discipline, and after-school programs.

A separate School Site Council may need to be established to meet categorical program requirements in accordance with procedures and bylaws of School Site Council. A separate English Learner Advisory Council may need to be established to ensure English Language Learner's are represented in a manner consistent with categorical program mandates. Additionally, parent input will be gathered through parent meetings and events (Back to School Night, Parent-Teacher conferences), advisory committees (School Council, ELAC), Title I meetings, Parent-Teacher Club (PTC), parents meetings, and parent surveys.

The School Governance Council will comply with the Brown Act and minimally meet four times while school is in session. All meetings will be open to the public and the school community in accordance with the Brown Act. Jefferson Charter Academy will comply with the Brown Act including the following:

- 72 hour notice of all public meetings
- Announcements for meetings through School Messenger
- Meeting Agendas are posted in the school's main office
- Flyers sent home with students
- Posted meetings on the homepage of the school's website

- Posted on the monthly newsletter

Minutes of the meetings will be available to the public at least 48 hours after the meeting was conducted. Copies of the minutes are available in the main office of Jefferson Charter Academy.

Element 5: Employee Qualifications Employed by Charter School

The qualifications to be met by individuals employed by the school.

All certificated employees will be appropriately credentialed and assigned. All core academic teachers will have credentials and authorizations appropriate for their assignment. All teachers will meet "Highly Qualified" criteria consistent with "No Child Left Behind" federal regulations. Jefferson Charter Academy may also employ non-certificated "Charter School Instructors" to teach elective courses and afterschool clubs (non-core) in areas in which the instructor has subject matter expertise, professional experience, and the ability to work successfully with students. The school may also employ instructional support staff including, but not limited to a science advisor and technology coach, who may or may not be certificated employees to work with teachers in classrooms.

It is essential that the staff at Jefferson Charter Academy be responsible for developing, planning, and implementing the school's educational program through standards based instruction in the classroom. In addition to their instructional role, the staff is also responsible for the following:

- Trust: Establishing and maintaining a high level of personal and professional trust in each staff member to follow the mission, philosophies, and practices of the school.
- Participation: Willing to participate in the school's governance, professional development, afterschool clubs, and school wide events and activities.
- Teamwork: Ability to work as a cohesive team and productive members of a professional learning community (working with colleagues, parents, and community).
- Professional Accountability: Responsible for implementing school's curriculum and best practices within their classrooms to meet the needs of students.

Classified employees and personnel providing afterschool clubs will meet requirements specified in job descriptions. All employees must meet Hanford Elementary qualification for hiring, including pre-employment fingerprint clearance.

Element 6: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.

The Jefferson Charter Academy will comply with all applicable laws concerning health and safety of pupils and staff. In order to guarantee the health and safety of pupils and staff, Jefferson Charter Academy will ensure that all employees follow Hanford Elementary School District procedures, policies, and regulations concerning:

- Fingerprinting & criminal background checks
- Examination of faculty and staff for tuberculosis
- Immunization of students as a condition of attendance
- Screening for vision, hearing, and scoliosis
- Child Abuse reporting
- Blood Borne Pathogens
- Drug, alcohol, and tobacco- free environment
- Safety of facility
- First Aid/ CPR training
- Sexual harassment training for all employees and students
- Student Behavior and Bully Training
- Emergency Operations Manual training for crisis and disasters including fire and lock down drills
- Student Supervision
- Administration of medication

All employees and school volunteers will comply with and otherwise furnish criminal record summaries in accordance with Education Code Section 44237 and tuberculosis screenings of employee and volunteer candidates will be required. All information related to the aforementioned policies will be included in the Hanford Elementary School District handbooks (Staff Handbook, Student Conduct Code, Emergency Operations Manual, and Manual of Administrative Procedures) and will be reviewed on an ongoing basis throughout the school year.

Element 7: Racial and Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.

The Jefferson Charter Academy will achieve a racial and ethnic balance among its pupils reflective of the general population residing within the territorial jurisdiction of the Hanford Elementary School District. The district will maintain strategies that ensure non-discrimination for all students, including policies granting admission preference to students who live within the current boundaries of Hanford Elementary School District. In the event that enrollment requests exceed enrollment availability, priority will be given to underrepresented students in order to achieve racial and ethnic balance.

Jefferson Charter Academy will implement student recruitment strategies to ensure a diverse parent and student population is targeted. Additionally, bus transportation will be limited to within district boundaries and only offered to specific locations within the district to ensure enrollment of a diverse student population. Recruitment and annual outreach programs involve the following:

- Information about educational programs disseminated in local newspaper and posted on school and district website.
- School and classroom tours offered to help parents and students learn about our programs. Notices of these tours will also be mailed to all perspective, incoming families and surrounding preschools.
- Flyers are sent to elementary schools within the district to inform parents and students of available programs at Jefferson Charter Academy.
- Parent informational meetings and presentations held at Jefferson Charter Academy and other schools within the district to cover admission requirements and timeline for enrollment (i.e. School Site Council, English Learner Advisory Committee, Parent-Teacher Club, and staff meetings).

All written communication and presentations about Jefferson Charter Academy programs, admission requirements and timeline for enrollment are in English and Spanish.

Element 8: Admissions Requirements*Admissions requirements, if applicable.*

Jefferson Charter Academy will not discriminate against any student on the basis of disability, gender, ethnicity, language, nationality, or sexual orientation. Jefferson Charter Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations, and shall not charge tuition. The Jefferson Charter Academy is a school of choice. The school shall admit all pupils who wish to attend up to capacity. Additionally, the school will actively recruit a diverse student population. Efforts will be made to recruit and enroll students of various racial and ethnic groups that reflect the district and surrounding area. Recruitment efforts will begin in the spring and shall include publicizing our instructional programs on the web page, flyers, newspaper, etc. Communication will be in English and Spanish.

