

Hanford Elementary School District

1/100

REGULAR BOARD MEETING AGENDA

Wednesday, June 25, 2014

HESD District Office Board Room
714 N. White Street, Hanford, CA

OPEN SESSION

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

CLOSED SESSION

- **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.)*
 - Conference with Labor Negotiator (GC 54957.6) – CSEA; District Negotiators: Paul Terry/Diane Williams
 - Public Employee Performance Evaluation (GC 54957) – Superintendent

OPEN SESSION

6:00 p.m. **1. 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

2. 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) Accept warrant listings dated June 6, 2014; and June 13, 2014.
- b) Approve minutes of Regular Board Meeting June 11, 2014.
- c) Approve donation of \$150.00 from Edison International to Simas School. (Baldwin)
- d) Approve donation of \$1,310.25 from Lee Richmond PTC to Lee Richmond School. (Calvillo)
- e) Approve donation of \$4,000.00 from Woodrow Wilson Band Boosters to Hanford Elementary School District. (Eggert)

3. INFORMATION ITEMS

- a) Receive for information the following new Board Policy and Administrative Regulation: (Terry)
 - BP/AR 0460 – Local Control and Accountability Plan
- b) Receive for information the following new Administrative Regulation: (Terry)
 - AR 5154.3 – Nondiscrimination/Harassment

- *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.*

- c) Receive for information the following Exhibit to Board Bylaws: (Terry)

- E 9250 – Remuneration, Reimbursement and Other Benefits

4. BOARD POLICIES AND ADMINISTRATION

- a) Consider approval of name change for JFK mascot. (Strickland)
- b) Consider approval of consultant contract with Tulare County Office of Education to provide 3-days of summer training to HESD teachers. (Gabler)
- c) Consider approval of Memorandum of Understanding ("MOU") between Hanford Elementary School District and Hanford Joint Union High School District. (McConnell)
- d) Consider rejection of Claim for Damages: Ethel Faye Lane (White)
- e) Consider approval of the Hanford Elementary School District 2013-2014 Evaluation of Consolidated Programs/Comprehensive Needs Assessment (Title I Evaluation). (Carlton)
- f) Hear and consider approval of the 2014-15 School Plans. (Carlton)
- g) Consider approval of the Hanford Elementary School District 2014-2017 Technology Plan. (Carlton)
- h) Consider approval of the HESD Title III Year 4 Action Plan for English Learners. (Carlton)
- i) Consider approval of Architectural Services Agreement with Mangini Associates for 9 relocatable classrooms. (Mulligan)
- j) Hear public comments and consider approval of negotiated amendments to the 2013-2016 Collective Bargaining Agreement with Hanford Elementary Teachers Association (HETA) as well as corresponding Certificated Salary Schedules. (Williams)
- k) Consider approval of a 5% salary increase for all Management/Professional Specialists/Confidential Employees, with salary increase effective July 1, 2014. (Terry)
- l) Contingent upon a positive performance evaluation, consider an amendment to the Superintendent's employment contract that provides a salary increase of 5% and extends the term to June 30, 2017. (White)
- m) Consider approval of a 5% salary increase for Assistant Superintendents, with salary increase effective July 1, 2014. (Terry)
- n) Consider approval of a 5% cost-of-living increase to rate of pay for Yard Supervisor service. (Williams)

5. PERSONNEL (Williams)

a) Employment

Certificated, effective 8/11/14

- Stacie Grimes, Teacher, Probationary I
- Kristen Ruby, Band Teacher, Probationary I
- Alexandria Lemos, Teacher, Probationary I
- Robin Dailey, Teacher, Probationary I

Temporary Employees/Substitutes/Yard Supervisors

- Zachary Stewart, Substitute Custodian II, effective 6/5/14

b) Short-term Employment

CLASSIFIED STAFF – Extended Learning Opportunities

Migrant Summer School Program at Richmond 6/11/14 – 6/27/14

- Debi Clark, Custodian I – 3.5 hrs., Richmond, effective 6/16/14 to 6/27/14
- Danna Miller, Bus Driver – 4.5 hrs., Transportation/Richmond, effective 6/16/14 to 6/27/14
- Sandy Perez, Bus Driver – 4.5 hrs., Transportation/Richmond, effective 6/16/14 to 7/11/14

Migrant Summer School and West Hills 5C's Program at Richmond and Science Camp at

Burriss Park 6/10/14 - 6/30/14

- Naomi Andrews, Bus Driver – 4.5 hrs, (M-Th), Transportation/5C's Program at West Hills, effective 6/16/14 to 6/26/14
- John Arnett, Bus Driver – 4.5 hrs., Transportation/Burriss Park, effective 6/16/14 to 6/27/14
- Linda Arnett, Bus Driver – 4.5 hrs., Transportation/Burriss Park, effective 6/16/14 to 6/27/14
- Norma Vera, Migrant Services Specialist – 8.0 hrs., Richmond, effective 6/16/14 to 6/27/14

c) Resignations

- Miranda Banuelos, Substitute READY Program Tutor, effective 10/25/13
- Mayra Gomez-Alvarez, Teacher, Richmond, effective 6/6/14
- Pat Hernandez, Child Welfare and Attendance Specialist – 8.0 hrs., Child Welfare and Attendance, effective 6/13/14
- Lori Mahon, Teacher, Wilson, effective 6/6/14
- Allyson Whitmer, School Nurse, Special Services, effective 6/27/14

d) Promotion/Transfer

- Mark Alcala, from Custodian II – 8.0 hrs., Wilson to Lead Custodian – 8.0 hrs., Jefferson, effective 7/1/14
- Catherine Castaneda, from Special Education Aider – 5.0 hrs., Lincoln to Media Services Aide – 5.5 hrs., Richmond, effective 7/30/14
- Jennifer Henderson, from Induction Coach – Curriculum, Induction & Professional Development, to Learning Director, Kennedy, effective 7/30/14

e) Increase in Hours/Transfer

- Erika Castorena, Bilingual Clerk Typist II, from 5.0 hrs., King to 8.0 hrs., Richmond, effective 7/30/14

f) Voluntary Reduction in Work Year and Transfer

- Daisy Maya-Gaona, Food Service Worker I, from 2.5 hrs., Washington to 2.0 hrs., Jefferson, effective 8/13/14

g) Leave of Absence

- Lamar Barnes III, Custodian – 8.0 hrs., Roosevelt, effective 6/16/14 to 6/30/14, medical
- Tanya Miller, Yard Supervisor – 1.0 hrs., Jefferson, effective 5/8/14 to 6/6/14, medical

h) Job Description

- Learning Director (revised)

i) Consider approval of a Teacher Internship Contract Agreement with Brandman University

- Authorize agreement to enter into a Teacher Internship Contract Agreement between Hanford Elementary School District and Brandman University effective 6/1/14 and continuing until 5/30/16 (2-year maximum)

6. FINANCIAL (White)

- Consider approval of 2014-15 spending plans for funds received from the Education Protection Account Fund.
- Consider adoption of the 2014-15 Local Control Accountability Plan.
- Consider adoption of the 2014-15 Hanford Elementary School District Budget.
- Consider approval of consultant contract with Mandate Resource Services, LLC for the preparation of Mandated Cost Claims.

ADJOURN MEETING

Hanford Elementary School District
Minutes of the Regular Board Meeting
June 11, 2014

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on June 11, 2014, at the District Office Board Room, 714 N. White Street, Hanford, CA.

Call to Order President Jay called the meeting to order at 5:30 p.m. Trustees Garner, Hernandez, Hill and Revious were present.

Closed Session Trustees immediately adjourned to closed session for:

- Student Discipline
- Public Employee Discipline/Dismissal/Release (GC 54957) - Certificated
- Public Employee Performance Evaluation (GC 54957) - Superintendent

Trustees returned to open session at 6:03 p.m.

HESD Managers Present Dr. Paul J. Terry, Superintendent, and the following administrators were present: Donnie Arakelian, Lindsey Calvillo, Doug Carlton, Ramiro Flores, Joy Gabler, David Goldsmith, Lucy Gomez, Jaime Martinez, Karen McConnell, Gerry Mulligan, Jennifer Pitkin, Julie Pulis, Jill Rubalcava, Jason Strickland, Nancy White, and Diane Williams.

Expulsion #14-12 Trustee Hernandez made a motion to accept the Findings of Facts and expel Case #14-12 for the first semester of the 2014-15 school year for violation of Education Code 48915 as determined by the Administrative Panel at Hearings held on June 9, 2014. Parents may apply for readmission on or after January 9, 2015. Trustee Garner seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Public Comments None.

Board and Staff Comments Superintendent Dr. Terry introduced Ramiro Flores, principal of Hamilton School, whose appearance is noticeably changed since his head was shaved recently as a result of a promise to students for achieving school attendance goals. Mr. Flores stated that students were quite entertained and delighted by the performance his barber made of the new haircut.

Superintendent Dr. Terry also introduced the board Ms. Julie Pulis, whose is on tonight's agenda for approval as the new principal at Monroe School.

Requests to Address the Board at future None.

meetings

Dates to Remember President Jay reviewed Dates to Remember: Next regular board meeting June 25 at 5:30 p.m.

**Public Hearing:
2014-15 Local
Control
Accountability Plan
and District Budget** At 6:10 p.m. President Jay opened the Public Hearing regarding 2014-15 Local Control Accountability Plan (LCAP) and District Budget.

Nancy White, Assistant Superintendent Fiscal Services, presented information on the 2014-15 budget which projects 0.5% growth in Average Daily Attendance (ADA). District's target funding has been calculated using the Local Control Funding Formula (LCFF) which is calculated on total ADA and additional supplemental and concentrated funding based on enrollment counts for English Learners, pupils eligible for free and reduced-price meals and foster youth. A cost of living adjustment (COLA) of 0.85% is also included. The District is in the second year of an 8-year phase-in, during which Districts are projected to receive incremental increases toward the target funding.

State Categorical programs have been significantly reduced due to funding for many of them being folded into the LCFF.

Expenditure Information: Staffing increases include five (5) classroom teacher positions, one music teacher, two (2) teachers on special assignment, 1 professional specialist position and 3.6 FTE classified positions. The LCFF requires the district to go through certain steps to adopt the Local Control Accountability Plan (LCAP). The LCAP must describe how supplemental and concentration funds will be used to support increased/improved services to eligible students. The district's budget is balanced in that there is no deficit spending. The General Fund Reserve for Economic Uncertainty is 6.5% which is approximately the same percentage as for 2013-14. A minimum of 3% is required.

Full elimination of apportionment deferrals have been proposed in the Governor's May Revision of the 2014-15 State Budget. If this happens, adequate cash flow throughout the school year should no longer be a worry. The district may look at increasing the reserve fund to 8-10% if possible.

Superintendent Dr. Terry stated that the printed and bound 2014-15 Budget document sent out to all board members last Friday, and before them tonight, is a culmination of a budget development process that began last fall. Various meetings and input from a variety of groups including staff, parents, site councils, English Learner and Foster Youth groups were consulted and their input is incorporated into the proposed budget. It represents a lot of work with credit due largely to Nancy White and Doug Carlton who took the lead in putting the budget together.

Doug Carlton, Director Categorical Programs, stated the District is pleased to see that this budget beginning to add or restore programs and services such as technology, field trips, art and music, Media Service Aides,

Student Specialists. Teachers and parents were much aligned in their desires for restoration of these programs and services. The LCAP has been available on the district's public website for review and input has been received there. Both the 2014-15 Budget and the LCAP require public hearing. They will be returned at the next meeting for adoption.

At the conclusion of these remarks, President Jay called for comments or questions from the public. There being none, President Jay closed the public hearing at 6:20 p.m.

INFORMATION ITEMS

Tentative Agreements HETA Diane Williams, Assistant Superintendent Human Resources, presented for information Tentative Agreements between the Hanford Elementary School District (HESD) and Hanford Elementary Teachers' Association (HETA) for 2014-15 contract re-openers.

CONSENT ITEMS

Trustee Garner made a motion to take consent items "a" through "e" together. Trustee Hernandez seconded, motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Trustee Garner then made a motion to approve consent items "a" through "e". Trustee Hernandez seconded, motion carried 5-0:

Garner – yes
Hernandez - yes
Hill - yes
Jay – yes
Revious – yes

The items approved as follows:

- a) Warrant listings dated May 23, 2014; and May 30, 2014.
- b) Minutes of May 28, 2014 Regular Board Meeting.
- c) Donation of \$818.85 from Roosevelt Parent Teacher Club to Roosevelt School.
- d) Donation of \$1,000.00 from Washington Parent Teacher Club to Washington School.
- e) Donation of \$500.00 from Roll Giving – Paramount Community Giving to Hamilton School.

President Jay publicly acknowledged and thanked Roosevelt and Washington Parent Teacher Clubs and Roll Giving for their generous donations to our schools.

BOARD POLICIES AND ADMINISTRATION

**HESD Initial
Proposal for
Successor
Agreement with
CSEA**

Trustee Garner made a motion to accept Hanford Elementary School District's initial proposal for a successor agreement with Classified School Employees Association (CSEA), beginning with the 2014-2015 school year. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

**CSEA Initial Proposal
for Successor
Agreement**

Trustee Garner made a motion to accept Classified School Employee Association's (CSEA's) initial proposal for a successor agreement between Hanford Elementary School District and CSEA, beginning with the 2014-15 school year. Trustee Revious seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Consultant Contract

Trustee Hernandez made a motion to approve consultant contract with The Leadership and Learning Center – Houghton Mifflin Harcourt. Trustee Revious seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

**Award of bid for
WW gym roof
replacement**

Trustee Hill made a motion to award bid for the roof replacement of the Woodrow Wilson gym. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Consultant Contract

Trustee Hill made a motion to approve consultant contract with "Kids Invent!" through Lyles Center for Innovation and Entrepreneurship – California State University, Fresno. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

PERSONNEL

Trustee Garner made a motion to take Personnel items "a" through "j" together. Trustee Hernandez seconded and motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Then Trustee Garner made a motion to approve Personnel items "a" through "j". Trustee Hernandez seconded, and the motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Trustee Garner stated that he wanted to congratulate Ms. Julie Pulis for her promotion to principal of Monroe School.

