

Hanford Elementary School District

REGULAR BOARD MEETING AGENDA

Wednesday, September 24, 2014

Hamilton School Cafeteria

1269 Leland Way, Hanford, CA



**Please note
location**

5:30 p.m.

- Call to Order
- Members present
- Pledge to the Flag

1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

- a) Introduction of Management Team (Terry)
- b) Introduction of Literacy/Induction Coaches
- c) Recognition of newly tenured teachers
- d) Introduction of new certificated staff

Break for Reception

6:30 p.m.

PUBLIC HEARING: Sufficiency of Instructional Materials (Gabler)

1. PRESENTATIONS, REPORTS AND COMMUNICATIONS (continued)

(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.)

- e) Public comments
- f) Board and staff comments
- g) Requests to address the Board at future meetings
- h) 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) Approve warrant listings dated September 5, 2014; September 10, 2014; and September 12, 2014.
- b) Approve minutes from Regular Board Meeting September 10, 2014.
- c) Approve Interdistrict transfers as recommended.
- d) Approve donation of \$159.29 from Target to Roosevelt School. (Carrillo)
- e) Approve donation of \$150.00 from Edison International to Simas School. (Gamble)
- f) Approve donations of \$72.16 from Target, and \$3,000.00 from Hamilton Parent Teacher Club to Hamilton School. (Flores)

- 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.

3. INFORMATION ITEMS

- a) Receive for information the following revised Board Policy and Administrative Regulation (Terry):
 - BP/AR 6173.1 – Education for Foster Youth
- b) Receive for information the following revised Board Policy and Administrative Regulation (Terry):
 - BP/AR 6162.51 – State Academic Achievement Tests
- c) Receive for information the following revised Board Policy and Administrative Regulation (Terry):
 - BP/AR 5144 - Discipline
- d) Receive for information the following revised Board Policy and Administrative Regulation (Terry):
 - BP/AR 3260 – Fees and Charges
- e) Receive for information the following revised Board Policy (Terry):
 - BP 33513.3 – Tobacco-Free Schools
- f) Receive for information the following revised Board Policy (Terry):
 - BP 0420.43 – Charter School Revocation

4. BOARD POLICIES AND ADMINISTRATION

- a) Consider adoption of Resolution #2-15: Sufficiency of Instructional Materials. (Gabler)
- b) Consider adoption of Resolution #3-15: In the Matter of Placement of a Classified Employee on the Reemployment List Following Exhaustion of all Available Leaves of Absence
- c) Consider approval of the following revised Board Policy for certificated personnel: (Martinez)
 - BP 4131 – Staff Development (revised)
 - AR 4131 – Staff Development (deleted)
- d) Consider adoption of the following new Board Policy for classified personnel: (Martinez)
 - BP 4231 – Staff Development (new)
- e) Consider adoption of the following new Board Policy for management personnel: (Martinez)
 - BP 4331 – Staff Development (new)

5. PERSONNEL (Williams)**a) Employment**Classified

- Hector Hernandez Garcia, READY Program Tutor – 4.5 hrs., Roosevelt, effective 9/8/14
- Regina Jaso, Special Education Aide – 5.0 hrs., Lincoln, effective 9/11/14

Temporary/Substitutes/Yard Supervisors

- Robert Alvarez, Short-term Yard Supervisor – 1.25 hrs., Hamilton, effective 9/8/14 to 11/21/14
- Yolanda Bell, 4-6 Girls Basketball Coach – 2 units, Roosevelt, effective 11/12/14 to 2/7/15/
4-6 Girls Track Coach – 2 units, Roosevelt, effective 3/2/15 to 4/25/15
- Sara Crisp, 4-6 Girls Softball coach – 2 units, Roosevelt, effective 9/2/14 to 10/23/14
- Patricia De Ochoa, Substitute Clerk Typist II, effective 9/4/14
- Stacie Garcia, Short-term READY Program Tutor – 4.5 hrs., Roosevelt, effective 9/9/14 to 10/31/14
- Julie Kos, Sign Language Coach Grades 1-7 – 2 units, Jefferson, effective 9/2/14 to 10/24/14