Admission Requirements

In order for students to be eligible to attend Jefferson Charter Academy, they must meet the following requirements:

- Be a resident of California
- Attend an informational meeting in the spring to discuss the educational program, philosophy, and other applicable requirements of school. Information meetings will be offered at different locations in Hanford. **(Prior to public random drawing/ enrollment)**
- General Information/ Random Drawing Form. All interested parents/ guardians submit form which contains the name of the student, birth date, grade, address, and phone number. **(Prior to public random drawing/ enrollment)**
- Attend a school and classroom tour in the spring to determine if program is right for your child. Multiple school and classroom tour dates and times will be offered to parents/ guardians. **(Prior to public random drawing/ enrollment)**
- Orientation/ Intake meeting with parents/ guardians to discuss and sign School Contract **(After enrollment status)**
- Complete Hanford Elementary School District Application **(After enrollment status)**

School Contract

A school contract discussing responsibilities of the school, parent, and student will be presented at enrollment. Parents are required to sign the contract which includes, but is not limited to, the following:

- Attendance Expectations and Policy

- Student Behavior Expectations and Disciplinary Procedures
- Expectations for Student Academic Performance
- Academic Support to be Provided by the School
- Parent Involvement Policy
- Role of School/Parent/Student in Creating and Presenting the Learning Portfolio in 5th through 8th grade.

Admission applications are not eligible for program admission if student has been expelled or is facing a pending expulsion from another district or have severe discipline/ behavior concerns at their current school.

Enrollment and Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the school will hold a public random drawing to determine enrollment for impacted grade levels, with the exception of existing students who are guaranteed enrollment in the following year. The time, date, and location of random drawing will be publicized.

Preferences will be given in the following order of priority:

- Siblings of currently enrolled students of the Jefferson Charter Academy. This includes brother, sister, stepbrother, and stepsister.
- Children of Jefferson Charter Academy employees or School Governance Council members.
- Children of Hanford Elementary School District employees.
- Students identified as English Language Learners within the boundary of the Hanford Elementary School District.
- Students from within the boundary of Hanford Elementary School District.

This preference is given to qualifying students who apply prior to the initial enrollment period and subsequent random drawing. After initial enrollment period, preferences are not applied to a waiting list. The waiting list will be established based on the drawing results. The waiting list will prioritize candidates according to the order in which they were drawn during the random

drawing. Once a student is eligible for a spot at the school, parents/ guardians will be notified by phone with the timelines under which the parents/ guardian must respond to secure admission.

Any student who gains enrollment status through preferences or random drawing must meet the requirements established by Jefferson Charter Academy in order to maintain their enrollment status. These requirements include:

- Parents complete Hanford Elementary School District Application
- Parents and students attend School Orientation/ Intake Meeting to discuss and sign School Contract.

Timeline

- January- Recruitment period begins. Information distributed to parents and community about school's educational programs and informational meetings (dates, times, and locations are included). Information distributed by flyers to elementary schools, posted on website, and newspaper ads.
- February- Informational meetings held at various locations, dates, and times in Hanford.
- March- School and Classroom Tours. Multiple school and classroom tour dates and times will be offered to parents/ guardians.
- April- Public Random Drawing- time, date, and location of random drawing will be publicized.
- May/ June- Enrollment- Orientation/ Intake meetings scheduled to discuss and sign School Contract and enrollment information must be returned to Jefferson Charter Academy (HESD application).

Dismissal from Program

The School Governance Council may deny automatic continued enrollment for the following reasons:

- There is documentation that the student has not maintained his / her responsibility for academic performance, behavior, or attendance.

Element 9: Annual Audits

The manner in which an annual audit of the financial and programmatic operations of the school is to be conducted.

Fiscal accountability of public funds shall be subject to the financial and programmatic procedures in place at Hanford Elementary School District. The Jefferson Charter Academy will fiscally function as a school operated by the Hanford Elementary School District.

Hanford Elementary School District will oversee Jefferson Charter Academy and may revoke the charter if the district finds that the charter school did any of the following (EC 47607):

- Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Failed to meet or pursue any of the pupil outcomes identified in the charter.
- Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Element 10: Suspension and Expulsion Policies

The manner by which pupils can be suspended or expelled.

The criteria for suspension and expulsion of students at the Jefferson Charter Academy will be the same as those used by the Hanford Elementary School District, as well as any other grounds pursuant to the School Contract, District Policy, and State Education Code.

Students who do not demonstrate adequate and appropriate behavior, or student achievement towards grade level standards or attendance as determined by documentation and the School Contract will be subject to dismissal from Jefferson Charter Academy as determined by the School Governance Council and will return to student's home school or local school district.

Jefferson Charter Academy staff will enforce disciplinary rules and procedures consistently amongst all students. This information will be printed and distributed as part of the Student Conduct Code (School-Family Compact) Handbook which is sent to each student at the beginning of the school year. Each parent and student will be required to verify, by signature, that they have reviewed and understand the policies.

Students who fail to follow Jefferson Charter Academy rules and expectation may expect consequences for their behavior. These may include the following:

- Warning

- Loss of privileges
- Isolation within the class or in other supervised areas
- Notices to parents by telephone or letter
- Conference with parent and teacher
- Notices of unacceptable behavior
- Citations
- Suspension from school
- Dismissal from Jefferson Charter Academy as determined by the School Governance Council
- Expulsion from Jefferson Charter Academy

The school may hold a Student Study Team meeting (SST) if the student's behavior, attendance, or academics does not improve. The SST will discuss student concerns, review data, develop and plan interventions and strategies to ensure the success of the student. The SST team will include the student's parent, teacher, psychologist, and an administrator.

The due process for suspension and expulsion will follow Hanford Elementary School District policies and regulations.

Element 11: Employee Benefits

The manner by which staff members of the charter schools will be covered by the State Teachers Retirement System, or federal social security.