The following items were approved:

***Item "a" –
Employment***Certificated, effective 8/11/14

- Laura Avina, Teacher, Probationary I
- Laura Kishman, Teacher, Probationary I
- Victoria Sands, Teacher, Probationary I
- Isabel Vega, Teacher, Intern

Temporary Employees/Substitutes/Yard Supervisors

- Roberto Ibarra, Substitute Yard Supervisor, effective 5/19/14

***Item "b" –
Short-Term
Employment***Short-term EmploymentCLASSIFIED STAFF – Extended Learning OpportunitiesMigrant Summer School Program at Richmond Park 6/11/14 – 6/27/14

- Paige Hartshorn, Special Education Aide – 6.0 hrs., Richmond, effective 6/12/14 to 6/27/14
- Audreyana Hernandez, Lead READY Program Tutor – 6.0 hrs., Richmond, effective 6/12/14 to 6/27/14
- Rachelle Vasquez, Special Education Aide – 6.0 hrs., Richmond, effective 6/12/14 to 6/27/14

Migrant Summer School Program and West Hills 5C's Program at Richmond and Science Camp at Burris Park 6/10/14 – 6/30/14

- Robert Leon, Bilingual Student Specialist – 8.0 hrs., Richmond/Burris Park, effective 6/12/14 to 6/27/14
- Maria Rodriguez Olivera, Bilingual Clerk Typist II – 8.0 hrs., Richmond/Burris Park, effective 6/12/14 to 6/27/14

Special Education Summer School 6/12/14 – 7/11/14

- Catherine Castaneda, Special Education Aide – 4.5 hrs., Richmond, effective 6/6/14 to 7/11/14

Seamless Summer Meal Program

- Corina Carrera, Cook/Baker – 5.5 hrs., Food Services, effective 7/7/14 to

8/1/14

- Samantha Cortez, Yard Supervisor – 1.75 hrs., Lincoln, effective 6/9/14 to 8/1/14
- Teresita Espinoza, Yard Supervisor – 1.75 hrs., Richmond, effective 6/9/14 to 8/1/14
- Veronica Grever, Food Service Worker I – 2.5 hrs., Roosevelt, effective 6/9/14 to 8/1/14
- Loretta King, Yard Supervisor – 1.75, Roosevelt, effective 6/9/14 to 8/1/14
- Deborah Lupton, Food Service Worker I – 2.5 hrs., Roosevelt, effective 6/9/14 to 8/1/14
- Araceli Mandujano, Food Service Worker I – 2.5 hrs, Lincoln, effective 6/9/14 to 8/1/14
- Daisy Maya Gaona, Food Service Worker I – 2.5 hrs., Lincoln, effective 6/9/14 to 8/1/14
- Diana Medellin, Food Service Supervisor – 5.5 hrs., Food Services, effective 7/11/14 to 7/28/14
- Melissa Mullins, Food Service Worker I – 2.5 hrs, Richmond, effective 6/9/14 to 8/1/14
- Anneliese Roa, Food Services Program Manager – 5.5 hrs., Food Services, effective 6/20/14 to 7/10/14
- Lucy Rose, Food Service Worker I – 2.5 hrs., Richmond, effective 6/11/14 to 8/1/14
- Wendi Santimore, Cook/Baker – 5.5 hrs., Food Services, effective 6/9/14 to 7/3/14

***Item "c" –
Resignations***

- Thane Cutler, Substitute READY Program Tutor, effective 5/23/14
- Summer Dalafu, Special Education Aide – 5.0 hrs., Hamilton, effective 4/25/14
- Ruben Esparza Jr., Substitute Groundskeeper I and Warehouse/Reprographic and Mail Technician, effective 3/22/14

***Item "d" –
Retirement***

- Georgeanne Cloud, Teacher, Hamilton, effective 6/6/14
- Manuel Silveira, Irrigation Specialist – 8.0 hrs., Grounds/DSF, effective 6/30/14

***Item "e" –
Promotion/Transfer***

- Maribel Aguilera, from Bilingual Clerk Typist II – 8.0 hrs., Richmond to School Operations Officer – 8.0 hrs, Roosevelt, effective 7/30/14
- Julie Pulis, from Learning Director, Kennedy, to Principal, Monroe, effective 7/30/14

***Item "f" –
Voluntary Reduction
in Work Year and
Transfer***

- Shereese Rose, from Account Technician III – Accounts Payable/Procurement – 8.0 hrs. (12 mos.), Fiscal Services to Student Specialist – 8.0 hrs. (11-mos.), Washington, effective 7/30/14

***Item "g" –
Leave of Absence***

- GaNelle Mitchell, Yard Supervisor – 2.5 hrs, Lincoln, effective 4/28/14 to 6/6/14, medical

***Item "h" –
Ratify Assistant
Superintendent
Employment Contracts
for 2014-15***

- Joy Gabler, Curriculum, Instruction and Professional Development
- Nancy White, Fiscal Services
- Jaime Martinez, Human Resources
- Diane Williams, Human Resources

***Item "i" –
Salary/Wage Schedules
for 2014-2015***

- Management/Professional Specialist/Confidential Salary Schedule (Interim)
- Classified Salary Schedule (Interim)

- Classified, Substitute/Temporary Wage Schedule (final)

**Item "j" –
Volunteers**

<u>Name</u>	<u>School</u>
Monica Carrillo	Monroe
Sarabeth Bello	Washington
Kimber Snowden	Washington

FINANCIAL

Resolution #18-14 Trustee Revious made motion to approve Resolution #18-14: Board Delegation of Power/Duties of Governing Board (Ed. Code Section 35161). Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

**Legal Services
Agreements**

Trustee Garner made a motion to approve legal services agreements and fees for fiscal year 2014-15. Trustee Revious seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Consultant contract Trustee Garner made a motion to approve consultant contract with Government Financial Strategies. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Consultant Contract Trustee Revious made a motion to approve consultant contract with Mangini Associates, Inc. Trustee Garner seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Resolution #19-14 Trustee Revious made a motion to approve Resolution #19-14: Employer Paid Member Contribution Resolution. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Certification of Signatures Trustee Revious made a motion to approve Certification of Signatures. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes
Hill – yes
Jay – yes
Revious – yes

Adjournment There being no further business, President Jay adjourned the meeting at 6:29 p.m.

Respectfully submitted,

Paul J. Terry,
Secretary to the Board of Trustees

Approved:

James L. Jay III, President

Lupe Hernandez, Clerk

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Kristina Baldwin

DATE: 6/12/14

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 6/25/14

ITEM: Consider approval of \$150.00 donation to Simas School from Edison International.

PURPOSE: To purchase instructional supplies

FISCAL IMPACT: Increase of \$150.00 to Simas School General Fund Budget for 2014-15

RECOMMENDATIONS: Accept donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Lindsey Calvillo

DATE: 6/4/14

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 6/25/14

ITEM: Consider acceptance of donation of \$1,310.25 from Lee Richmond PTC to Lee Richmond School

PURPOSE: Purchase student yearbooks

FISCAL IMPACT: Increase of \$1310.25 to Lee Richmond School General Fund Budget
Acct.# 0100-0000-0-1110-1000-571030-025-0000

RECOMMENDATIONS: Accept Donation

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Kenny Eggert

DATE: June 17, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM: Donation of \$4,000.00. from Woodrow Wilson Band Boosters to Hanford Elementary School District.

PURPOSE: Purchase of tuner metronomes for Wilson Band Program

FISCAL IMPACT: Increase of \$4,000.00 to HESD General Fund.

RECOMMENDATION: Accept donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: June 17, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: June 25, 2014.

ITEM: Receive for information the following new Board Policy and Administrative Regulation:

- BP/AR 0460 – Local Control and Accountability Plan (new)

PURPOSE: This new Board Policy and Administrative Regulation describes the requirements for development of the District's Local Control and Accountability Plan (LCAP) consistent with recently added sections of the Education Code.

FISCAL IMPACT:

RECOMMENDATION: For information only. This item will be considered for approval at a future board meeting.

(NEW)

HANFORD ELEMENTARY SCHOOL DISTRICT

Local Control And Accountability Plan

BP 0460

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board desires to ensure the most effective use of available state funding to improve outcomes for all students. A community-based, comprehensive, data-driven planning process shall be used to identify annual goals and specific actions aligned with state and local priorities and to facilitate continuous improvement of district practices.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

The Board shall adopt a districtwide local control and accountability plan (LCAP), using the template provided by the State Board of Education, which addresses the state priorities specified in Education Code 52060. The LCAP shall be effective for three years and shall be updated on or before July 1 of each year. (Education Code 52060)

In addition, the LCAP shall address any local priorities adopted by the Board.

The LCAP shall focus on improving outcomes for all students, particularly those who are "unduplicated students" and other underperforming students.

Unduplicated students include students who are eligible for free or reduced-price meals, English learners, and foster youth and are counted only once for purposes of the local control funding formula. (Education Code 42238.02)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6174 - Education for English Language Learners)

To minimize duplication of effort and provide clear direction for program implementation, the LCAP and other district and school plans shall be aligned to the extent possible.

(cf. 0400 - Comprehensive Plans)

(cf. 0440 - District Technology Plan)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5030 - Student Wellness)

(cf. 6171 - Title I Programs)

(cf. 7110 - Facilities Master Plan)

The Superintendent or designee shall review the single plan for student achievement (SPSA)

submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP or the annual update are consistent with strategies included in the SPSA. (Education Code 52062)

(cf. 0420 - School Plans/Site Councils)

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to AR 1312.3 - Uniform Complaint Procedures. (Education Code 52075)

(cf. 1312.3 - Uniform Complaint Procedures)

Plan Development

The Superintendent or designee shall gather data and information needed for effective and meaningful plan development and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the numbers of students in various student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP. (Education Code 52060)

(cf. 1220 - Citizen Advisory Committees)
 (cf. 4140/4240/4340 - Bargaining Units)
 (cf. 4143/4243 - Negotiations/Consultation)
 (cf. 6020 - Parent Involvement)

Public Review and Input

The Board shall establish the following committee(s) to review and comment on the LCAP: (Education Code 52063)

1. A parent advisory committee including at least one parent/guardian of unduplicated students as defined above
2. An English learner parent advisory committee whenever district enrollment includes at least 15 percent English learners and at least 50 students who are English learners

The Superintendent or designee shall present the LCAP or the annual update to the committee(s) before it is submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s). (Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update to the LCAP. The notification shall be provided using the most

efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP or the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985. (Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or the annual update. The public hearing shall be held at the same meeting as the public hearing required prior to the adoption of the district budget in accordance with Education Code 42127 and AR 3100 - Budget. (Education Code 42127, 52062)

(cf. 3100 - Budget)
(cf. 3460 - Financial Reports and Accountability)
(cf. 9320 - Meetings and Notices)

Adoption of the Plan

Prior to adopting the district budget, but at the same public meeting, the Board shall adopt the LCAP or the annual update. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. (Education Code 52062)

The Board may adopt revisions to the LCAP at any time during the period in which the plan is in effect, provided the Board follows the process to adopt the LCAP pursuant to Education Code 52062 and the revisions are adopted in a public meeting. (Education Code 52062)

Submission of Plan to County Superintendent of Schools

Not later than five days after adoption of the LCAP or the annual update to the LCAP, the Board shall file the LCAP or the annual update with the County Superintendent of Schools. (Education Code 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP or the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments to the LCAP within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. (Education Code 52070)

Monitoring Progress

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by him/her and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

(cf. 0500 - Accountability)

Technical Assistance/Intervention

When it is in the best interest of the district, the Board may submit a request to the County Superintendent for technical assistance, including, but not limited to: (Education Code 52071)

1. Assistance in the identification of district strengths and weaknesses in regard to state priorities and review of effective, evidence-based programs that apply to the district's goals
2. Assistance from an academic expert, team of academic experts, or another district in the county in identifying and implementing effective programs to improve the outcomes for student subgroups
3. Advice and assistance from the California Collaborative for Educational Excellence established pursuant to Education Code 52074

In the event that the County Superintendent requires the district to receive technical assistance pursuant to Education Code 52071, the Board shall review all recommendations received from the County Superintendent or other advisor and shall consider revisions to the LCAP as appropriate in accordance with the process specified in Education Code 52062.