- Marcos Macias Jr., Substitute Yard Supervisor, effective 9/8/14; Short-term Yard Supervisor – 2.25 hrs., Roosevelt, effective 9/8/14 to 10/31/14
- Kevin Mazza, Substitute Custodian I, effective 8/29/14
- Melanie Pimentel, Short-term Yard Supervisor – 1.0 hrs., Washington, effective 9/9/14 to 11/21/14
- Hannie Sewell, Substitute Custodian II, effective 9/10/14
- Tommy Stephens, 4-6 Girls Softball Coach – 2 units, Washington, effective 9/4/14 to 10/23/14
- Jesse Thompson, Short-term Yard Supervisor, 1.0 hrs., (M,T,Th,F), Monroe, effective 9/8/14 to 10/31/14
- Stacy Vargas, Substitute Yard Supervisor, effective 8/20/14; Short-term Yard Supervisor – 3.25 hrs., Kennedy, effective 8/20/14 to 11/21/14
- Leslie Walker-Flores, Short-term Special Circumstance Aide – 5.75 hrs., Washington, effective 9/15/14 to 10/17/14
- Calvin Winston, Short-term Yard Supervisor – 1.0 hrs., Monroe, effective 9/8/14 to 11/21/14

Certificated Short-term Employment

- Alicyn Cawley, Afterschool Intervention Teacher, St. Rose McCarthy School, effective 9/25/14 to 6/5/15
- Victoria Rioux, Afterschool Intervention Teacher, St. Rose McCarthy School, effective 9/25/14 to 6/5/15

b) Resignations

- Kimberly Jenkins, Yard Supervisor – 1.0 hrs., Monroe, effective 8/29/14

c) More Hours

- Teresita Espinoza, Yard Supervisor, from 2.75 hrs. to 3.25 hrs., Richmond, effective 8/14/14
- Georgia Freeman, Yard Supervisor, from 2.5 hrs. to 3.5 hrs., Monroe, effective 8/14/14
- Fidel Gonzalez, Yard Supervisor, from 2.25 hrs. to 2.5 hrs., Wilson, effective 8/14/14
- Raul Guzman, Yard Supervisor, from 3.25 hrs. to 3.5 hrs., Monroe, effective 8/14/14
- Debora Harris, Yard Supervisor, from 3.5 hrs. to 3.75 hrs., Hamilton, effective 8/25/14
- Angel Hawkins, Yard Supervisor, from 1.25 hrs. to 1.5 hrs., Roosevelt, effective 8/14/14
- Amanda Henderson, Yard Supervisor, from 2.25 hrs. to 3.0 hrs., Washington, effective 8/14/14
- Sonia Mena, Yard Supervisor, from 3.25 hrs. to 3.75 hrs., Jefferson, effective 8/14/14
- Rosemarie Rodriguez, Yard Supervisor, from 2.25 hrs. to 2.5 hrs., Washington, effective 8/14/14
- Laura Sandoval, Yard Supervisor, from 1.5 hrs. to 2.75 hrs., Jefferson, effective 8/14/14
- Carrie Serna, Yard Supervisor, from 2.5 hrs. to 3.5 hrs., Monroe, effective 8/14/14
- Leanne Smith, Short-term Yard Supervisor, from 1.0 hr. to 2.0 hrs., Roosevelt, effective 8/26/14 to 10/31/14
- June Strong, Yard Supervisor, from 2.75 hrs. to 3.75 hrs., Roosevelt, effective 8/14/14
- Maria Villafana, Yard Supervisor, from 3.25 hrs. to 3.5 hrs., Jefferson, effective 8/14/14
- Crystal Zeno-Jaworski, Yard Supervisor, from 2.5 hrs. to 3.75 hrs., Monroe, effective 8/20/14
- Cheyenne Zimmerman, Yard Supervisor, from 1.25 hrs. to 2.25 hrs., Monroe, effective 8/14/14

d) More Hours/Transfer

- Yessenia Chacon, Bilingual Clerk Typist II, from 5.0 hrs., King to 8.0 hrs., Lincoln, effective 10/2/14