Consistent with all employees of the Hanford Elementary School District, all certificated staff members will participate in the State Teachers Retirement System (STRS), and classified employees will participate in the California Public Employee Retirement System (CalPERS). Participation in federal Social Security will be consistent with established district practice.

Element 12: Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.

The Jefferson Charter Academy is a school of choice. Only students who apply will be enrolled. Students who chose not to attend the Jefferson Charter academy will attend the Hanford Elementary School District School or other public school to which they are zoned.

Element 13: Return Rights of Employees

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

The Hanford Elementary School District will be the employer of all employees of the Jefferson Charter Academy. Employees will be represented by collective bargaining organizations consistent with current practice. All teachers will be represented by the Hanford Elementary Teachers Association/CTA/NEA. All non-confidential and non-management classified employees will be represented by the California School Employees Association, Hanford Chapter #344. Therefore, all bargaining, benefits and working conditions are given stipulated in respective collective bargaining agreements. Thus all employees maintain their contractual benefits whether transferring to or from the Jefferson Charter Academy. All transfer rights are also subject to practices established in collective bargaining agreements.

Element 14: Dispute Resolution***Dispute resolution procedure***

As a dependent charter sponsored by Hanford Elementary School District, Jefferson Charter Academy operates under the policies and procedures of the charter as adopted by the Hanford Elementary School District Board of Trustees. Authorized representatives of Hanford Elementary School District may inspect or observe any part of the school at any given time, but shall provide reasonable notice to Jefferson Charter Academy administration if the district is requesting specific fiscal or programmatic information. Reports to the Board of Trustees will take place annually through one or more of the following methods: the State of the School Report, the School Accountability Report Card, Student Board Representative Reports, site visitations, and other forms as requested.

Additionally, a year-end report will be presented by the charter school administrator to the Board of Trustees which includes a review of the educational program and services, testing and assessment data, financial status, and other critical issues as requested.

This charter shall remain in effect for a period of five (5) years from the date of each renewal. If as a result of the yearly Board report presented in August, the Board of Trustees determine that the school is fulfilling the charter goals, the Board of Trustees shall entertain a motion to extend the renewal of this charter period for an additional year. Jefferson Charter Academy may request a renewal or revision of the charter at any time prior to the charter's expiration date. Hanford Elementary School District agrees to hear and render a decision pursuant to the criteria, timelines, and processes as specified in the Charter Schools Act, Education Code 47605. Charter

revocation and renewal decisions will be pursuant to the timelines and processes as specified to Education Code Section 47605 and the Charter School Act of 1999.

Disputes between the charter school and the granting agency (Hanford Elementary School District) will be resolved by a meeting between the district superintendent and the charter school administrator. If the Superintendent and the charter school administrator are unable to reach resolution, two district trustees and a neutral third party selected by the Board of Trustees will arbitrate the dispute. The decisions of the arbitration team will be final.

The intent of Jefferson Charter Academy is to resolve disputes arising from within the school under the framework of the school's policies and charter. The school's administrator will address student or parent disputes within the context of stated school and district policies and the charter framework. If requested and appropriate, a written statement documenting the outcome of the dispute will be given to the parent/student. All dispute resolution decisions made by the charter school administrator and/or review panel are final.

All staff members have the opportunity to effectively resolve any grievance, concern, or issues that inhibit them in performing their assigned duties through an informal meeting with the administrator or designee. Such meeting shall be scheduled in a mutually agreed upon time frame to attempt to resolve the dispute. The collective bargaining agreement(s) negotiated between the district and the respective bargaining units define the grievance process for certificated or classified employees in the event when an informal meeting fails to resolve the dispute.

Element 15: Employee Representation

A declaration whether or not the charter school will be the exclusive public school employer of the charter school employees.

As previously stated, the Hanford Elementary School District will be the employer of all employees of the Jefferson Charter Academy. Therefore, all bargaining, benefits, and working conditions given through existing collective bargaining agreements will be maintained by Jefferson Charter Academy employees. Thus all employees maintain their contractual benefits whether transferring to or from the Jefferson Charter Academy.

Element 16: Procedures for Closing

The procedures to be used if the charter school closes.

In the event that Jefferson Charter Academy closes, the board of Trustees shall delegate to the Principal the responsibility to manage the dissolution process. The process would take place over a period of time through a process of stopping enrollment and allowing current students to complete the program as intended, unless continuing the charter is deemed catastrophic to the district by the School's Governance Council. All financial and student records shall be retained by the Hanford Elementary School District. Students will have the choice of returning to their zoned public school. The Hanford Elementary School District will retain control of all facilities and materials.

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department**AGENDA REQUEST FORM**

TO: Dr. Paul Terry
FROM: Diane Williams
DATE: December 3, 2013
RE: (X) Board Meeting
() Superintendent's Cabinet
() Information
(X) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **December 11, 2013**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:**a. Employment**Certificated

- Tagen Ormonde, Teacher, Probationary 1, Simas, effective 12/9/13

Temporary Employees/Substitutes/Yard Supervisors

- Sabine Appleby, Short-term Yard Supervisor - .50 hr., Hamilton, effective 11/20/13 to 12/20/13,
- Yolanda Bell, Girls 4-6 Basketball Coach – 2 units, Roosevelt, effective 11/12/13 to 2/1/14
- Ashley Candelaria, Substitute Yard Supervisor, effective 11/21/13
- Angel Hawkins, Substitute Alternative Education Program Aide, Special Circumstance Aide, Special Education Aide and Yard Supervisor, effective 11/4/13
- Kimberly Jenkins, Yard Supervisor – 1.0 hr., Monroe, effective 12/2/13
- Luz Najar, Short-term Special Circumstance Aide – 5.75 hrs., (M,T,Th,F) and 4.5 hrs. (W), Lincoln, effective 11/13/13 to 12/20/13
- Brian Perrott, Girls 4-6 Basketball Coach – 2 units, Lincoln, effective 11/12/13 to 2/1/14
- Erwin Rosaroso, Substitute Custodian I, effective 11/18/13
- Eric Sawyer, Substitute Yard Supervisor, effective 11/8/13
- Sylvia Solorio, Short-term Special Education Aide – 5.0 hrs., Monroe, effective 12/2/13 to 12/20/13
- Gennifer Soriano, Short-term Yard Supervisor – 2.0 hrs., Lincoln, effective 11/12/13 to 12/20/13
- Beau Vieira, Substitute Bus Driver, effective 11/5/13
- Cheyenne Zimmerman, Yard Supervisor – 1.25 hrs., Monroe, effective 12/2/13