If the Superintendent of Public Instruction (SPI) identifies the district as needing intervention pursuant to Education Code 52072, the district shall cooperate with any action taken by the SPI or any academic advisor appointed by the SPI, which may include one or more of the following:

1. Revision of the district's LCAP
2. Revision of the district's budget in accordance with changes in the LCAP
3. A determination to stay or rescind any district action that would prevent the district from improving outcomes for all student subgroups, provided that action is not required by a collective bargaining agreement

Legal Reference:

EDUCATION CODE

17002 State School Building Lease-Purchase Law, including definition of good repair
 41020 Audits
 42127 Public hearing on budget adoption
 42238.01-42238.07 Local control funding formula
 44258.9 County superintendent review of teacher assignment
 48985 Parental notices in languages other than English
 51210 Course of study for grades 1-6
 51220 Course of study for grades 7-12
 52052 Academic Performance Index; numerically significant student subgroups
 52060-52077 Local control and accountability plan
 52302 Regional occupational centers and programs

52372.5 Linked learning pilot program
54692 Partnership academies
60119 Sufficiency of textbooks and instructional materials; hearing and resolution
60605.8 California Assessment of Academic Achievement; Academic Content Standards
Commission
60811.3 Assessment of language development
64001 Single plan for student achievement
99300-99301 Early Assessment Program
UNITED STATES CODE, TITLE 20
6312 Local educational agency plan
6826 Title III funds, local plans

Management Resources:

CSBA PUBLICATIONS

Impact of Local Control Funding Formula on Board Policies, November 2013

Local Control Funding Formula 2013, Governance Brief, August 2013

State Priorities for Funding: The Need for Local Control and Accountability Plans, Fact Sheet,
August 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

WEB SITES

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

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

Policy adopted: _____

HANFORD ELEMENTARY SCHOOL DISTRICT
Hanford, CA

(NEW)

HANFORD ELEMENTARY SCHOOL DISTRICT

Local Control And Accountability Plan

AR 0460

Philosophy, Goals, Objectives and Comprehensive Plans

Content of the Plan

The district's local control and accountability plan (LCAP) shall include, for the district and each district school: (Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, and foster youth. The LCAP shall identify goals for each of the following state priorities:

a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

c. Parent/guardian involvement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 and Board policy

(cf. 3553 - Free and Reduced Price Meals)

(cf. 6020 - Parent Involvement)

(cf. 6159 - Individualized Education Program)
(cf. 6173.1 - Education for Foster Youth)

d. Student achievement, as measured by all of the following as applicable:

(1) Statewide assessments of student achievement

(2) Academic Performance Index

(3) The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that satisfy specified requirements and align with SBE-approved career technical education standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692

(4) The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency

(5) The English learner reclassification rate

(6) The percentage of students who have passed an advanced placement examination with a score of 3 or higher

(7) The percentage of students who participate in and demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301

(cf. 0500 - Accountability)
(cf. 6141.5 - Advanced Placement)
(cf. 6162.5 - Student Assessment)
(cf. 6162.51 - State Academic Achievement Tests)
(cf. 6178 - Career Technical Education)

e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable

(cf. 6146.1 - High School Graduation Requirements)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5147 - Dropout Prevention)
(cf. 5149 - At-Risk Students)

f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable

(cf. 5137 - Positive School Climate)

(cf. 5144 - Discipline)

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

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

g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03

(cf. 6143 - Courses of Study)

h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable

2. Any goals identified for any local priorities established by the Board.

(cf. 0200 - Goals for the School District)

3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in items #1-2 above. Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by items #1-3 above, the Board may consider qualitative information, including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. (Education Code 52060)

For any local priorities addressed in the LCAP, the Board and Superintendent or designee shall identify the method for measuring the district's progress toward achieving those goals. (Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on a school accountability report card. (Education Code 52060)

(cf. 0510 - School Accountability Report Card)

Annual Updates

On or before July 1 of each year, the LCAP shall be updated using the template developed by the SBE and shall include all of the following: (Education Code 52061)

1. A review of any changes in the applicability of the goals described in the existing LCAP pursuant to the section "Content of the Plan" above
2. A review of the progress toward the goals included in the existing LCAP, an assessment of the effectiveness of the specific actions described in the existing LCAP toward achieving the goals, and a description of changes to the specific actions the district will make as a result of the review and assessment
3. A listing and description of the expenditures for the fiscal year implementing the specific actions included in the LCAP and the changes to the specific actions made as a result of the reviews and assessment required by items #1-2 above
4. A listing and description of expenditures for the fiscal year that will serve unduplicated students and students redesignated as fluent English proficient

Availability of the Plan

The Superintendent or designee shall post the LCAP and any updates or revisions to the LCAP on the district's web site. (Education Code 52065)

(cf. 1113 - District and School Web Sites)

Regulation approved:

HANFORD ELEMENTARY SCHOOL DISTRICT
Hanford, CA

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: June 17, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: June 25, 2014.

ITEM: Receive for information the following new Administrative Regulation:

- AR 5145.3 – Nondiscrimination/Harassment (new)

PURPOSE: This new Administrative Regulation provides measures complying with state and federal law and regulation prohibiting, at school or in any school activity related to school attendance or under the authority of the district, discrimination, harassment, intimidation, or bullying against students based on actual or perceived characteristics.

FISCAL IMPACT: None.

RECOMMENDATION: For information only. This item will be considered for approval at a future board meeting.

(NEW)

Hanford Elementary School District

Nondiscrimination/Harassment

AR 5145.3

Students

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying and to answer inquiries regarding the district's nondiscrimination policies: (Education Code 234.1; 5 CCR 4621)

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)

To prevent discrimination, harassment, intimidation, and bullying of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Provide to employees, volunteers, and parents/guardians training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Volunteer Assistance)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination

policy and of the opportunity to inform the Coordinator whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the Coordinator shall meet with the student and/or parent/guardian to determine how best to accommodate the student.

(cf. 5145.6 - Parental Notifications)

4. Publicize the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site and other locations that are easily accessible to students. (Education Code 234.1)

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

5. When 15 percent or more of a school's students speak a single primary language other than English, translate the nondiscrimination policy, related complaint procedures, and all forms for use in the complaint process into that other language. (Education Code 234.1, 48985)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate accommodation(s) to protect students' privacy rights and ensure their safety from threatened or potentially harassing, intimidating, or discriminatory behavior.

Process for Initiating and Responding to Complaints

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

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

Transgender and Gender-Nonconforming Students

Gender identity means a person's gender-related identity, appearance, or behavior, whether or not

that gender-related identity, appearance, or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

Gender expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned sex at birth. (Education Code 210.7)

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior consent, except when the disclosure is otherwise required by law or is necessary to preserve the student's physical or mental well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the Coordinator for Nondiscrimination. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to law or district policy, and shall inform the student that it may be impossible to accommodate the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the Coordinator, the employee shall do so within three school days.

As appropriate, the Coordinator shall discuss with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. Any decision to disclose the student's status to others shall be based on the student's best interest.

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

2. Determining a Student's Gender Identity: The Coordinator shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the Coordinator shall document the improper purpose and, within seven school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

3. Addressing a Student's Transition Needs: The Coordinator shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall

discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the Coordinator shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

4. Accessibility to Sex-segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. However, a student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6153 - School-Sponsored Trips)

(cf. 7110 - Facilities Master Plan)

5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

6. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

(cf. 5132 - Dress Code)

Regulation approved: _____

HANFORD ELEMENTARY SCHOOL DISTRICT
Hanford , CA

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Dr. Paul J. Terry

DATE: June 17, 2014

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

FOR: (X) Information
() Action

Date you wish to have your item considered: June 25, 2014

ITEM: Receive for information the following Exhibit to Board Bylaw:
• Exhibit to BB 9250 – Remuneration, Reimbursement,
And Other Benefits.

PURPOSE: Resolution for use in providing compensation for Board
Meetings missed based on a finding of one or more specified
circumstances.

FISCAL IMPACT:

RECOMMENDATION: For information only. This item will be considered for
approval at a future board meeting.

HANFORD ELEMENTARY SCHOOL DISTRICT

Exhibit

Remuneration, Reimbursement And Other Benefits

E 9250

Board Bylaws

RESOLUTION ON BOARD COMPENSATION FOR MISSED MEETINGS

WHEREAS, the Governing Board of the _____ School District appreciates the services provided by members of the Board and provides compensation for meeting attendance in accordance with Education Code 35120 and Board Bylaw 9250; and

WHEREAS, Education Code 35120 provides that the monthly compensation provided to Board members shall be commensurate with the percentage of meetings attended during the month unless otherwise authorized by Board resolution; and

WHEREAS, Education Code 35120 specifies limited circumstances under which the Board is authorized to compensate a Board member for meetings he/she missed; and

WHEREAS, the Board finds that (name of Board member) did not attend the Board meeting(s) on (dates) for the following reason(s): (check applicable reasons)

- ☐ Performance of other designated duties for the district during the time of the meeting
- ☐ Illness or jury duty
- ☐ Hardship deemed acceptable by the Board

NOW THEREFORE BE IT RESOLVED that the Board of the _____ School District approves full compensation of the Board member for the month of _____.

PASSED AND ADOPTED THIS _____ day of _____, _____ at a regular meeting, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____

Attest:

Secretary

President

Exhibit approved: _____

HANFORD ELEMENTARY SCHOOL DISTRICT
Hanford, CA

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Jason Strickland

DATE: June 9, 2014

FOR: ☒ Board Meeting
☐ Superintendent's CabinetFOR: ☐ Information
☒ Action

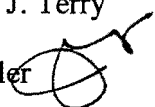
Date you wish to have your item considered: June 25, 2014

ITEM: Consider approval of name change for JFK mascot.**PURPOSE:** New name would represent JFK by honoring the name sake. The JFK administration was known as the Camelot administration. Also, his secret service name was lancer, which is why the mascot of Knights is being proposed. Students and staff have expressed a desire for the change. It would reflect positively on the school by having a mascot that students and staff can relate to and be proud of.**FISCAL IMPACT:** None.**RECOMMENDATION:** Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Joy Gabler 

DATE: 06/16/14

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 06/25/14

ITEM: Consider approval of a consultant contract with Tulare County Office of Education to provide 3-days of summer training to HESD teachers.

PURPOSE: Tulare County Office of Education will provide an Instructional Consultant, Tracey Dunn, to provide 3 full days of training on the instructional strategy known as tape diagrams. Tape diagrams are drawings that look like a segment of tape, used to illustrate number relationships. The training will take place for teachers in grades TK – 2 on July 28th, teachers in grades 3 – 5 on July 29th, and teachers in grades 6 – 8 on August 1st.

FISCAL IMPACT: \$4,275 to be paid from Common Core Implementation Funds

Account Number: 0100-7405-0-1110-1000-580009-053-0000

RECOMMENDATIONS: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Karen McConnell

DATE: June 16, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM: Memorandum of Understanding ("MOU") between the Hanford Elementary School District and Hanford Joint Union High School District.

PURPOSE: This MOU between the Hanford Elementary School District ("HESD") and the Hanford Joint Union High School District (HJUHS D") describes the provision of specialized transportation services.

FISCAL IMPACT: \$50.00 per day

RECOMMENDATIONS: Approve

**MEMORANDUM OF UNDERSTANDING (MOU) BETWEEN HANFORD
ELEMENTARY SCHOOL DISTRICT AND HANFORD JOINT UNION HIGH SCHOOL
DISTRICT REGARDING SPECIALIZED TRANSPORTATION**

This Memorandum of Understanding (hereinafter "MOU") is made and entered this ____ day of ____, 2014, by and between Hanford Elementary School District (hereinafter "HESD") and the Hanford Joint Union High School (hereinafter "HJUHS").

RECITALS:

- A. HJUHS will be providing specialized transportation for the 2014-2015 school year, or until the student is no longer enrolled at HESD.
- B. HJUHS has the experience and resources to provide specialized transportation to students.
- C. HESD has the responsibility, experience, and the expertise to oversee and collaborate with HJUHS on the effectiveness and overall success of the specialized transportation services.

Accordingly, HESD and HJUHS hereby agree to the following:

1. Term. This MOU is a one (1) year agreement for the school year of 2014-2015, or until the student at HESD no longer is enrolled at HESD .
2. Scope of Work.
 - a. This specialized transportation service is provided to one (1) student only, unless otherwise agreed to by HESD and HJUHS.
 - b. HJUHS agrees to provide specialized transportation for HESD for a specified student from the curb of the student's home to Monroe School on Monday, Tuesday, Thursday and Friday, during the 2014-2015 school year, except days that HJUHS is not in session or has minimum days as indicated on the attached calendar
 - c. HJUHS agrees to provide specialized transportation for HESD for a specified student from Monroe School to the curb of the student's home on Monday, Tuesday, Thursday and Friday, during the 2014-2015 school year, except days that HJUHS is not in session or has minimum days as indicated on the attached calendar
 - d. HESD agrees to provide the HJUHS the students home address and provide any changes to that address in a timely manner to ensure any route changes can be made without delay to the agreed upon services.

- e. Parent of student will be provided with a single point of contact to call to cancel bus service if the student is ill or has an extended absence. HESD will ensure parent has a contact number for HJUHSd as the point of contact. Should HJUHSd receive a phone call to cancel service for the day and the day happens to be a day when HESD is providing the transportation, the point of contact from HJUHSd will contact HESD.
3. Compensation. HESD agrees to pay HJUHSd fifty dollars (\$50.00) a day for the specialized transportation.
4. Invoices.
 - a. HJUHSd agrees to invoice the HESD Fiscal Services Department twice a year in December and June.
 - b. HESD will be billed for every transport day scheduled unless the student leaves HESD or the student is absent from school for an extended time period and HESD and HJUHSd mutually agree to terminate or amend this MOU.
 - c. HESD agrees to pay invoices in full within 30 days of receipt of the aforementioned invoices.
5. Indemnification.
 - a. General Indemnification for HESD. HJUHSd shall hold HESD, its elected officials, agents, officers, employees, and volunteers harmless from, save, indemnify, and defend the same against, any and all claims, and damages for injury to person or property, and related costs and expenses (including reasonable attorney's fees), arising out of any act or omission of HJUHSd, its agents, officers, employees, or volunteers, during the performance of its obligations under this MOU.
 - b. General Indemnification for HJUHSd. HESD shall hold HJUHSd, its elected officials, agents, officers, employees, and volunteers harmless from, save, indemnify, and defend the same against, any and all claims, and damages for injury to person or property, and related costs and expenses (including reasonable attorney's fees), arising out of any act or omission of HJUHSd, its agents, officers, employees, or volunteers, during the performance of its obligations under this MOU.
 - c. Indemnification obligations shall survive termination until expiration of statute of limitations or unless sooner terminated by mutual written agreement of the parties.
6. Binding Effect. This agreement shall inure to the benefit of and shall be binding upon the HJUHSd and HESD and their respective successors and assigns.

7. Severability. If any provisions of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provisions hereof.
8. Amendments. The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever, except by written agreement signed by HESD and HJUUSD.
9. Termination. HJUUSD and HESD agree that a minimum of thirty (30) day verbal or written notice of cancellation of this contract by either party is required, unless a lesser amount of notice is agreed to by both parties.
10. Anti-Discrimination. It is the policy of HESD that there shall be no discrimination against any prospective or active employee engaged in the work because of race, color, ancestry, national origin, sex or religious creed. Therefore, both parties agreed to comply with all applicable Federal and state laws regarding discrimination.