e) Decrease in Hours

- Gennarina "Genella" Alvarez, Yard Supervisor, from 3.0 hrs. to 2.75 hrs., Hamilton, effective 8/14/14
- Ashley Candelaria, Yard Supervisor, from 2.0 hrs. to 1.0 hrs., Hamilton, effective 8/14/14
- Francisca Estrada de Saldana, Yard Supervisor, from 3.75 hrs. to .50 hr., Hamilton, effective 8/14/14
- Georgia Freeman, Yard Supervisor, from 3.5 hr. to 2.25 hrs., Monroe, effective 8/20/14
- Guadalupe Gonzalez, Yard Supervisor, from 3.5 hrs. to 2.75 hrs., effective 8/14/14; from 2.75 hrs. to 2.25 hrs., Hamilton, effective 8/25/14
- Debora Harris, Yard Supervisor, from 3.75 hr. to 3.5 hrs., Hamilton, effective 8/14/14
- Amanda Henderson, Yard Supervisor, from 3.0 hrs. to 2.25 hrs., Washington, effective 9/2/14
- Rosemarie Rodriguez, Yard Supervisor, from 2.5 hrs. to 2.25 hrs., Washington, effective 9/2/14
- Dilia Silveira, Yard Supervisor, from 3.75 hrs. to 3.25 hrs., Richmond, effective 8/14/14

f) Leave of Absence

- Linda Garcia, Yard Supervisor – 2.5 hrs., Jefferson, effective 9/2/14 to 9/18/14, medical

g) Certify Employment Status of Non-Permanent Certificated Staff for 2014-15.

- See attached listing

h) Volunteers

<u>Name</u>	<u>School</u>
Robert Alvarez (HESD employee)	Hamilton
Jacqueline Wong	Hamilton
Travis Johnson	Jefferson
Cicely Venturela	Kennedy
Jennifer Yang (HESD employee)	King
Hannah Bolen	Monroe
Amberly Barragan	Monroe
Leanna Neves	Monroe
Cindy West	Monroe
Jennifer Perryman (HESD employee)	Richmond
Kimberly Gutierrez	Roosevelt
Tommy Stephens (HESD employee)	Washington
Javantae Farmah (HESD employee)	Washington

6. FINANCIAL (White)

- Consider acceptance of Unaudited Actual Financial Report for 2013-14.
- Consider adoption of Resolution #4-15: Gann Amendment.

CLOSED SESSION

Student Discipline *(Education Code Section 48918...requires closed sessions in order to prevent the disclosure of confidential student record information)*

Administrative Panel Recommendations

Case #15-01 – Monroe School

Personnel *(Pursuant to Government Code Section 54956.9, trustees will adjourn to Closed Session to discuss the items listed below. The items to be discussed shall be announced in accordance with Government Code Section 54954.5 and/or under Education Code provisions.)*

Public Employee Performance Evaluation – (GC 54957) – Superintendent

OPEN SESSION

Report action taken, if any, in closed session.

ADJOURN MEETING

PUBLIC NOTICE HEARING**Instructional Materials Funding Realignment Program**

In accordance with Education Code Section 60119, the Hanford Elementary School District will hold a public hearing to determine whether each pupil in each school in the district has or will have, prior to the eighth week of school, sufficient instructional materials. The date, time and place are as follows:

Place: Hamilton Elementary
Cafeteria
1269 Leland Way
Hanford, California 93230

Date: September 24, 2014

Time: 6:30 p.m.

At the public hearing, the Board of Trustees of the Hanford Elementary School District will determine through a resolution as to whether each pupil in each school in the district has or will have sufficient textbooks and instructional materials. Any inquiries regarding this matter should be directed to:

Joy Gabler
Assistant Superintendent of Curriculum, Instruction and Professional Development
Hanford Elementary School District
714 N. White Street
P.O. Box 1067
Hanford, CA 93232
(559) 585-3672

Posted: Wednesday, September 10, 2014

Hanford Elementary School District
Minutes of the Regular Board Meeting
September 10, 2014

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on September 10, 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, Hill and Revious were present. Trustee Hernandez arrived 5:45 p.m., joining the closed session in progress.

Closed Session Trustees immediately adjourned to closed session for the purposes of:

- Student Discipline pursuant to Education Code section 48918;

Trustees returned to open session at 6:05 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 McCornell, Gerry Mulligan, Jennifer Pitkin, Jill Rubalcava, Liz Simas, Jason Strickland, and Nancy White.