b. Resignations

- Beau Vieira, Substitute Bus Driver, effective 11/7/13

c. Promotion/Transfer

- John Borges, from Lead Custodian – 8.0 hrs., Monroe to Head Custodian – 8.0 hrs., Kennedy, effective 12/16/13

d. Temporary Out of Class Assignment

- Maribel Aguilera, from Bilingual Clerk Typist II – 8.0 hrs., to School Operations Officer – 8.0 hrs., Richmond, effective 11/12/13 to 12/20/13

e. Temporary Out of Class Assignment/Transfer

- Kristi Ochoa, from READY Program Tutor – 4.5 hrs., Lincoln to Lead READY Program Tutor – 5.0 hrs., Simas, effective 11/14/13 to 12/20/13

f. More Hours

- Gennarina "Genella" Alvarez, Yard Supervisor, from 2.50 hrs. to 2.75 hrs., Hamilton, effective 11/8/13
- Linda Garcia, Short-term Yard Supervisor, from 2.0 to 2.5, Jefferson, effective 11/1/13 to 12/20/13
- Debora Harris, Yard Supervisor, from 3.5 hrs. to 3.75 hrs., Hamilton, effective 11/8/13
- Dan Ramponi, Bus Driver, from 4.5 hrs. to 6.0 hrs., Transportation/DSF, effective 11/18/13
- Pearl Rodriguez, Short-term Yard Supervisor, from 1.75 hrs. to 2.25 hrs., Hamilton, effective 11/12/13 to 12/20/13
- Rosemarie Rodriguez, Yard Supervisor, from 2.0 hrs. to 2.25 hrs., Washington, effective 11/12/13

g. Decrease in Hours

- Maricia Cuevas, Yard Supervisor, from 1.75 hr. to 1.25 hrs., Hamilton, effective 11/12/13

h. Job Description

- Personnel Specialist/Confidential – revised

i. Volunteers

<u>Name</u>	<u>School</u>
Elizabeth Flynt	Hamilton
Olga Martinez	Jefferson
Natasha Simonsen	Jefferson
Virginia Brito	King
Yvonne Castillo	King
Margarita Garcia	King
America Ramirez	Lincoln
Yaneth Ramirez	Lincoln
Jennifer LaRue	Monroe
Brenda Regan	Monroe
Joseph Arcidiacono	Richmond
Brenda Lopez	Roosevelt
Luz Paramo	Roosevelt
Zilda Burton	Simas
Milton "Brent" Bacome	Washington
Aaron Doyle	Washington

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

Job Description:
PERSONNEL SPECIALIST
"CONFIDENTIAL"

DEFINITION

The Personnel Specialist is responsible for a variety of specialized and complex technical and clerical work related to personnel functions, including but not limited to: personnel database management, creation of employment agreements, new hire recruitment and processing, health insurance benefits, workers' compensation insurance, leave administration and related research, data management and reports, correspondence, and maintenance of records.

DISTINGUISHING CHARACTERISTICS

The Personnel Specialist performs highly specialized and responsible work requiring knowledge and correct application of complex employment rules, insurance rules and procedures; accurate recording and processing of important employment and labor relations data and information; and strict confidentiality in all matters protected by privacy laws and in labor negotiations. This position is the contact person for visitors to the Human Resources Department and must be pleasant, friendly and able to establish positive public relations with the employees, the school community and the community at large. The position is designated as "confidential" due to access to/knowledge of the District's collective bargaining strategies and records.

SUPERVISION

The Personnel Specialist works under the general supervision of the administrators in the Human Resources Department. In matters related to labor relations, supervised by the Assistant Superintendent of Human Resources

ESSENTIAL FUNCTIONS

The essential duties may include but are not limited to the following duties:

Develops and maintains multiple personnel and retiree databases utilized for the tracking of information and creation of critical HR reports, this includes entering employee data as needed into appropriate databases such as County FMS, student information systems, departmental databases and other proprietary databases.

Prepares and distributes essential reports, notifications and information to employees, outside agencies and other district departments and groups. This includes but is not limited to annual contracts and employment agreements, annual intent to return and reasonable assurance notifications, monthly personnel reports, monthly health benefit reports and invoices, seniority lists, employee TB notifications, personnel action memos, short term agreements, co-curricular contracts and classified evaluation schedules and monthly reports to agencies such as CalPERS, EDD, and health plan providers.

Hanford Elementary School District
Job Description: **Personnel Specialist**
Page 2

Administers essential health benefits enrollments, changes and separations for all employees, retirees and COBRA participants including coordinating annual open enrollment activities.

Maintains accurate job descriptions, prepares recruitment/selection materials, places media postings, conducts applicant testing, develops lists of candidates and performs background checks.

Processes in new hires, ensuring all personnel and benefit documents are provided and collected as required, maintaining employees' personnel and medical benefit files, updating records and filing as needed.

Completes initial processing of workers' compensation claims, unemployment claims and job verification requests, records and administers workers' compensation claims.

Leave administration including FMLA/CFRA notifications and leave tracking.

Assists with the preparations and arrangements for teacher recruitment fairs, and activities, orientations and employee events as directed.

Provides annual staff planning support beginning with projected timelines through annual staff notification process. Assists management team in reduction in force activities as needed.