IN WITNESS WHEREOF, the parties have executed this MOU hereto, upon the date indicated next to their respective signature and this MOU shall become effective of the date first written above.

Dated: _____

By: _____
 DR. PAUL J. TERRY, Superintendent
 Hanford Elementary School District

Dated: _____

By: _____
 WILLIAM FISHBOUGH, Superintendent
 Hanford Joint Union High School District

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
2014/2015 SCHOOL CALENDAR**

MONTH	M	T	W	Th	F	Reg. Mo.	Days Taught	Significant Dates	EXPLANATION
AUGUST	4 [11]	5 [12]	6 [13]	7 <14	8 15			Aug 11-13 Aug 14	Teacher Work Days First Day of School
SEPTEMBER	18 25	19 26	20 27	21 28	22 29	1	16	Sept 1	Labor Day
	1	2	3	4	5			Sept 19	End of 1 st Grading Period
OCTOBER	8 15 22 29	9 16 23 30	10 17 24 1	11 18 25 2	12 19 26 3	2	20		
NOVEMBER	6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	3	19	Oct 24 Oct 31	Prof Development Day End of 2 nd Grading Period
	3 10 17	4 11 18	5 12 19	6 13 20	7 14 21			Nov 11	Veteran's Day
DECEMBER	24	25	26	27	28	4	16	Nov 26-28	Thanksgiving Break
	1 8 15	2 9 16	3 10 17	4 11 18	5 12 19			Dec 19 Dec 22 -	End of First Semester Winter Break
JANUARY	22	23	24	25	26	5	15	Jan 9	
	5 12 19	6 13 20	7 14 21	8 15 22	9 16 23			Jan 19 Jan 30	ML King Day Prof Development Day
FEBRUARY	26	27	28	29	30			Feb 9 Feb 16	Lincoln's Birthday Washington's Birthday
	2 9 16	3 10 17	4 11 18	5 12 19	6 13 20	7	17	Feb 20	End of 1 st Grading Period
MARCH	23	24	25	26	27				
	2 9 16	3 10 17	4 11 18	5 12 19	6 13 20	8	20		
APRIL	23	24	25	26	27			Mar 30 -	Spring Break
	30 6	31 7	1 8	2 9	3 10			Apr 6 Apr 6	Floating Holiday
	13	14	15	16	17	9	14	Apr 17	End of 2 nd Grading Period
MAY	20 27	21 28	22 29	23 30	24 1				
	4 11	5 12	6 13	7 14	8 15	10	20		
	18 25	19 26	20 27	21 28	22 29			May 25	Memorial Day
JUNE	1	2	3	4	5	11	14	June 5	End of Second Semester
	8 15	9 16	10 17	11 18	12 19			June 5	Last Day of School

{ } Teacher Workdays
Holidays

◇ Student Year

□ Teacher Work Year

○ HJUHSD will not provide transportation on the following days:

- HESD Wednesday Minimum Days
(Every Wednesday of the school year)
- Additional HESD Friday Minimum Days:
Dec. 17, Apr. 27, May 22, June 5
- Nov. 24 and 25 when HESD is not in session
- HJUHSD PD Days Oct. 24 and Jan. 30

BOARD APPROVED: February 25, 2014
02/25/14 TFW\YDOCS\NEGOTIATIONS CALENDAR\1415BOARDAPPROVED

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Paul J. Terry
FROM: Nancy White
DATE: June 19, 2014
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider rejection of Claim for Damages: Ethel Faye Lane

PURPOSE:

The District has received a Claim for Damages resulting from a trip and fall incident during a CSEA sponsored workshop held in the Hamilton School Cafeteria on Saturday, February 8, 2014. The District's property/liability insurance carrier recommends that the Board reject the Claim. The insurance company would then proceed with settling this Claim on the District's behalf.

FISCAL IMPACT:

None at this time.

RECOMMENDATION:

Reject Claim for Damages: Ethel Faye Lane.

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: June 9, 2014

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider approval of the Hanford Elementary School District 2013-2014 Evaluation of Consolidated Programs / Comprehensive Needs Assessment (Title I Evaluation)

PURPOSE: The Title I Evaluation documents the following components of the planning process at the district level and for each school site:

- Analysis of student achievement data
- Areas in which the LEA Plan (LEAP), school plans, and school Improvement plans were well implemented and led to increases in student achievement
- Areas of need (specific areas of focus that are required to further improve student achievement)

FISCAL IMPACT: Approximately \$2.5 million in categorical funding that is requested through the Consolidated Application (The Title I Evaluation is a requirement for receiving this funding.)

RECOMMENDATION:

Approve the Title I Evaluation

Title I Evaluation and Comprehensive Needs Assessment: Executive Summary

District Planning

In 2013-2014, the Hanford Elementary School District (HESD) Board of Trustees adopted the updated Local Education Agency Plan (LEAP) addendum along with the HESD Title III Action Plan for English Learners. *Together, these documents listed a set of goals and a series of actions that the district would take to increase student achievement. The goals and their related actions focus on five main areas: standards aligned instruction; identification, instruction, and intervention for English learners; student assessment; professional development; and parent involvement.*

District Goals

- *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 English learners will receive effective, research-based English language development instruction that is specifically targeted to their English proficiency levels. (From the Title III Action Plan)*
- *All schools will provide timely identification of English learners, will monitor the progress of English learners, and, within one year of enrollment, will identify English learners who are at risk of becoming Long Term English Learners (LTEL), and provide these students with appropriate interventions and support. (From the Title III Action Plan)*
- 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.
- 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
- Parents will participate in regular, two-way, and meaningful communication involving student academic learning and other school activities.

In addition to guiding the district's planning and budgeting, these goals provide a framework to support individual school sites' planning and budgeting. Each school site has developed a set of goals that are aligned with the district's goals.

School Planning

Each school continually maintains, reviews, and revises two documents, that together, guide and provide a record of the planning process and an evaluation of schools' progress toward achieving their established goals. These documents are the Single Plan for Student Achievement (School Plan) and the Evaluation of Consolidated Programs / Comprehensive Needs Assessment (Title I Evaluation).

School planning is an ongoing process. Each year, school leadership teams and school site councils (SSC), along with input from English learner advisory committees (ELAC), review schools' progress toward achieving their established goals. This is done through a careful, ongoing analysis of student achievement data and monitoring of the school's implementation of action strategies in school plans.

The graphic below illustrates the planning process.

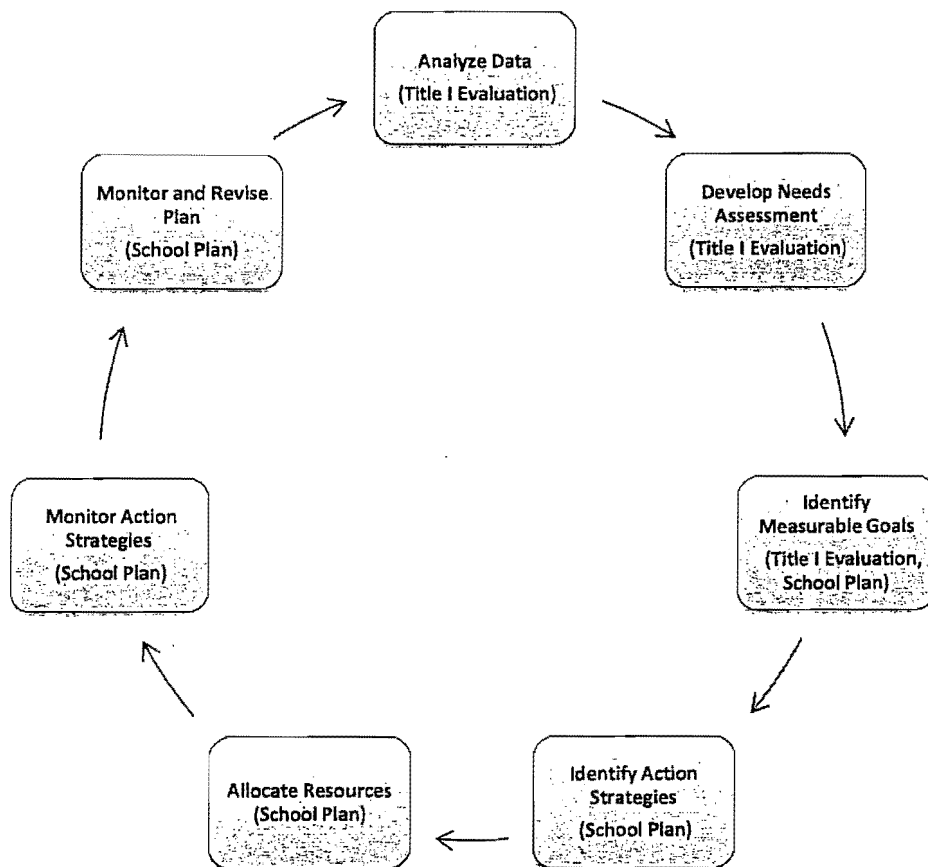
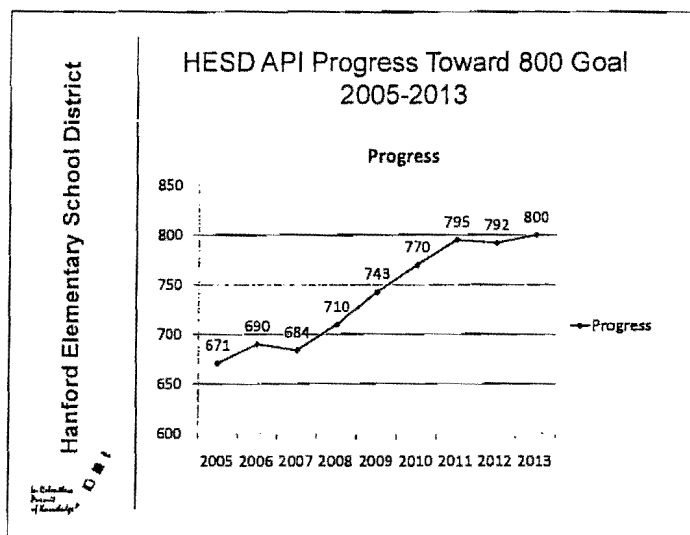


Figure 1: School Planning Process

Student Achievement

As a result of HESD's faithful implementation of the actions detailed in the LEAP Addendum, student achievement in the district has improved significantly. In the 2008-2009 school year, HESD met 29 of 29 AYP criteria, met all Title III AMAOs, and had 100% of teachers NCLB Highly Qualified. Additionally, five schools met all AYP criteria with one Year 5 PI school exiting Program Improvement for the 2009-2010 school year. In the 2009-2010 school year, HESD met 28 of 29 AYP criteria, five schools (including one Year 5 PI school) met all AYP criteria, and two additional Year 5 PI schools exited Program Improvement for the 2010-2011 school year. In 2010-2011, HESD met 24 of 29 AYP criteria, four schools met all AYP criteria with the final Year 5 PI school exiting Program Improvement. Additionally, four schools met or exceeded the target of 800 on the Academic Performance Index (API). For 2011-2012, Martin Luther King Elementary exited Year 5 Program Improvement, achieved an API score of 798, and was nominated by the California Department of Education as a National Blue Ribbon School. Additionally, in 2011-2012 Roosevelt Elementary received a Title I Academic Achievement Award from the California Department of Education. In 2012-2013, the district achieved an API of 800 and two schools, Martin Luther King and Roosevelt, met all state and federal academic targets.



Areas of Need

While HESD has achieved significant increases in student achievement as a result of implementing the goals and actions documented in the LEAP Addendum, Title III Action Plan, and individual school plans, there continue to be areas where goals require revision, strategies require refinement, or actions require a more precise level of implementation.

- Rising accountability targets along with a leveling-off of gains in student achievement on benchmark and state assessments indicate there is a need to maintain a rigorous focus on standards aligned instruction ensuring that all students including ELs, migrant students, and SWDs receive strong core instruction in ELA and math using the SBE approved materials. Additionally, there is a need to fully implement the Common Core Standards (CCCS) at all grade levels.

- There are areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources. A need exists to continue refinement of the district's pacing calendars, especially as the district makes the transition to the CCCS.
- There is a persistent achievement gap between ELs and the overall student body. There is a need for consistent, effective, research-based English language development instruction that is specifically targeted to students' English proficiency levels in all classrooms with all EL students.
- There is a need for timely identification of ELs, progress monitoring of all ELs, and for early identification and interventions for students at risk of becoming long term English learners (LTEL).
- There is a continuing need for school site leadership teams to provide ongoing professional development targeted at building teacher's capacity to provide standards aligned instruction and intervention that uses SBE approved materials and supplemental materials, especially as the district makes the transition to the Common Core Standards.
- Significant numbers of students continue scoring in the intensive and strategic levels on elementary school benchmark assessments and at the minimal progress and no progress levels on the junior high school benchmark assessments. There is an ongoing need to identify students' specific instructional needs and to provide differentiated instruction using SBE approved materials. There is a continuing need to identify students needing intervention and to provide these students with appropriate intervention.
- There continue to be significant numbers of students with disabilities (SWD) in the district. These students continue to require standards based instruction using the SBE approved materials, accommodations of curriculum and/or instruction, and additional support as specified in their IEPs.
- There is a continuing need to provide school-site grade-level teams with collaboration time and to provide monitoring and support ensuring that assessment data is used to plan instruction and interventions.
- There is a need to continue to provide outreach and parent involvement activities.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: June 6, 2014

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM: Hear and consider for approval 2014-2015 School Plans

PURPOSE: Each school has carefully and thoroughly followed the planning process. Schools have developed Action Strategies that are aligned with the California Department of Education's *Nine Essential Program Components*. School Site Councils, with input from English Learner Advisory Committees, have approved the School Plans for the 2014-2015 school year.

The school plans include funding from Title I Part A, Title II Part A, and the Local Control Funding Formula (Supplemental/Concentration). The purpose of these funds is to meet the needs of students who are low income, English learner, or foster youth, and to provide teacher training.