Readmissions #13-26, 13-73, 14-03, 13-60, 13-59, 13-65 Trustee Hernandez made a motion to approve readmission for the following cases based upon each student's compliance with the Plan of Rehabilitation: #13-26, 13-73, 14-03, 13-60, 13-59, and 13-65. Trustee Garner seconded; motion carried 5-0:

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

Readmission denied #13-66, 12-48, 13-77, 13-42 Trustee Hernandez made a motion to deny readmission for Case #13-66, 12-48, 13-77, and 13-42 based upon the finding that the student did not comply with the Plan of Rehabilitation or that student continues to pose a danger to self or others. Trustee Revious 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 stated that the next board meeting would be held at Hamilton School cafeteria where new teachers will be introduced to leadership teams, and newly tenured teachers will be recognized.

Requests to Address the Board at future meetings None.

Dates to Remember President Jay reviewed Dates to Remember: ACSA Conference September 18; next regular board meeting at Hamilton School cafeteria September 24; Gr. 4-6 Girls' Round Robin #1 September 27; regular board meeting October 8.

INFORMATION ITEMS

- BP 4131** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following revised Board policy:
- BP 4131 – Staff Development (revised)
 - AR 4131 – Staff Development (deleted)
- BP 4231** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following new Board policy:
- BP 4231 – Staff Development (new)
- BP 4331** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following new Board policy:
- BP 4331 – Staff Development (new)

CONSENT ITEMS

Trustee Hill made a motion to take consent items "a" through "f" together. Trustee Hernandez, motion carried 5-0:

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

Trustee Hill then made a motion to approve consent items "a" through "f". Trustee Revious seconded, motion carried 5-0:

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

The items approved as follows:

- a) Warrant listings dated August 22, 2014; and August 29, 2014.
- b) Minutes of August 27, 2014 Regular Board Meeting.
- c) Interdistrict transfers as recommended.
- d) Donation of \$355.70 from Box Tops for Education to Jefferson School.
- e) Donation of \$1,400.00 from Lee Richmond Parent Teacher Club to Lee Richmond Elementary School.
- f) Equipment donations from Automated Office Systems.

Trustee Hill thanked donors Box Tops for Education, Lee Richmond Parent Teacher Club, and Automated Office Systems for their donations to our schools.

BOARD POLICIES AND ADMINISTRATION

SARB contract

Trustee Revious made a motion to approve agreement with the Kings County Office of Education to provide SARB services to HESD for the 2014-14 school year. Trustee Hernandez seconded; motion carried 5-0:

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

Architectural Services Agreement - WW gym

Trustee Hill made a motion to approve Architectural Services Agreement with Mangini Associates, Inc. – TPM for the cafeteria remodel at Woodrow Wilson Junior High School. Trustee Revious seconded; motion carried 5-0:

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

BP 0410

Trustee Hill made a motion to approve revised Board policy BP 0410 – Nondiscrimination in District Programs and Activities. Trustee Garner seconded; motion carried 5-0:

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

BP 5145.3

Trustee Hill made a motion to approve revised Board policy BP 5145.3 – Nondiscrimination/Harassment. Trustee Hernandez seconded; motion carried 5-0:

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

BB 9010

Trustee Revious made a motion to approve revised Board Bylaw BB 9010 – Public Statements. Trustee Garner seconded; motion carried 5-0:

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

BB 9130

Trustee Garner made a motion to approve revised Board Bylaw BB 9130 – Board Committees. Trustee Hernandez seconded; motion carried 5-0:

Garner – yes
Hernandez - yes

Hill – yes
Jay – yes
Revious – yes

BB 9250

Trustee Hernandez made a motion to approve revised Board Bylaw BB 9250 – Remuneration, Reimbursement and Other Benefits. Trustee Revious seconded; motion carried 5-0:

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

BP/AR 3100

Trustee Revious made a motion to approve revised Board Policy and Administrative Regulation BP/AR 3100 - Budget. Trustee Hill seconded; motion carried 5-0:

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

PERSONNEL

Trustee Hill made a motion to take Personnel items "a" through "g" together. Trustee Revious seconded and motion carried 5-0:

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

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

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

The following items were approved:

**Item "a" –
Employment***Certificated*

- Jessica Monico, Probationary I, effective 8/27/14

Classified

- Patricia Diaz, Educational Tutor K-6 – 3.5 hrs., Monroe, effective 8/28/14
- Diana Lugo, READY Program Tutor – 4.5 hrs., Jefferson, effective 8/11/14 (rescind)
- Elizabeth Martinez, Educational Tutor K-5 – 3.5 hrs., Washington, effective 8/28/14
- Jenna Melvin, READY Program Tutor – 4.5 hrs, Monroe, effective 8/8/14
- Silvia Villegas Esteves, READY Program Tutor – 4.5 hrs., Hamilton, effective 8/25/14

Temporary Employees/Substitutes/Yard Supervisors

- Robert Alvarez, Substitute Custodian I and Yard Supervisor, effective 8/25/14
- Melinda Casarez, Substitute READY Program Tutor, effective 8/20/14
- Leo Castillo, Substitute Yard Supervisor, effective 8/14/14; Short-term Yard Supervisor – 3.0 hrs., Simas, effective 8/14/14 to 10/31/14
- Sandra Estrada, Substitute Yard Supervisor, effective 8/14/14; Short-term Yard Supervisor – 3.0 hrs, Simas, effective 8/14/14 to 10/31/14
- Ana Fregoso, Substitute Bilingual Clerk Typist I, Clerk Typist I, Food Service Worker I, Yard Supervisor, Translator: Oral Interpreter and Written Translator, effective 8/26/14; Short-term Yard Supervisor – 2.5 hrs., (1.0 hr., Hamilton/1.5 hrs., Kennedy), effective 8/26/14 to 10/31/14
- Marie Gallegos, Yard Supervisor – 3.5 hrs., Kennedy, effective 8/14/14 (rescind); yard Supervisor – 3.5 hrs., Hamilton, effective 8/14/14
- Quinton Green, Yard Supervisor – 2.5 hrs, Simas, effective 8/14/14
- Russell Gustafson, Substitute Custodian II, effective 8/8/14
- Rosemary Herring, Substitute Alternative Education Program Aide, Special Circumstance Aide, Special Education Aide, READY Program Tutor and Yard Supervisor, effective 8/14/14; Short-term Yard Supervisor – 3.5 hrs., Hamilton, effective 8/14/14 to 10/31/14
- Diana Lugo, Substitute READY Program Tutor, effective 8/14/14
- Alvarina Medrano, Substitute Yard Supervisor, effective 8/26/14; Short-term Yard Supervisor – 1.5 hrs., Roosevelt, effective 8/26/14 to 10/31/14
- Katelin Mello, Substitute Yard Supervisor, effective 8/25/14; Short-term Yard Supervisor – 1.75 hrs., Kennedy, effective 8/25/14 to 10/31/14
- Wendy Orantes, Substitute Clerk Trainee, READY Program Tutor and Yard Supervisor, effective 8/11/14
- Anthony Parker, Substitute Custodian I and READY Program Tutor, effective 8/6/14
- Melanie Pimentel, Substitute Yard Supervisor, effective 8/25/14
- Leanne Smith, Substitute Yard Supervisor, effective 8/14/14; Short-term Yard Supervisor – 1.0 hr., Roosevelt, effective 8/14/14 to 10/31/14
- Andrea Taylor, Substitute READY Program Tutor, effective 8/18/14
- Claudia Torres, Substitute READY Program Tutor, Translator: Oral Interpreter and Written Translator, effective 8/14/14
- Jessieca Vallin, Substitute READY Program Tutor, Special Circumstance Aide and Yard Supervisor, effective 8/13/14; Short-term Special Circumstance Aide – 5.75 hrs., Roosevelt, effective 8/13/14 to 12/19/14
- George Velasco, Substitute Custodian II, effective 8/14/14
- Silvia Villegas Esteves, Substitute READY Program Tutor, Yard Supervisor, Translator: Oral Interpreter and Written Translator, effective 8/14/14

**Item "b" –
Resignations**

- Tracy Brown, Food Service Worker I – 2.5 hrs., Monroe, effective 8/29/14
- Melinda Casarez, READY Program Tutor, 4.5 hrs., Roosevelt, effective 8/19/14
- Irene Church, Educational Tutor K-6 – 3.5 hrs., Roosevelt, effective 6/5/14