Conducts regular safety training and activities for all HESD employees such as Hepatitis B training, work safety and drug and alcohol abuse.

Greets and directs volunteers on the District's clearance process. Maintains records on school volunteers, including volunteer request forms, background and TB clearances and Board approvals; prepares annual volunteer records.

Receives visitors and phone calls providing information, forms and making appropriate referrals or messages as needed.

Performs other routine clerical and secretarial tasks as assigned such as mail distribution, filing, receptionist duties and other duties as needed.

Serves as the recording secretary for labor negotiations during the absence of the regularly assigned employee. Conducts surveys and research related to benefits, salaries and other employee activities as directed. Collects and consolidates this information for labor negotiations as needed.

Assists other Human Resources department employees with assignments during periods of absence of or during peak workload periods as needed.

QUALIFICATION REQUIREMENTS

Education and Experience: High School Diploma or equivalent. Professional seminars/workshops in human resources, benefits administration, labor law and risk management preferred.

Experience: Four years of administrative support in a highly responsible position requiring complex, analytical duties and detailed clerical work. Recent responsible paid experience in personnel-related work, preferably to include compensation and benefits administration.

Knowledge of: General office operations, procedures, and equipment, including the operation of a personal computer with email, word processing, multiple complex data bases and spread sheet applications, labor relations, compensation, workers' compensation, and health insurance required.

Ability to: Type at a speed of 50 wpm net of errors; take accurate notes, redact and consolidate, and prepare minutes of meetings; work at a consistently high level of productivity; meet timelines, deadlines, and urgent task requirements; pay attention to detail and prepare accurate records and reports; learn, understand, and correctly apply laws, regulations, and procedures, and communicate them in clear terms; prepare written communications with correct spelling, grammar, and punctuation; maintain strict confidentiality in all matters of a sensitive nature; exercise good judgment within the realm of authority; establish and maintain cooperative working relationships; and project a professional and helpful image at all times.

WORKING CONDITIONS

Environment: Office environment; subject to frequent interruptions.

Physical Abilities: Hearing and speaking to exchange information in person and on the telephone; vision sufficient to read written materials, including small print, and Personal Computer video screen; sitting for extended periods of time; occasional walking to other offices and standing for brief periods; bending and reaching to place or retrieve files, office supplies, binders and other reference materials; dexterity of hands and fingers to operate a Personal Computer, typewriter, and other office equipment.

Hazards: Contact with dissatisfied or hostile individuals.

Adopted: 10/07/98

Revised: 02/08/06

Revised: 08/25/04

Revised: --/--/-- (pending board approval)

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: December 2, 2013

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of Certification of Signatures.

PURPOSE:

The attached Certification of Signatures will supersede the Certification dated December 12, 2012.

FISCAL IMPACT:

None

RECOMMENDATION:

Approve Certification of Signatures.

HANFORD ELEMENTARY SCHOOL DISTRICT CERTIFICATION OF SIGNATURES

As Secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures as shown in Column 2 are the verified signatures of the person or persons authorized to sign Notices of Employment, Contracts, and Orders drawn on the funds of the school district. These certifications are made in accordance with the provisions of Education Code Sections 42632, 42633 and 44843. If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: December 11, 2013 to the annual reorganization meeting in December 2014 in accordance with governing board approval dated December 11, 2013.

Signature: _____
Secretary of the Board

Column 1 **Signatures of Members of Governing Board:**

Signature _____
Type Name _____
President of the Board of Trustees

Signature _____
Type Name _____
Vice President of the Board of Trustees

Signature _____
Type Name _____
Clerk of the Board of Trustees

Signature _____
Type Name _____
Member of the Board of Trustees

Signature _____
Type Name _____
Member of the Board of Trustees

Column 2 **Signatures of Personnel authorized to sign Warrants, Orders for Payment, Notices of Employment and Contracts:**

Signature _____
Type Name _____
Title Paul J. Terry, Ed.D.
Superintendent

Signature _____
Type Name _____
Title Nancy White
Asst. Supt., Fiscal Services

Signature _____
Type Name _____
Title Diane Williams
Asst. Supt., Human Resources

Signature _____
Type Name _____
Title Joy Gabler
Asst. Supt., Curriculum, Instruction
& Professional Development

*Signature _____
Type Name _____
Title Anneliese Roa
Program Manager, Food Services

Number of Signatures Required (*Ed Code Sections 42632; 42633; 44843*)

On Orders of Payment	1
On Notice of Employment	1
On Contracts	1

* The signature of the Program Manager, Food Services is restricted to the following areas: 1) Food Service checks and 2) all reports applicable to the daily Food Service operation including, but not limited to, the Commodity Processing Agreements.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: December 2, 2013

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider acceptance of Report of Developer Fees Collected and Spent.

PURPOSE:

Attached is a report of developer fees collected and spent. The law requires the money to be used within five years or returned to taxpayers. All fees collected five (5) years ago by the Hanford Elementary School District have been expended.

FISCAL IMPACT:**RECOMMENDATION:**

Accept Report of Developer Fees Collected and Spent.

HANFORD ELEMENTARY SCHOOL DISTRICT
Fund 2500 – Capital Facilities Fund (Developer Fees)

The fees collected in this Fund are collected pursuant to Government Code Section 53080, which authorizes school districts to levy a fee against any development project for the construction or reconstruction of school facilities. The fee currently levied is \$3.20 per square foot for residential development and \$.51 per square foot for commercial development. This fee is shared with the Hanford Joint Union High School District. The elementary district receives 60% of the fee and the high school district receives 40% of the fee.