Fiscal Impact:

Hamilton Elementary	\$ 96,203
Hanford Community Day	\$ 5,040
Jefferson Elementary	\$ 47,934
Kennedy Jr. High	\$ 77,091
King Elementary	\$ 766,204
Lincoln Elementary	\$ 555,246
Monroe Elementary	\$ 99,143
Richmond Elementary	\$ 510,084
Roosevelt Elementary	\$ 94,720
Simas Elementary	\$ 72,398
Washington Elementary	\$ 91,473
Wilson Jr. High	\$ 79,426

RECOMMENDATION: Approve the 2014-2015 School plans and School Improvement Plans

2014-2015 School Plans: Executive Summary

School Planning

Each school continually maintains, reviews, and revises the Single Plan for Student Achievement. This document, along with the Title I Evaluation and minutes from School Site Council (SSC) and English Language Advisory Committees (ELAC) provide a record of the schools' planning process and an evaluation of schools' progress toward achieving their established goals.

School planning is an ongoing process. Each year, school leadership teams and SSCs, along with input from the ELACs, review schools' progress toward achieving their established goals. This is done through a careful analysis of student achievement data and monitoring of the school's implementation of action strategies detailed in the school plans.

The graphic below illustrates the planning process.

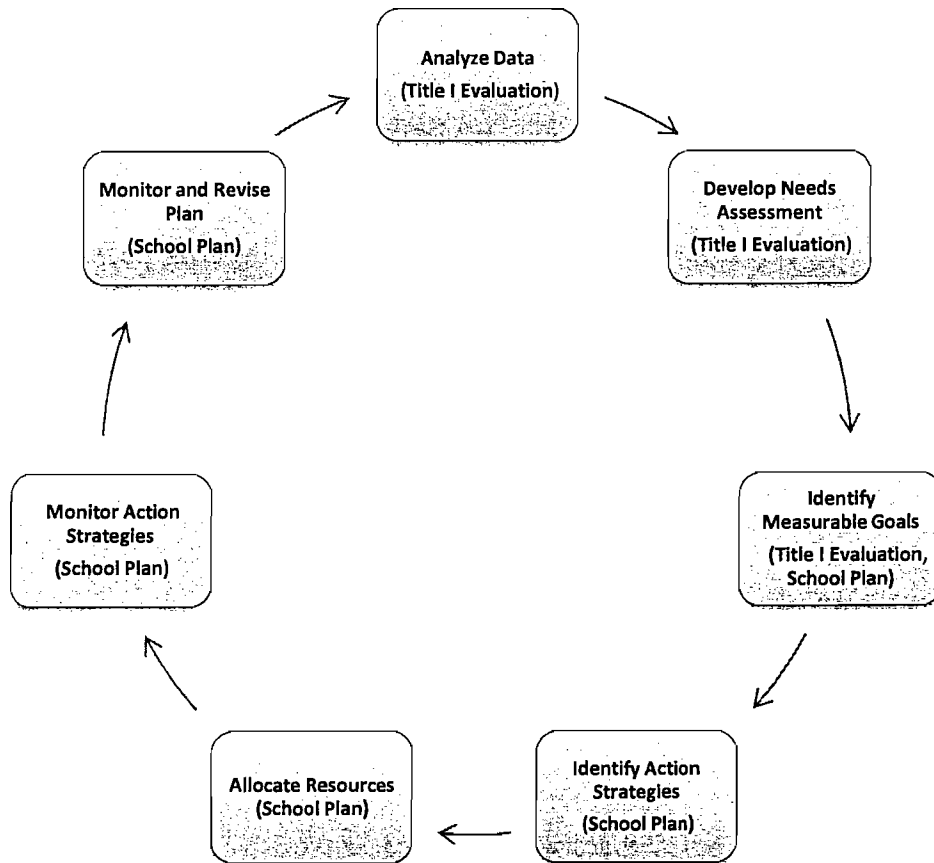


Figure 1: School Planning Process

The Single Plan for Student Achievement (School Plan)

The School Plan documents the following components of the planning process:

- Goals, and actions to achieve goals, that will lead to increased student achievement
- The federal and state funds that will be used by the school to achieve its goals
- The committee members who participate in the planning process (SSC and ELAC)

The Plan contains the specific actions that are necessary to achieve each goal, the persons responsible for implementation, and the methods that will be used to measure progress toward achieving each goal. Additionally, the School Plan, by allocating federal and state funds for each action, shows how much it will cost to achieve each goal.

Each action in the school plan is aligned with the California Department of Education's *Nine Essential Program Components* (EPCs). These EPCs provide specific guidance to improve student achievement.

California Department of Education Nine Essential Program Components

1. Instructional Program (State adopted materials in ELA and mathematics)
2. Instructional Time (Core program and intervention)
3. School Administrator Instructional Leadership Training
4. Credentialed Teachers and Professional Development
5. Student Achievement Monitoring System (Benchmark and curriculum imbedded assessments)
6. Ongoing Instructional Assistance and Support for Teachers (Content area and Induction Coaches)
7. Teacher Collaboration
8. Lesson Pacing Schedule
9. Fiscal Support

Summary

Each school has carefully and thoroughly followed the planning process. School Site Councils, with input from English Language Advisory Committees, have approved the School Plans. It is the recommendation of this office that the Board of Trustees approve the School Plans for the 2014-2015 school year.

Copies of the School Plans were delivered electronically to the Board of Trustees in the June 20, 2014 Friday Mail, are available at each school site, at the District Office, and online (within the HESD network). [HESD Program Evaluation School Site Libraries](#)

The full text of the *Nine Essential Program Components* is available online from the California Department of Education. <http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp>

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: June 16 2014

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider approval of the Hanford Elementary School District 2014-2017 Technology Plan

PURPOSE: The HESD Technology Plan details the district's goals, actions, and timelines for technology hardware, software, training, and integration into the instructional program.

FISCAL IMPACT: The HESD technology plan is a requirement for participation in the Education Rate (Erate) and Enhancing Education through Technology (EETT) programs along with other federal and state grants.

RECOMMENDATION:

Approve the HESD Technology Plan

2014-2017 HESD Technology Plan: Executive Summary

Technology Planning

The HESD Technology plan describes the district's technology related goals, actions, timelines and expenditures through 2017. The plan details the district's technology needs and related goals for infrastructure, hardware, software, and information technology (IT) personnel. Additionally, the goals, actions, timelines and expenditures in the technology plan are aligned with the goals in the Local Control Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP). The alignment of these plans ensures that student use of technology and teacher training are integrated with the district's educational program.

The HESD Technology Plan details:

- Integration of technology into the district's instructional program
- Technology related teacher training
- Ethical use of technology by students
- Internet safety
- School/home communication
- Technology infrastructure, hardware, technical support, and software
- Equipment replacement
- Processes for monitoring and revising technology related goals and actions

The HESD technology plan is a requirement for participation in the Education Rate (Erate) and Enhancing Education through Technology (EETT) programs along with other federal and state grants.

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: June 18, 2014

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider approval of the HESD Title III Year 4 Action Plan for English Learners

PURPOSE: To improve the academic achievement of English learners.

FISCAL IMPACT: Approximately \$115,000 in categorical funding that is requested through the Consolidated Application

RECOMMENDATION:

Approve the Title III Year 4 Action Plan for English Learners

Title III Year 4 Action Plan: Executive Summary

District Planning

The HESD Title III Action Plan for English Learners details a set of goals, a series of actions, and the expenditures required to implement these actions that the district will take to increase the achievement of English Learners.

District Goals for English Learners (Summarized)

- *All English learners will receive effective, research-based English language development instruction that is specifically targeted to their English proficiency levels.*
- *All schools will provide timely identification of English learners, will monitor the progress of English learners, and, will identify English learners who are at risk of becoming Long Term English Learners*
- *EL students will be provided with instruction and additional support in ELA, history/social science, math, and science that is aligned the common core standards*
- *Teachers and administrators in all schools will receive professional development in English Language Development instruction*

Title III Actions

The Title III action plan provides for:

- English Language Development instruction (instruction in learning the English language) for all EL students
- Additional in-class support for students who are English learners in ELA, math, science and history
- Supplemental, after-hours support for students who are English learners
- Progress monitoring for students who are English learners
- Professional development for teachers and administrators
- Training and support to provide parents of English learners with strategies to help their students

The complete Title III plan is available in hard copy in the Categorical Programs office. Links to the Title III plan have been posted on the district's public website and sent to the Board of Trustees in the June 20 Friday News.

Title III Plan: <http://www.hesd.k12.ca.us/view/810.pdf>

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Gerry Mulligan *GM*

DATE: June 16, 2014

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

FOR: () Information
(X) Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider approval of Architectural Services Agreement with Mangini Associates for 9 relocatable classrooms.

PURPOSE:

Mangini Associates to provide the District with architectural services for placement of 9 relocatable classrooms at the following schools:

- 4 – Richmond School
- 5 – Lincoln School

FISCAL IMPACT:

The estimated architect's fee for this project is \$48,000.00. This project will be paid from Capital Facilities Fund (Developer Fees).


RECOMMENDATION:

Approve Architectural Services Agreement with Mangini Associates for 9 relocatable classrooms.

Hanford Elementary School District
HUMAN RESOURCES DEPARTMENT

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Diane Williams 

DATE: June 16, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: June 25, 2014

ITEM: Hear public comments and consider approval of negotiated amendments to the 2013-2016 Collective Bargaining Agreement with Hanford Elementary Teachers Association (HETA) as well as corresponding Certificated Salary Schedules.

PURPOSE: To meet the public hearing requirements of Government Code Section 3547, and authorize implementation of the negotiated amendments to the HETA Collective Bargaining Agreement.

The amendments were ratified by HETA on May 21, 2014. Sunshining of the Amendments began June 11, 2014.

FISCAL IMPACT: The Costs of the negotiated contract amendments and funding sources were disclosed at the June 11, 2014, regular Board meeting.

RECOMMENDATION: Hear public comments and approve amendments.

ARTICLE 11: SCHOOL CALENDARS AND WORK YEAR**A. Traditional School Calendar**

1. Returning teachers shall be required to report back to school no more than five (5) working days (this includes up to three (3) P.D. days) before students arrive for the beginning of the new school year. Teachers shall be required to participate in up to three (3) P.D. Days, one (1) day of management-directed staff training and one day for teacher instructional preparation. If it is necessary for the teacher to leave the school site for that preparation, the teacher shall notify the school site principal or school operations officer.
2. New teachers may be required to report to work no more than five (5) days in advance of returning teachers to participate in management-directed inservice training. They shall be compensated at the K-6 substitute teacher rate of pay based on ½ day or full day of work. In the event a teacher is hired after the school year has commenced, the principal shall be responsible for orientation prior to the teacher's being placed in a classroom, except in cases of emergency.

3. Effective July 1, 2013 ~~2014~~ the work year shall contain the following elements:

180 student days

1 teacher work day before students arrive

1 management-directed activity day before students arrive

2 Parent/Teacher conference days within the school year

2 Professional Development days

186 DAYS TOTAL

~~*For the 2013-14 school year, teachers shall be required to work only one of the two professional development days listed above on February 10, 2014. For the 2014-15~~

school year and thereafter, teachers shall be required to work both of the two professional development days indicated above.

4. A minimum student attendance day shall be scheduled on the last day of school. A minimum day shall be scheduled on the days preceding ~~Labor Day in the 2013-14 school year and Memorial Day beginning in the 2014-15 school year~~, Winter recess, and Spring recess.
 - a. Inservices, staff meetings and other such District-initiated activities shall not be scheduled on the minimum days described above.
 - b. The beginning and ending times for instruction on minimum days shall be determined by the Administration in accordance with student transportation schedules.
5. Student Minimum days shall be scheduled for collaboration, P.D., portfolio days, employee recognition, additional parent conferences, and student assessment.
6. In the event an emergency necessitates the canceling of any student days at a school site or district-wide, only the number of days and minutes needed to comply with applicable State Education Code requirements shall be rescheduled.
7. Inservices, staff meetings, and other school site and/or District initiated activities shall not be scheduled on the student attendance day immediately preceding a scheduled holiday.

FOR THE DISTRICT:

D. Williams 5-16-14
 Diane Williams, Chief Negotiator Date
 Hanford Elementary School District

FOR HETA:

Michael Rogers 5-16-14
 Michael Rogers Date
 Negotiations Chair

**ARTICLE 18: EMPLOYEE GROUP HEALTH AND WELFARE INSURANCE
BENEFITS****A. Full-time Employees**

For each member of the bargaining unit who is a full-time employee, the District shall provide the following health and welfare benefits to the unit member and his/her eligible dependents; effective the first of the month following the first day in paid status or eligibility subject to timely submission of enrollment forms:

1. Medical Insurance:

Prudent Buyer Hospital/Prudent Buyer Professional Services medical insurance, Plan 80-D \$30.00, administered by Self-Insured Schools of California (SISC) under a Joint Powers Agreement (JPA). The benefits of the Plan shall be in accordance with the Plan description presented by SISC to the Association and any future amendments thereto approved by the JPA.

- a. The SISC medical insurance program shall include chiropractic services, a behavioral health program, and prescription drug benefits under a SISC pharmacy and mail order program.
- b. Disputed claims which have not been resolved by the normal claims administration process shall be directed to the SISC Claims Administrator according to the appeal process identified in the SISC Medical Plan Document.

2. Dental Insurance

An incentive 70, 80, 90, 100 percent dental insurance program.

3. Vision Insurance

A vision insurance plan substantially equal to the plan in effect on June 30, 1995.

4. **Life Insurance**

- a. A level term life insurance plan paying on the death of a bargaining unit member under age 65, from any cause ~~whatsoever—suicide excluded~~ ~~authorized by the plan provider~~, the amount of fifty thousand dollars (\$50,000) to the beneficiary named by the unit member. Bargaining unit members over age 65 shall be eligible for a reduced benefit amount as set forth in the policy established by the insurance company. Benefits terminate upon retirement or upon termination of active employment (under age 65). However, early retirees may continue life insurance benefits at their own expense if they meet eligibility criteria of an employee retiring as stated under section F.1.b.

~~b. During unpaid leave for any reason, life insurance will be discontinued (per the insurance company) unless a waiver of premium is requested by the employee and approved by the insurance company.~~

5. Effective October 1, 2013 ~~2014~~ and continuing through September 30, 2014 ~~2015~~, the maximum monthly District contribution toward the total premium costs for these benefits set forth above shall be ~~\$1,019.11~~ ~~\$1,101.11~~ per month per employee or a maximum annual District contribution of ~~\$12,229.32~~ ~~\$13,213.32~~ for 2013-2014 ~~2014-2015~~ and thereafter unless otherwise negotiated by the parties.
6. Monthly payroll deductions beginning October 1, 2013 ~~2014~~ for the difference between the maximum District contribution and the actual cost established for bargaining unit members' total health benefit costs shall commence with the pay

warrant for the first month for which costs exceed the maximum District contribution defined in subsection 5. above.

7. During the term of this contract either party reserves the right to initiate and review possible changes in health benefits, cost containment, and/or retiree participation provisions. Any changes in Plan benefits shall be mutually agreed upon.
8. Changes in carriers are at the discretion of the District so long as the benefits provided by the new carrier are substantially equal to, or better than, the benefits provided by the previous carrier. ~~Should a change in preferred providers occur, the District and Association will make every effort to encourage current providers to sign up with the new carrier. Every effort shall include, but not be limited to, personal phone calls and letters from the District Superintendent and Association President.~~
9. Spouses, domestic partners and dependents of District employees who have health plan benefits through their employer shall use such benefits as primary coverage.
10. The following provisions shall regulate health benefit coverage:
 - a. A year's full-time service by the unit member shall entitle him/her to twelve (12) months of medical, dental, and vision insurance coverage.
~~This does not apply to retiring teachers who will move to the retiree group the first of the month following their last work day.~~
 - b. A regular full-time teacher hired after the beginning of the school year who provides less than a full year, but at least four (4) months or more

of service during the instructional year, shall receive medical, dental, and vision benefit coverage through August 31 of that year. Life insurance ends on the last workday.

- c. For teachers whose employment is terminated prior to the fulfillment of their contract, the District contribution to insurance coverage shall be terminated on the first of the month following termination of employment. Life insurance ends on the last workday.

B. Part-time Employees

District support of those teachers who work less than full-time, shall be as follows:

1. Teachers who work at least half-time, but less than full-time, shall receive the proportionate amount of maximum District contributions extended to full-time teachers; and
2. Teachers who are contracted to work less than half-time shall receive no District support for insurance coverage.
3. Part-time teachers eligible for pro rata benefits shall have the following options in regard to insurance coverage:
 - a. Apply the District contribution to any one, several, or all of the available health plan(s), and authorize payroll deductions to make up the difference in cost, if any, for full coverage under the plan(s) selected.
 - b. Decline any segment of the program and not be covered by that part of the insurance program.
 - c. District contributions may be applied toward available District group medical health insurance plans only.

C. Health Insurance During Leaves of Absence

1. Paid Leave of Absence - Disability - The District shall pay the regular or pro-rated share of District contributions for the teacher's insurance coverage as described in this article throughout paid leaves due to illness, pregnancy, or disability.
2. Unpaid Family Care Leave - The District shall maintain the regular or prorated share of District contributions for the teacher's group medical, dental and vision insurance coverage provided that coverage was in place before he/she took the leave, for up to twelve (12) weeks of Family Care Leave per year. If the employee fails to return to district employment after the expiration of the leave, for any reason other than the continuation, recurrence, or onset of a serious health condition, other circumstances beyond his/her control, or returns to work and fails to either work for 30 days or retires, the employee shall reimburse the district for premiums paid during the family care and medical leave. (20 USC 2614; Government Code 12954.2; 29 CFR 800.213). For Family Care Leave exceeding twelve (12) weeks in any twelve-month period, the teacher may elect continuation of group insurance(s) at his/her own expense as described in subsection 3. below.
3. Unpaid Leave of Absence - During District-approved unpaid leave, except as provided for Family Care Leave, the District will make no contributions to the cost of insurance plans. It shall be the teacher's responsibility to make the required monthly premium payments toward his/her medical, dental, vision insurance coverage to the District when due if s/he elects to maintain insurance coverage during the leave.

~~D. — Suspension/Discontinuance of Medical Group Insurance~~

~~Bargaining unit members who elect to discontinue medical group insurance plan coverage during a leave of absence or shared contract may be subject to exclusions and limitations of benefits for medical conditions pre-existing the time they rejoin the medical group insurance plan, in accordance with insurance plan provisions.~~

~~E D.~~ Continuity of Benefits

Except as otherwise provided or limited in this Article, the health and life insurance benefits provided in this Article and the District's contribution thereto shall remain in effect during the term of this Agreement and/or until a successor Agreement is effected, except that the District shall not be bound to pay the premiums for any individual engaged in any strike.

~~F E.~~ Retiree Health Plan Benefits

1. District-Paid Group Insurance

- a. The District will contribute to the total premium cost for group medical and dental insurances maintained by the District the same amount for any retiree and his/her eligible dependents, as it contributes for active employees, until such time as the retiree reaches age sixty-five (65), provided said retiree meets the eligibility requirements as specified below.
- b. Eligibility
 - (1) The retiree must have served in the District during the last five (5) years prior to retirement and must have served a total of at least thirteen (13) years in the District.
 - (2) Such continued coverage is available only for retirees who maintained coverage as an active employee and sign up for

continued coverage immediately after the end of their employment without a break in coverage.

- (3) The retiree shall have reached age fifty-five (55). (Note: Board-approved paid leave shall count as service to the District for purposes of eligibility for this benefit.)
- (4) The retiree's dependents must enroll in Medicare Part "A" (Hospital Insurance) when eligible for such enrollment without cost to the retiree and/or his/her dependents.
- (5) The retiree's dependents must enroll in Medicare Part "B" (Medical Insurance) upon attainment of age sixty-five (65).

- c. At such time as the benefits under this Article expire, the retiree may elect to continue these benefits at his/her own cost as provided in Section 2 below.

2. Retiree-Paid Group Insurance

Teachers retiring after their fifty-fifth (55th) birthday who do not meet the service requirements shall have the option at the time of their retirement to continue membership in District's medical and dental group insurance plans at the retiree's expense.

- a. Payments for benefit coverage shall be made on a monthly basis by the insured prior to the premium due date.
- b. Failure to make said timely premium payment may result in cancellation of group insurance.
- c. In order to continue such coverage beyond the insured's sixty-fifth (65th) birthday, the retiree and/or dependents shall, when eligible without

additional cost to the insured, be required to enroll in Medicare Part A. In any case, the retiree and/or dependents shall be required to enroll in Medicare Part B by payment of the required premiums.

- d. The District agrees to inform potential retirees of the cost, payment procedures, payment changes, and premium due dates at the time of their retirement.

FOR THE DISTRICT:

FOR HETA:

D Williams 5-16-14
Diane Williams, Chief Negotiator Date
Hanford Elementary School District

Michael Rogers 5/16/14
Michael Rogers Date
Negotiations Chair

ARTICLE 20: SALARY**A. Salary Schedules**

1. Teacher Salary Schedules and the Nurse Salary Schedule in effect for 2012-13 shall be increased by ~~3.5%~~ **5.0%** effective July 1, ~~2013~~ **2014** (see Appendices A in this Agreement).
2. Teachers shall be compensated in accordance with the Credentialed Teacher Salary Schedule or Non-Credentialed Teacher and Intern Salary Schedule "B", as appropriate.
3. Nurses shall be compensated in accordance with the Nurse Salary Schedule "C", as appropriate.

B. Initial Salary Schedule Placement for Teachers

The following factors shall be considered for initial placement on the Teacher Salary Schedule:

1. Effective with the 2003-2004 school year, year-for-year teaching experience shall be granted for placement on the salary schedule.
 - a. One (1) year of teaching credit shall be given for each year in which teaching service was rendered for seventy-five percent (75%) or more of the teaching year.
 - b. One (1) year of teaching credit shall be given for every two (2) years of teaching service rendered on a half-time contract (i.e., two (2) certificated employees sharing one (1) job) or ½ time teacher.
2. Unit computation shall be weighed on a semester-unit basis. Quarter (1/4) units are converted to semester units by multiplying the quarter (1/4) units by two-thirds (2/3).

3. Placement on the appropriate Salary Schedule and Column shall be in accordance with the educational and credential requirements identified on the Salary Schedules.
4. Tenured teachers returning to the District after resigning shall be subject to California Education Code, Sections 44848.
5. For purposes of initial salary schedule placement, teaching experience shall be verified by the District. Initial salary schedule placement shall be based on official transcripts of all college credits received and verified by the District on or before August 12, or on the date of employment if after August 12.
6. The initial offer of employment shall be based on verified units which have been received by the District on the date of the offer of employment.
7. A teacher employed by the District at the time s/he enters military service will be given credit for each year of service experience upon resumption of his/her employment by the District.
8. For initial placement purposes, only upper division and/or graduate units earned **after** receipt of a Bachelors Degree shall be used, except that such units earned during the semester immediately preceding the receipt of the Bachelors Degree for which post baccalaureate credit was given by the awarding institution shall also be applied. Post baccalaureate credit must be noted on the transcript.

C. Salary Schedule Advancement for Teachers

1. Advancement from Column to Column is based upon increments of fifteen (15) semester units which were graded "pass" or "C" or better and possession of the required credential.
 - a. Units to be used after initial placement for column to column advancement on the Salary Schedule shall be upper division and/or graduate units.

Lower division courses shall be counted towards column advancement if

said courses are taken at the request of the District or if required for Board authorization to teach particular subjects in accordance with California Education Code provisions.

- b. For column advancement on the Credentialed and/or the Non-Credentialed Teacher Salary Schedules, teachers shall submit official transcripts, report cards, or other means of verification deemed appropriate by the District, by no later than August 12th of each year.
2. Non-credentialed teachers shall be eligible for placement on the Credentialed Teacher Salary Schedule in accordance with the following schedule:
 - a. Effective ~~at the beginning~~ ~~the first contracted day~~ of the school year, if the District receives ~~verification of~~ the teacher's preliminary credential on or before September 12 of that year; or
 - b. Effective February 1 if the District receives ~~verification of~~ the ~~teacher's~~ preliminary credential on or before February 10.
3. A one-step advancement on the Teacher Salary Schedule shall be granted for each school year in the District if the teacher is in paid status for the equivalent of seventy-five percent (75%) of full-time service of an established work year.
4. One (1) year of teaching credit shall be given for every two (2) years of teaching service rendered on a half-time contract in this District (i.e., two (2) certificated employees sharing one (1) job) or teacher working ½ contract.
5. No advancement will be made for less than 50% of a full contract worked.

D. Teaching Stipends

1. The following teachers shall, in addition to their basic annual salary, be paid an annual responsibility stipend, for assignments as follows:
 - a. Resource Specialist Program Teacher \$1,200.00

b.	Special Day Class Teacher	\$2,500.00
c.	Dual Immersion (FLI) Program Teacher with BCLAD	\$2,000.00
d.	Dual Immersion (FLI) Program Teacher without BCLAD	\$1,200.00
e.	Combination Class Teacher	\$1,500.00
f.	Split Assignment (two or more schools) (does not include band teachers)	\$ 825.00
g.	Community Day School Teacher	\$3,500.00
h.	Literacy/Induction Coach	\$4,000.00
i.	Master's Degree	\$1,200.00
j.	Doctorate Degree	\$1,014.00

Payment of these stipends shall be incorporated into the teacher's regular monthly salary payments, on a pro-rata basis.

E. Initial Salary Schedule Placement and Advancement for Nurses

1. Nurses new to the District will be placed on Step 1 of Schedule "C".
2. Nurses who worked at least 75% of the student days during an established work year shall advance each year to the next step.
3. Nurses are paid based on Salary Schedule "C" and therefore not eligible for longevity steps as available on the Credentialed Teacher Salary Schedule.


F. MISCELLANEOUS PROVISIONS

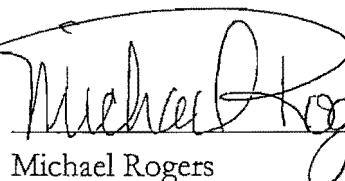
1. Any certificated employee who accepts the extension of his/her work year beyond the regular work year, as otherwise established herein, shall be paid at his/her regular per diem rate, if said extended period immediately precedes or follows the regular work year. Any teacher who agrees to provide service(s) to the District at times that do not immediately precede or follow the regular work year shall be paid at rates to be established by the District.

2. Daily Rate of Pay means the teacher's annual salary divided by the number of days in the established work year, except as otherwise provided for in this Agreement.
3. Hourly Rate of Pay means the Daily Rate of Pay divided by eight (8), except as otherwise provided in this Agreement.
4. The Average Hourly Rate of Pay for all bargaining unit members will be calculated by increasing the existing rate by the cost of living adjustment agreed to by the bargaining unit for that year. If there is no cost of living adjustment for a designated school year, the Average Hourly Rate of Pay will remain unchanged.
5. The sharing of teaching contracts shall not result in additional or unreasonable burden to the district. Teachers on a shared contract shall be paid the per diem rate that equals fifty percent (50%) of their annual salary rate divided by fifty percent (50%) of the number of work days for full time teachers for each work day in the shared contract period.
6. Certificated unit members assigned to more than one school site during an instructional day shall be entitled to mileage in accordance with Board Policy.