Report of Developer Fees Collected and Spent

<u>FISCAL YEAR</u>	<u>BEGINNING BALANCE</u>	<u>DEVELOPER FEES COLLECTED*</u>	<u>FUNDS SPENT</u>
1986-90***	0	852,207	456,437
1990-91	395,770	528,965	389,438
1991-92	535,297	354,849	579,638
1992-93	310,508	406,493	538,604
1993-94	178,397	301,628	316,722
1994-95	163,303	262,663	344,807
1995-96	81,159	299,872	326,471
1996-97	54,560	275,795	176,506
1997-98	153,849	291,839	318,719
1998-99	126,969	232,212	281,076
1999-00	78,105	165,933	166,697
2000-01	77,341	320,896	239,061
2001-02	159,176	454,887	236,060
2002-03	378,003	706,588	431,063
2003-04	653,528	681,163	944,425
2004-05	390,266	1,002,325	700,580
2005-06	692,011	1,183,917	645,572
2006-07	1,230,356	497,614	1,144,778
2007-08	583,192	396,339	636,561
2008-09	342,970	222,273	308,348
2009-10	256,895	450,032	191,957
2010-11	514,970	197,828	379,732
2011-12	333,066	159,288	327,546
2012-13	164,808	184,247	310,183
2013-14	38,872	**	**
TOTAL		10,429,853	10,390,981

All fees collected five (5) years ago have been expended.

*Includes interest accrued on Developer Fees Fund 2500.

A total of \$1,961 interest was earned in Fund 2500 for 2012-13.

**Income and Expenditure figures for 2013-14 are not available, as the year is not complete.

***Combined 1986/87 through 1989/90

HANFORD ELEMENTARY SCHOOL DISTRICT
Fund 2500 – Capital Facilities Fund (Developer Fees)
Detailed Report of 2012-13 Expenditures

Project	Cost	Project Status	% of Total Cost
Portable Classroom Leases – Twenty-six Portables	\$115,558	On Going	100%
Furniture & Equipment – New Classrooms	\$93,056	One-time	100%
Addition of Administration/Library Building – Richmond School	\$101,569	Payment #10 of 10. Payments complete in 2012-13.	10%
	<u>\$310,183</u>		

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: December 3, 2013

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of Resolution #6-14: Revision of the 2013-14 Budget.

PURPOSE:

Budget changes summarized on the attachment include adjustments for the following:

- The 2013-14 State Budget Act which includes the shift from Revenue Limit and Categorical funding to the Local Control Funding Formula (LCFF)
- Actual funding for the remaining Federal and State Categorical Programs
- Funding for two new programs:
 - Prop 39 – California Clean Energy Jobs Act
 - Common Core State Standards Implementation
- Staff Salary COLA

Education Code requires Districts to revise the Adopted Budget to reflect provisions in the State Budget Act.

FISCAL IMPACT:

Budget revisions and explanations are listed on the attached summary of the budget changes.

RECOMMENDATION:

Approve Resolution #6-14: Revision of the 2013-14 Budget.

BEFORE THE GOVERNING BOARD OF THE
HANFORD ELEMENTARY SCHOOL DISTRICT
COUNTY OF KINGS, STATE OF CALIFORNIA

The Matter of
Adopting Budget
Revisions

RESOLUTION #: 6-14

NOW, THEREFORE, the Board of Trustees of the District resolves that the transfers for the attached budget revision be made as indicated.

The Board of Trustees adopted this resolution on December 11, 2013 by the following vote:

AYES:
NOES:
ABSTENTIONS:
ABSENT:

Clerk of the Governing Board
Hanford Elementary School District

**Budget Changes
2013-14 Budget
December 11, 2013**

	Amount Changed	Reason for Change
FUND 0100 - GENERAL FUND		
Revenue		
979100 Beginning Balance	-\$1	Adjust SBCP Carryover
801100 Revenue Limit	-\$28,356,043	Replaced with LCFF
859000 Other State	-\$6,118,861	18 Categorical Programs for HESD replaced with LCFF (includes K-3 CSR, IMFRP, EIA & Deferred Maintenance, etc.)
801100 Local Control Funding Formula (LCFF)	\$37,085,654	New State funding formula
818200 Mental Health - Federal	\$45,182	Adjusted estimate
829000 Title I, II and III	\$709,257	Adjust to actual carryover & current year funding estimates
859000 Other State	\$289,241	New Allocation - Prop 39 - California Clean Energy Jobs Act
859000 Other State	\$1,159,755	New Allocation - Common Core
869000 Other Local	\$207,032	Donations \$3,484; First 5 \$3000; HESD Supplemental Services \$200,000; Microsoft Settlement \$548
TOTAL REVENUE CHANGES - GENERAL FUND	\$5,021,216	

Expenditures**LOCATION 000 - UNDESIGNATED/GENERAL - BALANCE SHEET ACCOUNTS**

978900 Reserve for Economic Uncertainty	\$165,000	Reserve is 5%
979000 Undesignated Reserve	\$1,422,461	Balance is now \$4,039,817
	<u>\$1,587,461</u>	

Location 001 - GENERAL ADMINISTRATION

100000 Certificated Salaries	-\$3,392	Adjust to actual staffing and for salary COLA
200000 Classified Salaries	\$76,306	
300000 Employee Benefits	\$68,641	
580003 Services	-\$7,303	KCOE DP Charges
728200 Transfer to County Office	\$375,849	Special Ed County Program ADA
731000 Indirect Costs	\$12,742	Adjust to actual
761500 Transfer to Deferred Maint	\$200,000	Increase District contribution due to loss of State funding
	<u>\$722,843</u>	

LOCATION 005 - CENTRAL SERVICES

100000 Certificated Salaries	\$75,000	HESD Supplemental Services Tutoring Program
300000 Employee Benefits	\$8,462	
	<u>\$83,462</u>	