FOR THE DISTRICT:

FOR HETA:

 5-16-14
Diane Williams, Chief Negotiator Date
Hanford Elementary School District

 5-16-14
Michael Rogers Date
Negotiations Chair

2013-14 2014-15 CREDENTIALLED TEACHER SALARY SCHEDULE "A"***185 186 Work Days***

STEP	COLUMN			
	I	II	III	IV
	BA	BA + 45	BA + 60	BA + 75
	semester hours	semester hours	semester hours	semester hours
	+ Credential ¹	+ Credential ¹	Credential ¹	Credential ¹
1	44,563	46,346	48,199	50,127
2	46,346	48,199	50,127	52,132
3	48,199	50,127	52,132	54,218
4	50,127	52,132	54,218	56,386
5	52,132	54,218	56,386	58,642
6	54,218	56,386	58,642	60,988
7	56,386	58,642	60,988	63,427
8	58,642	60,988	63,427	65,964
9	60,988	63,427	65,964	68,603
10		65,964	68,603	71,347
11		68,603	71,347	74,201
12			74,201	77,169
L - 15	Requires 15 years of service ²		77,169	80,255
L - 20	Requires 20 years of service ²		80,255	83,466
L - 25	Requires 25 years of service ²		83,466	86,804

¹ Preliminary or Clear/Professional Clear teaching or service credential authorizing service at the elementary (K-8) level.² "Years of service" for purpose of longevity steps means certificated service in the Hanford Elementary School District for at least 75% of the student days of each year, including paid leave days.**INITIAL STEP PLACEMENT**

New teachers will be given step placement credit on a year-for-year basis for previous full-time teaching experience up to Step 12.

STEP ADVANCEMENT

A one-step advancement on the Salary Schedule shall be granted for each school year in the District if the teacher was in paid status for 75% or more of the student days the previous work year.

One (1) year of teaching credit shall be given for every two (2) years of teaching service rendered on a half-time contract (i.e., two (2) certificated employees sharing one (1) job) or 1/2 time teacher.

STIPENDS

Dual Immersion (FLI) Program Teacher with BCLAD	\$2,000 per year	Literacy/Induction Coach	\$4,000 per year
Dual Immersion (FLI) Program Teacher without BCLAD	\$1,200 per year	Masters	\$1,200 per year
Special Day Class Teacher	\$2,500 per year	Doctorate	\$1,014 per year
Resource Specialist Program Teacher	\$1,200 per year	Combination Class	\$1,500 per year
Community Day School Program Teacher	\$3,500 per year	Split Assign. 2 schools	\$ 825 per year

AVERAGE HOURLY RATE OF PAY (Article 20) = \$43.30

\$39.85 (07/01-10/23/13), \$41.24 as of 10/24/13

Adopted: __/__/14

HANFORD ELEMENTARY SCHOOL DISTRICT

**2013-2014 ~~2014-2015~~ Non-Credentialed Teacher and Intern
Salary Schedule "B"**

(for Teachers Hired On or After November 1, 2000)

~~185~~ **186** Days

STEP	COLUMN	
	B – I B.A.	B – II B.A. +15
1	41,723	42,558
2	42,558	43,408

INITIAL STEP PLACEMENT

Teachers with one year of full-time teaching experience will be placed at Step 2 of the appropriate column.

STEP ADVANCEMENT

Teachers initially placed on Step 1 shall advance to Step 2 if the teacher was in paid status for 75% of the student days during the previous work year.

ADVANCEMENT TO CREDENTIALLED TEACHER SALARY SCHEDULE

Non-credentialed teachers shall advance to the appropriate Column and Step on the Credentialed Teacher Salary Schedule in accordance with the following schedule:

- (1) Effective at the beginning of the school year if verification of eligibility and application for a regular K-8 teaching credential has been submitted to the Human Resources Department on or before September 12 of that year; or
- (2) Effective February 1 if verification of eligibility and application for a regular K-8 teaching credential has been submitted by the 10th of that month to the Human Resources Department.

STIPENDS

Dual Immersion (FLI) Program Teacher with BCLAD	\$2,000 per year	Literacy/Induction Coach	\$4,000 per year
Dual Immersion (FLI) Program Teacher without BCLAD	\$1,200 per year	Split Assignment 2 schools	\$825 per year
Special Day Class Teacher	\$2,500 per year	Combination Class	\$1,500 per year
Resource Specialist Program Teacher	\$1,200 per year	Doctorate	\$1,014 per year
Community Day School Program Teacher	\$3,500 per year	Masters	\$1,200 per year

AVERAGE HOURLY RATE OF PAY (Article 20) = ~~\$43.30~~

\$39.85 (07/01-10/23/13), \$41.24 as of 10/24/13

Adopted: __/__/14

HANFORD ELEMENTARY SCHOOL DISTRICT

~~2013-2014~~ **2014-2015** School Nurse~~185~~ **186** Days

Salary Schedule "C"

STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
76,232	79,281	82,452	85,750	89,180

Adopted: __/__/14

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

Hanford Elementary School District

Name of Bargaining Unit: Hanford Elementary Teachers AssociationCertificated ☒ Classified ☐New Agreement ☐ or Reopener ☒

The proposed agreement is a three-year agreement that covers the period beginning July 1, 2013 and ending June 30, 2016 and will be acted upon by the Governing Board at its meeting on June 25, 2014.

A.(1) Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement Increase (Decrease) and Percentage Change		
		Current Year 2014-15	Year 2 2015-16	Year 3 2016-17
1. Base Salary	\$ 18,162,898	\$ 933,571	\$ 933,571	\$ 933,571
		4.61%	4.61%	4.61%
2. Other Compensation – i.e. Stipends or Bonuses	\$ 0	\$ 0	\$ 0	\$ 0
		0%	0%	0%
3. Total Salary - (Sum of 1 & 2)	\$ 18,162,898	\$ 933,571	\$ 933,571	\$ 933,571
		4.61%	4.61%	4.61%
4. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare	\$ 2,083,284	\$ 107,083	\$ 107,083	\$ 107,083
		0.53%	0.53%	0.53%
5. Health/Welfare Benefits	\$ 3,473,036	\$ 279,456	\$ 279,456	\$ 279,456
		1.38%	1.38%	1.38%
6. Total Benefits - (Total Lines 4 & 5)	\$ 5,556,320	\$ 386,539	\$ 386,539	\$ 386,539
		1.91%	1.91%	1.91%
7. Total Compensation – (sum of 3 & 6)	\$ 23,719,218	\$ 1,320,110	\$ 1,320,110	\$ 1,320,110
		6.52%	6.52%	6.52%

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

A.(2) Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:

- The Salary Schedule for 2014-15 shall reflect a 5% increase effective July 1, 2014.
- Longevity Step 25 (L-25) will be increased by 2% to reflect a total of a 4% increase between Steps L-20 and L-25.
- The District's annual contribution to Employee Health and Welfare Benefits will increase by \$984 from \$12,229.32 to \$13,213.32.

B. **Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.)

None

C. What are the specific impacts on instructional and support programs to accommodate the settlement? **Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.**

None

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

- D. What contingency language is included in the proposed agreement? Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

This is the second year of a three-year contract with re-openers in Article 11 – School Calendars and Work Year, Article 18 – Employee Group Health and Welfare Insurance Benefits and Article 20 – Salary.

- E. Source of Funding for Proposed Agreement

1. Current Year

Unrestricted	\$1,243,403	* See explanation below
Restricted	<u>76,707</u>	Undesignated Reserve
	\$1,320,110	

*The amount of the cost of the Proposed Agreement to Unrestricted funds has already been built into the District's Proposed Adopted Budget.

2. How will the ongoing cost of the proposed agreement be funded in future years?

The cost will become part of the on-going base budget that will continue in future years.

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

Not Applicable – This is not a multi-year agreement.

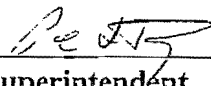
3A. For multi-year agreements, please provide a multi-year financial projection covering the term of the agreement. Include all assumptions used in the projections, growth, COLA, etc.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5

G. Certification

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and G.C. 3547.5.



District Superintendent
(Signature)

June 11, 2014
Date

Contact Person: Nancy White

Telephone No.: (559) 585-3628

IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
In accordance with AB3141 (Statutes of 1994, Chapter 650) (EC42142)

*

	(Col. 1) Latest Board- Approved Budget	(Col. 2) Adjustments as a Result of Settlement (from page 1)	(Col. 3) Other Revisions (provide explanation)	(Col. 4) Total Impact on Budget (Col. 1+2+3)
REVENUES				
Revenue Limit Source (8010-8099)	42,797,976			42,797,976
Remaining Revenues (8100-87991)	8,037,672			8,037,672
TOTAL REVENUES	50,835,648			50,835,648
EXPENDITURES				
1000 Certificated Salaries	24,124,000	+ 54,247		24,178,247
2000 Classified Salaries	8,354,048			8,354,048
3000 Employees' Benefits	10,314,431	+ 22,460		10,336,891
4000 Books and Supplies	3,726,476			3,726,476
5000 Services and Operating Exps	3,639,679			3,639,679
6000 Capital Outlay	175,439			175,439
7000 Other	402,254			402,254
TOTAL EXPENDITURES	50,736,327	+ 76,707		50,813,034
OPERATING SURPLUS (DEFICIT)	99,321			22,614
OTHER SOURCES AND TRANSFERS IN	0			0
OTHER USES AND TRANSFERS OUT	0			0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	99,321			22,614
BEGINNING BALANCE	6,845,303			6,845,303
CURRENT-YEAR ENDING BALANCE	6,944,624			6,867,917
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts	113,238			113,238
Reserved for Economic Uncertainties	3,290,000			3,290,000
Board Designated Amounts	0			0
Unappropriated Amounts	3,541,386	-76,707		3,464,679

A. Date of governing board approval of budget revisions in Col. 1 June 25, 2014

*See Note for "E." on Page 3 of 4. The amount of the cost of the Proposed Agreement to Unrestricted funds is already included in Col. I above. Therefore, the only remaining Adjustments necessary are for the cost of the Settlement of Restricted funds.

Contact Person: Nancy White

Date: June 11, 2014

CERTIFICATION #2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement" in accordance with the requirements of AB1200 and Government Code Section 3547.5.

District Superintendent (or Designee)
(Signature)

June 25, 2014
Date

Nancy White
Contact Person

(559) 585-3628
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 25, 2014, took action to approve the proposed Agreement with the Hanford Elementary Teachers Association Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

June 25, 2014
Date

HANFORD ELEMENTARY SCHOOL DISTRICT
Superintendent's Office

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Dr. Paul Terry

DATE: June 17, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information

☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: June 25, 2014

ITEM: Consider a 5% salary increase for all Management/Professional, Specialists/Confidential employees, with salary increase effective July 1, 2014.

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

FISCAL IMPACT: the fiscal impact of the cost- of- living increase is \$290,315 in General Purpose funds and \$37,045 in Categorical funds.

RECOMMENDATON: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Nancy White

DATE: June 17, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM: Contingent upon a positive performance evaluation, consider an amendment to the Superintendent's employment contract that provides a salary increase of 5% and extends the term to June 30, 2017.

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

FISCAL IMPACT: The fiscal impact of the cost-of-living increase is \$8,700 in General Purpose funds.

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: June 17, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM: Consider a 5% salary increase for Assistant Superintendents effective July 1, 2014.

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

FISCAL IMPACT: The fiscal impact of the cost-of-living increase is \$25,438 in General Purpose funds.

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Diane Williams

DATE: June 19, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 25, 2014**

ITEM: Consider approval of a 5.0% cost-of-living increase to rate of pay for Yard Supervisor service.

PURPOSE: To improve Yard Supervisor salaries.

FISCAL IMPACT: The fiscal impact of a 5.0% cost-of-living increase for this group of employees is \$23,850 in General Purpose funds.

RECOMMENDATION: Approve.

2013-2014 2014-2015 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	\$ 9.13 9.59	\$ 9.46 9.93
Step 2 ¹	\$ 9.54 10.02	\$ 9.86 10.35
Step 3 ¹	\$ 9.96 10.46	\$10.28 10.79
Step 4 ¹	\$10.37 10.89	\$10.69 11.22
Step 5 ¹	\$10.78 11.32	\$11.11 11.67
Super Max. ²	\$11.20 11.76	\$11.52 12.10
<p>¹Annual advancement to Steps 2 through 5 requires satisfactory attendance and job performance and approval by the Superintendent or designee.</p> <p>²Advancement 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.</p>		
Substitutes	Lowest Rate for appropriate position	

Adopted: __/__/14

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: Diane Williams
DATE: June 16, 2014
RE: (X) Board Meeting
() Superintendent's Cabinet
() Information
(X) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **June 25, 2014**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Certificated, effective 8/11/14

- Stacie Grimes, Teacher, Probationary 1
- Kristen Ruby, Band teacher, Probationary 1
- Alexandria Lemos, Teacher, Probationary 1
- Robin Dailey, Teacher, Probationary 1

Temporary Employees/Substitutes/Yard Supervisors

- Zachary Stewart, Substitute Custodian II, effective 6/5/14

b. Short-term Employment

CLASSIFIED STAFF – Extended Learning Opportunities

Migrant Summer School Program at Richmond 6/11/14 – 6/27/14

- Debi Clark, Custodian I – 3.5 hrs., Richmond, effective 6/16/14 to 6/27/14
- Danna Miller, Bus Driver – 4.5 hrs., Transportation/Richmond, effective 6/16/14 to 6/27/14
- Sandy Perez, Bus Driver – 4.5 hrs., Transportation/Richmond, effective 6/16/14 to 7/11/14

Migrant Summer School Program and West Hills 5C's Program at Richmond and Science Camp at Burris Park 6/10/14 – 6/30/14

- Naomi Andrews, Bus Driver – 4.5 hrs., (M-Th), Transportation/5C's Program at West Hills, effective 6/16/14 to 6/26/14
- John Arnett, Bus Driver – 4.5 hrs., Transportation/Burris Park, effective 6/16/14 to 6/27/14

Migrant Summer School Program and West Hills 5C's Program at Richmond and Science Camp at Burris Park 6/10/14 – 6/30/14 (cont.)