LOCATION 010 - FACILITIES

400000 Supplies	\$2,000	Shelving for storage units
	<u>\$2,000</u>	

**Budget Changes
2013-14 Budget
December 11, 2013**

	Amount Changed	Reason for Change
<u>LOCATION 014 - TRANSPORTATION</u>		
200000 Classified Salaries	\$7,343	Adjust to actual staffing and for salary COLA
300000 Employee Benefits	-\$1,050	
	<u>\$6,293</u>	
<u>LOCATION 020 - GENERAL SCHOOLS</u>		
100000 Certificated Salaries	\$517,330	Adjust to actual staffing and for salary COLA
200000 Classified Salaries	\$81,379	
300000 Employee Benefits	<u>\$362,633</u>	
	<u>\$961,342</u>	
<u>LOCATIONS 020-031 - GENERAL SCHOOLS</u>		
400000 Books & Supplies	\$26,764	Donations; First 5; Attendance Incentives
500000 Services	<u>\$720</u>	
	<u>\$27,484</u>	
<u>LOCATION 021 - 031 - SCHOOL BASED SUPPLEMENTAL PROGRAM (SBSP)</u>		
100000 Certificated Salaries	\$339,548	Replacement from LCFF funding due to reduction in State categorical funding
200000 Classified Salaries	\$373,877	
300000 Employee Benefits	\$212,810	
400000 Books & Supplies	\$103,342	
500000 Services	<u>\$43,943</u>	
	<u>\$1,073,520</u>	
<u>LOCATION 039 - SPECIAL EDUCATION</u>		
100000 Certificated Salaries	-\$17,813	Adjust to actual staffing and for salary COLA
200000 Classified Salaries	\$39,742	
300000 Employee Benefits	\$2,043	
714200 County Services	<u>\$646</u>	Private schools
	<u>\$24,618</u>	
<u>LOCATION 053 - CURRICULUM, INSTRUCTION & PROFESSIONAL DEVELOPMENT</u>		
400000 Supplies	\$2,409	Adjust due to reduction in State funding for Art Program
500000 Services	<u>\$2,300</u>	
	<u>\$4,709</u>	
<u>LOCATION 063 - CHILD WELFARE & ATTENDANCE</u>		
580000 Services	<u>\$17,213</u>	Adjust due to reduction in State funding for Safety Program (SRO)
	<u>\$17,213</u>	
<u>TITLE I, II, III AND SWP (SCHOOL WIDE PROGRAM)</u>		
100000 Certificated Salaries	\$185,625	Adjust to actual funding
200000 Classified Salaries	\$12,236	
300000 Employee Benefits	\$29,646	
400000 Books & Supplies	\$299,927	
500000 Services	\$126,290	
640000 Equipment	-\$2,545	
731010 Indirect Costs	\$40,812	
979000 Undesignated Reserve	<u>\$17,266</u>	
	<u>\$709,257</u>	

**Budget Changes
2013-14 Budget
December 11, 2013**

	Amount Changed	Reason for Change
<u>MENTAL HEALTH - FEDERAL AND STATE</u>		
100000 Certificated Salaries	\$9,278	Adjust to actual funding and for staff salary COLA
300000 Employee Benefits	\$701	
979000 Undesignated Reserve	\$35,203	
	<u>\$45,182</u>	
<u>SCHOOL BASED COORDINATED PROGRAM (SBCP)</u>		
100000 Certificated Salaries	-\$492,655	Reduce budgets due to reduction in State Categorical funding - replaced with SBSP expenditure budgets
200000 Classified Salaries	-\$347,246	
300000 Employee Benefits	-\$232,451	
400000 Books & Supplies	-\$117,280	
500000 Contracts & Services	-\$46,017	
640000 Equipment	-\$2,545	
731010 Indirect Costs	-\$39,775	
979000 Undesignated Reserve	-\$340,585	
	<u>-\$1,618,554</u>	
<u>SCHOOL SAFETY BLOCK GRANT</u>		
580000 Services	-\$17,213	Move expense to Loc. 063 due to reduction in Categorical funding
731010 Indirect Costs	-\$1,095	
	<u>-\$18,308</u>	
<u>ART & MUSIC BLOCK GRANT</u>		
100000 Certificated Salaries	-\$31,132	Move expense to Loc. 052 due to reduction in Categorical funding
300000 Employee Benefits	-\$10,649	
400000 Books & Supplies	-\$2,409	
500000 Contracts & Services	-\$2,300	
731010 Indirect Costs	-\$995	
	<u>-\$47,485</u>	
<u>PEER ASSISTANCE AND REVIEW (PAR)</u>		
731010 Indirect Costs	-\$1,107	Reduced budget due to reduction in State Categorical funding
979000 Undesignated Reserve	-\$2,402	
	<u>-\$3,509</u>	
<u>TEACHER CREDENTIALING BLOCK GRANT</u>		
100000 Certificated Salaries	\$3,560	Adjust budget due to staff salary COLA and due due to reduction in State Categorical funding
200000 Classified Salaries	\$738	
300000 Employee Benefits	\$428	
731010 Indirect Costs	-\$10,582	
	<u>-\$5,856</u>	
<u>PROP 39 - CALIFORNIA CLEAN ENERGY JOBS ACT</u>		
500000 Services	\$15,000	New allocation
979000 Undesignated Reserve	\$274,241	
	<u>\$289,241</u>	