- Linda Arnett, Bus Driver – 4.5 hrs., Transportation/Burris Park, effective 6/16/14 to 6/27/14
 - Norma Vera, Migrant Services Specialist – 8.0 hrs., Richmond, effective 6/16/14 to 6/27/14
- c. Resignations**
- Miranda Banuelos, Substitute READY Program Tutor, effective 10/25/13
 - Mayra Gomez-Alvarez, Teacher, Richmond, effective 6/6/14
 - Pat Hernandez, Child Welfare and Attendance Specialist – 8.0 hrs., Child Welfare and Attendance, effective 6/13/14
 - Lori Mahon, Teacher, Wilson, effective 6/6/14
 - Allyson Whitmer, School Nurse, Special Services, effective 6/27/14
- d. Promotion/Transfer**
- Mark Alcalá, from Custodian II – 8.0 hrs., Wilson to Lead Custodian – 8.0 hrs., Jefferson, effective 7/1/14
 - Catherine Castaneda, from Special Education Aide – 5.0 hrs., Lincoln to Media Services Aide – 5.5 hrs., Richmond, effective 7/30/14
 - Jennifer Henderson, from Induction Coach – Curriculum, Induction, & Professional Development, to Learning Director, Kennedy, effective 7/30/14
- e. Increase in Hours/Transfer**
- Erika Castorena, Bilingual Clerk Typist II, from 5.0 hrs., King to 8.0 hrs., Richmond, effective 7/30/14
- f. Voluntary Reduction in Work Year and Transfer**
- Daisy Maya-Gaona, Food Service Worker I, from 2.5 hrs., Washington to 2.0 hrs., Jefferson, effective 8/13/14
- g. Leave of Absence**
- Lamar Barnes III, Custodian – 8.0 hrs., Roosevelt, effective 6/16/14 to 6/30/14, medical
 - Tanya Miller, Yard Supervisor – 1.0 hr., Jefferson, effective 5/8/14 to 6/6/14, medical
- h. Job Description**
- Learning Director (revised)
- i. Consider approval of a Teacher Internship Contract Agreement with Brandman University**
- Authorize agreement to enter into a Teacher Internship Contract Agreement between Hanford Elementary School District and Brandman University effective 6/1/14 and continuing until 5/30/16 (2-year maximum)

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT
Job Description:

LEARNING DIRECTOR

DEFINITION

~~The Learning Director provides support to teachers and support staff in order to improve the learning opportunities provided for~~ spends a majority of time coordinating and providing direct services to students in order to improve the learning opportunities for English learners and students who are failing, or who are at risk of failing to meet District adopted standards in Mathematics and English Language Arts. The Learning Director facilitates professional development activities in order to improve teaching and learning. The Learning Director coordinates and delivers the site categorical programs, services, interventions, and extended learning opportunities for students. The Learning Director facilitates professional development activities in order to improve teaching and learning. The Learning Director is funded through Categorical Program funds.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the site Principal, and the Assistant Superintendent of Program Evaluation, Assessment and Accountability Curriculum and Instruction, and the Director of Categorical Programs.

ESSENTIAL FUNCTIONS

- ~~• Identifies and supports teachers in the implementation of effective instructional strategies designed to improve student academic achievement.~~
- Develops and provides programs to meet the individual needs and learning styles of all students ~~that promotes~~ ensuring full access to, and participation in, the District's rigorous core curriculum.
- Develops and provides supplementary instructional and auxiliary services to meet the needs of ~~the four student populations listed below:~~ English learners and students with disabilities.

English Learners	Gifted and talented students
Educational disadvantaged students	Students with special needs
- ~~• Assists in the development of a comprehensive plan for extended learning opportunities for students who fail to meet grade level standards.~~
- ~~• Coordinates the identification, assessment, and appraisal of students requiring academic and/or social interventions.~~
- ~~• Develops and provides supplementary instructional and auxiliary services to students who have been identified as requiring academic interventions.~~

ESSENTIAL FUNCTIONS (Cont.)

- Develops and provides supplemental social, emotional, and/or behavioral interventions for students.
- Coordinates and supervises student assessment as it relates to the student achievement objectives in the Single Plan for Student Achievement including state standardized testing.
- Supports teachers in the implementation of effective instructional strategies designed to improve student academic achievement.
- Assists in the implementation, coordination and supervision of effective school site professional development to improve classroom learning opportunities for students who are failing, or who are at risk of failing, District adopted standards in Mathematics and Language Arts.
- Works with the school site leadership team to design, deliver, and evaluate professional development activities for teachers, paraprofessionals, volunteers, and other appropriate school personnel ~~that meet the California Department of Education standards for Professional Development Reform.~~
- Organizes the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Serves as a liaison between the school and the committees. Coordinates the SSC and ELAC meetings. Submits all required SSC and ELAC documentation to the ~~Assistant Superintendent of Program Evaluation, Assessment and Accountability~~ Director of Categorical Programs.
- Coordinates the development and preparation of the Single Plan for Student Achievement with the site Leadership Team and the School Site Council (SSC).
- ~~Coordinates the preparation of the Comprehensive School Plan for Consolidated Application Programs with the site Leadership Team and the School Site Council (SSC).~~
- ~~Assists the principal to coordinate and prepare for the school level Categorical Program Monitor.~~
- Coordinates and conducts an annual comprehensive needs assessment to collect, organize and analyze student, staff, and program data used in designing and evaluating teacher professional development opportunities and supplementary services provided at the school site through categorical program funds.
- ~~Completes the annual instructional program evaluation for the school site.~~

ESSENTIAL FUNCTIONS (Cont.)

- ~~• Coordinates and supervises student assessment as it relates to student achievement objectives of the Comprehensive School Plan for Consolidated Application Programs.~~
- Assists in recruiting, screening, assigning, and monitoring of personnel funded through site categorical programs including providing program information, providing professional development, reviewing activity log books, reviewing monthly time accounting forms, submitting time sheets, or other documentation as required by the Assistant Superintendent of Program Evaluation, Assessment, and Accountability.
- ~~• Serves as a liaison between the District and school in interpreting laws and regulations as they relate to site categorical programs.~~

NECESSARY EMPLOYMENT STANDARDS

Knowledge of:

Organizational principles and practices.

Current curriculum trends in language arts, math, science, and history/social science.

Laws, policies, rules and regulations pertaining to categorically funded programs.

Professional development delivery systems.

Skill and Ability to:

Assess, diagnose and determine the academic needs of students.

Develop and deliver effective instructional intervention to at-risk students.

Supervise and evaluate the work of subordinate personnel.

Speak and write effectively.

Develop, conduct, and evaluate appropriate inservices, workshops, and meetings.

EDUCATION AND EXPERIENCE:

Education: Bachelors Degree and completion of Professional Preparation Program, including fieldwork.

Experience: A minimum of five years of successful, full-time teaching experience.

EDUCATION AND EXPERIENCE: (continued)License or Certificate:

- Valid, preliminary or clear California teaching or service credential authorizing service in elementary (K-6) and/or intermediate (7-8) schools.
- Eligibility for the Preliminary Administrative Services Credential, or Administrative Services Internship Credential.
- Valid California Class C Driver's License.

WORKING CONDITIONS:

Environment: Office environment, subject to interruptions.

Physical Abilities: Hearing and speaking to exchange information in person or on the telephone; sitting or standing for extended periods of time; seeing to read and ability to interpret complex documentation, ability to drive an automobile to conduct work.

Adopted: 07/24/96

Revised: 05/19/99

Reviewed: 09/2001

Revised: 05/05/04

Revised: 02/21/07

Revised: __/__/14



INTERNSHIP CONTRACT AGREEMENT**by and between****BRANDMAN UNIVERSITY****and****HANFORD ELEMENTARY SCHOOL DISTRICT**

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Visalia Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period and may be renewed by the Commission. (Education Code Section 44455). For renewals, please see Education Code Section 44456.

I. General Provisions**a. The UNIVERSITY agrees and verifies that:**

- i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs
- ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.
- iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

b. The DISTRICT agrees and verifies that:

- i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least one academic year, subject to the District's personnel policies and State law(s).
- ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.
- iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

II. Support and Supervision Requirements

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Interns

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.
- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
 - (1) valid corresponding Clear or Life credential,
 - (2) three years successful teaching experience, and
 - (3) the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify and individual who is does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.
- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix C for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- vii. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.
- viii. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.
- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

THE PARTIES MUTUALLY AGREE

- A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Except for ten (10) days notice of non-payment of premium, the

Parties will require 30 days written notice for any policies that are canceled, non-renewed, or coverage/limits that are reduced or materially altered.

- B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

- C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
- D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT
INFORMATION:

Hanford Elementary School District
714 N. White St.
Hanford, CA 93230
Attn: Paul Terry, Superintendent
Tel: (559) 585-3600

UNIVERSITY CONTACT
INFORMATION:

Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
Attn: School of Education, Dean
Tel: (949) 341-9811

- F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

**FIELDWORK SITE CONTACT
INFORMATION:**

Hanford Elementary School District
714 N. White St.
Hanford, CA 93230
Attn: Paul Terry, Superintendent
Tel: (559) 585-3600

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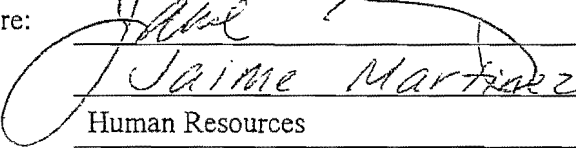
TERM AND TERMINATION OF AGREEMENT

Brandman University and the Hanford Elementary School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on 06/01/2014, and continuing until 05/30/2016 (2-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

SIGNATURES:


DISTRICT
REPRESENTATIVES:

Signature: _____
Name: _____
Title: Superintendent
Date: _____

Signature: 
Name: Jaime Martinez
Title: Human Resources
Date: 6/4/14

UNIVERSITY:

Signature: _____
Name: Phillip L. Doolittle
Title: Executive Vice Chancellor of Finance and
Administration and Chief Financial Officer
Date: _____

Signature: 
Name: Dr. Christine Zeppos
Title: Dean, School of Education
Date: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry
FROM: Nancy White
DATE: June 16, 2014
FOR: (X) Board Meeting
 () Superintendent's Cabinet
FOR: () Information
 (X) Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider approval of 2014/15 spending plan for funds received from the Education Protection Account Fund.

PURPOSE:

The Education Protection Account (EPA) Fund is funding derived from the passage of the Proposition 30 tax measure in November 2012. The availability of these funds prevented additional Revenue reductions. Therefore, these funds are not additional funds to school districts; they merely replace what would have been lost. There are, however, additional requirements for the receipt of this funding, one of which requires that Board action be taken during a public meeting to approve a spending plan for funds received from EPA. Account funds cannot be used for salaries or benefits of administrators or any other administrative costs.

FISCAL IMPACT:

The estimated 2014/15 EPA Entitlement for Hanford Elementary is \$5,193,767. The proposed spending plan is to budget these funds to offset a portion of existing teacher salaries and benefits as follows:

<u>Object Code</u>	<u>Description</u>	<u>Budget Amount</u>
	CERTIFICATED SALARIES	
110000	Teacher Salaries	\$3,983,787
	Total 100000's	\$3,983,787
	EMPLOYEE BENEFITS	
310100	STRS (State Teachers Retirement System)	\$332,129
330100	Medicare	58,375
340100	Health & Welfare Benefits	755,865
350100	Unemployment Insurance	2,015
360100	Workers' Compensation Insurance	61,596
	Total 300000's	\$1,209,980
	TOTAL SPENDING PLAN FOR EPA FUNDS	\$5,193,767

RECOMMENDATION:

Approve 2014/15 spending plan for funds received from the Education Protection Account Fund.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: June 16, 2014

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

FOR: () Information
(X) Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider adoption of the 2014/15 Local Control Accountability Plan.

PURPOSE:

The Local Control Accountability Plan (LCAP) is a component of the Local Control Funding Formula (LCFF). Under the LCFF, all school districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to EC 52060(d).

After receiving input during meetings with staff, parents and the public, the District drafted an LCAP for 2014-15 that has been shared with employee bargaining groups and with the parent advisory committee. The LCAP was then presented during the Public Hearing on June 11, 2014. The next step is for the governing board to adopt the LCAP on or before July 1, 2014.

FISCAL IMPACT:

RECOMMENDATION:

Adopt the 2014/15 Local Control Accountability Plan.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: June 16, 2014

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

FOR: () Information
(X) Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider adoption of the 2014/15 Hanford Elementary School District Budget.

PURPOSE:

State law provides that the school district has the responsibility of adopting its budget for the fiscal year prior to the 1st of July each year. The district budget development processes, as directed by BP 3000 and BP 3100, have been followed. The district budget has been prepared from the best possible estimates that individual schools and district administrative staff can provide. The district budget has been developed in accordance with standards and criteria for fiscal accountability adopted by the State Board of Education (Education Code 33129). The proposed district budget is a responsible budget with spending priorities which reflect the district's vision and goals.

FISCAL IMPACT:**RECOMMENDATION:**

Adopt the 2014/15 budget.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: June 16, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: June 25, 2014

ITEM:

Consider approval of consultant contract with Mandate Resource Services, LLC for the preparation of Mandated Cost Claims.

PURPOSE:

Article XIII B, section 6 of the California State Constitution allows school districts to recover costs for providing State mandated services. Costs mandated by the State means any increased cost which a school district is required to incur as a result of any statute or executive order, which mandates a new program or higher level of service of an existing program.

Even though the District has chosen to receive funding for mandated costs as a Block Grant rather than through submitting individual claims, we must still keep records documenting expenses for each mandate. We have previously contracted with Mandate Resource Services, LLC to prepare our expense documentation for the mandates covered by the Block Grant and any individual claims. This consultant is quite knowledgeable about mandates costs rules, regulations and procedures.

FISCAL IMPACT:

The \$5,800 fee for this contract would be paid from the General Fund.

RECOMMENDATION:

Approve consultant contract with Mandate Resource Services, LLC for the preparation of Mandated Cost Claims.