**Budget Changes
2013-14 Budget
December 11, 2013**

	Amount Changed	Reason for Change
<u>COMMON CORE STATE STANDARDS IMPLEMENTATION</u>		
400000 Books & Supplies	\$356,322	New allocation
500000 Contracts & Services	\$94,071	
650000 Equipment Replacement	\$84,280	
979000 Undesignated Reserve	\$625,082	
	<u>\$1,159,755</u>	
<u>QUALITY EDUCATION INVESTMENT ACT (QEIA)</u>		
100000 Certificated Salaries	\$2,735	Adjust budgets per site requests
200000 Classified Salaries	-\$18,133	
300000 Employee Benefits	-\$371	
400000 Books & Supplies	\$23,108	
500000 Contracts & Services	-\$6,461	
979000 Undesignated Reserve	-\$878	
	<u>\$0</u>	
<u>MICROSOFT SETTLEMENT</u>		
400000 Books & Supplies	\$548	Additional settlement
	<u>\$548</u>	
TOTAL EXPENDITURE CHANGES - GENERAL FUND	\$5,021,216	
<u>FUND 1300 - CAFETERIA FUND</u>		
Expenditures		
200000 Classified Salaries	\$27,462	Staff salary COLA
300000 Employee Benefits	\$10,616	
978000 Undesignated Reserve	-\$38,078	
	<u>\$0</u>	
TOTAL EXPENDITURE CHANGES	\$0	
<u>FUND 1400 - DEFERRED MAINTENANCE FUND</u>		
Revenue		
859000 State Contribution	-\$190,084	Reduction State Categorical funding
891500 Transfer from General Fund	\$200,000	Back fill State reduction with District funding
	<u>\$9,916</u>	
TOTAL REVENUE CHANGES	\$9,916	
Expenditures		
400000 Books & Supplies	-\$8,224	Budget changes requested by manager
500000 Contracts & Services	\$6,682	
600000 Buildings	\$2,732	
976000 Undesignated Reserve	\$8,726	
	<u>\$9,916</u>	
TOTAL EXPENDITURE CHANGES	\$9,916	

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry
FROM: Nancy White
DATE: December 2, 2013
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider Certification of First Interim Report for 2013-14.

PURPOSE:

Provisions of AB2861 require the School District Superintendent to submit two Interim Reports each year to the District Governing Board indicating whether or not the school district will be able to meet its financial obligations. This is the first of such reports for this fiscal year. The school district must certify whether or not the school district will be able to meet its financial obligations for the remainder of the school year.

FISCAL IMPACT:

None.

RECOMMENDATION:

We recommend a positive certification of the District's First Interim Report for 2013-14.

2013-14 First Interim
General Fund
Summary - Unrestricted/Restricted
Revenues, Expenditures, and Changes in Fund Balance

203/205
16 83917 0000000
Form 011

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
A. REVENUES								
1) LCFF/Revenue Limit Sources		8010-8099	28,356,043.00	28,356,043.00	9,717,335.65	37,085,654.00	8,729,611.00	30.8%
2) Federal Revenue		8100-8299	3,465,715.00	3,315,715.00	642,473.71	4,032,699.00	716,984.00	21.6%
3) Other State Revenue		8300-8599	9,324,482.00	9,326,596.00	1,472,782.18	4,694,186.00	(4,632,410.00)	-49.7%
4) Other Local Revenue		8600-8799	1,886,359.00	1,908,686.00	372,063.96	2,115,718.00	207,032.00	10.8%
5) TOTAL, REVENUES			43,032,599.00	42,907,040.00	12,204,655.50	47,928,257.00		
B. EXPENDITURES								
1) Certificated Salaries		1000-1999	21,751,388.00	21,728,023.00	5,934,947.85	22,316,107.00	(588,084.00)	-2.7%
2) Classified Salaries		2000-2999	7,671,747.00	7,707,679.00	2,226,068.92	7,928,521.00	(220,842.00)	-2.9%
3) Employee Benefits		3000-3999	9,156,944.00	9,163,995.00	2,293,926.15	9,569,207.00	(405,212.00)	-4.4%
4) Books and Supplies		4000-4999	2,434,339.00	2,503,462.00	703,665.68	3,250,249.00	(746,787.00)	-29.8%
5) Services and Other Operating Expenditures		5000-5999	3,381,575.00	3,526,523.00	1,235,108.44	3,739,270.00	(212,747.00)	-6.0%
6) Capital Outlay		6000-6999	105,990.00	111,080.00	32,415.69	191,414.00	(80,334.00)	-72.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299						
		7400-7499	240,663.00	226,131.00	47,322.28	602,626.00	(376,495.00)	-166.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(146,717.00)	(146,717.00)	0.00	(146,717.00)	0.00	0.0%
9) TOTAL, EXPENDITURES			44,595,929.00	44,820,176.00	12,473,455.01	47,450,677.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(1,563,330.00)	(1,913,136.00)	(268,799.51)	477,580.00		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	125,000.00	125,000.00	0.00	325,000.00	(200,000.00)	-160.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(125,000.00)	(125,000.00)	0.00	(325,000.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,688,330.00)	(2,038,136.00)	(268,799.51)	152,580.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	6,979,276.00	8,240,094.00		8,240,093.00	(1.00)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,979,276.00	8,240,094.00		8,240,093.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,979,276.00	8,240,094.00		8,240,093.00		
2) Ending Balance, June 30 (E + F1e)			5,290,946.00	6,201,958.00		8,392,673.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	5,050.00	5,050.00		5,050.00		
Stores		9712	117,572.00	108,188.00		108,188.00		
Prepaid Expenditures		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	904,621.00	1,324,461.00		1,934,790.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	700,000.00	700,000.00		700,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	2,235,000.00	2,235,000.00		2,400,000.00		
Unassigned/Unappropriated Amount		9790	1,328,703.00	1,829,259.00		3,244,645.00		

HANFORD ELEMENTARY SCHOOL DISTRICT

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(X) Action

Date you wish to have your item considered: December 11, 2013

ITEM:

Consider approval of consultant contract with Horizon Software International for an upgrade to the Food Service Program accounting software.

PURPOSE:

The District's Food Service Department has used Horizon's Visual Boss – Fast Lane software program for the accounting needs of the food service program for the past 10 years. Horizon's upgraded OneSource software program will provide quicker response times and greater efficiency.

FISCAL IMPACT:

The cost for the new software and for training is estimated to be \$10,440 and will be paid for from the Cafeteria Fund.

RECOMMENDATION:

Approve consultant contract with Horizon Software International for OneSource software program and training.