- Tiffany Escalante, READY Program Tutor – 4.5 hrs., Roosevelt, effective 8/21/14
- Stacie Garcia, Yard Supervisor – 1.0, Monroe, effective 6/6/14
- Bettina Kellum, Special Education Aide – 5.0 hrs., Richmond, effective 6/6/14
- Sylvia Soto, Yard Supervisor – 2.5 hrs., King, effective 6/4/14
- Amanda Spaulding, Substitute Food Service Worker I and READY Program Tutor, effective 5/30/14

**Item "c" –
Temporary Transfer**

- Vance Fredrick, Custodian II – 8.0 hrs., from King/Kennedy to Richmond, effective 8/25/14

**Item "d" –
Voluntary Transfer**

- Ashley Urbano, Special Education Aide – 5.0 hrs., from Lincoln to Richmond, effective 8/27/14

**Item "e" – Leave of
Absence**

- GaNelle Mitchell, Yard Supervisor – 2.5 hrs., Lincoln, effective 8/14/14 to 10/1/14, medical
- Gennifer Soriano, Yard Supervisor – 2.0 hrs., Lincoln, effective 8/20/14 to 9/5/14, medical

Item "f" – Certificated Involuntary Transfers, effective 8/25/14

**Involuntary Transfers/
Temporary
Reassignment/
Combination Classes**

- Desiree Gilbreth, from Simas Kindergarten to Simas Transitional-Kindergarten
- Melissa Moreno, from Simas Kindergarten to Monroe 1st Grade
- Alexandria Lemos, from Simas 4th Grade to King 4th/5th Grade
- Allison Minick, from Washington Kindergarten to Washington Transitional-Kindergarten

Temporary Reassignment, effective 8/25/14

- Rose Lerma, from Lincoln Teacher on Special Assignment to Lincoln 1st Grade

Combination Classes, effective 8/25/14

- Gaosang Xiong, from Monroe 5th Grade to Monroe 4th/5th Grade
- Jodi Prodoehl, from Richmond 5th Grade to Richmond 4th/5th Grade
- Jeremy Princetta, from Simas 5th Grade to Simas 4th/5th Grade

**Item "g" –
Volunteers**

<u>Name</u>	<u>School</u>
Amanda Saltray	Hamilton
Sally Morgan	Jefferson
Savina Guzman	King
Kathryn Yarbrough	King
Nancy Block	Lincoln
Jeanine Hill	Simas
Deborah Wilson	Simas

FINANCIAL

**Declaration of
surplus property**

Trustee Garner made motion to declare surplus property. Trustee Hernandez seconded; motion carried 5-0:

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

FUTURE ITEMS

**Next meeting at
Hamilton School**

President Jay reminded everyone that next board meeting will be held at Hamilton School cafeteria, 1269 Leland Way, on September 24, 2014 at 5:30 p.m.

Adjournment

There being no further business, President Jay adjourned the meeting at 6:27 p.m.

Respectfully submitted,

Paul J. Terry,
Secretary to the Board of Trustees

Approved:

James L. Jay III, President

Lupe Hernandez, Clerk

Inters - IN

No	A/D	Sch Req'd	Home Sch	Date
I-076	A	Roosevelt	Armona	9/15/2014
I-077	A	Roosevelt	Armona	9/15/2014
I-078	D	Roosevelt	Armona	9/15/2014
I-079	D	Wilson	Armona	9/15/2014

Inters - OUT

No	A/D	Sch Req'd	Home Sch	BD Date
O-071	A	Pioneer	Simas	9/15/2014
O-072	A	Pioneer	Simas	9/15/2014
O-073	A	Pioneer	Woodrow	9/15/2014
O-074	A	Riverdale	Washington	9/15/2014
O-075	A	Fipps	Washington	9/15/2014
O-076	A	Kit Carson	Monroe	9/15/2014
O-077	A	Kit Carson	Monroe	9/15/2014
O-078	A	Porterville	Hamilton	9/15/2014
O-079	A	Porterville	Hamilton	9/15/2014

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Anthony Carrillo

DATE: September 4, 2014

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: September 24, 2013

ITEM: Consider acceptance of \$159.29 donation from Target to Roosevelt School.

PURPOSE: For purchase of attendance and behavior incentives.

FISCAL IMPACT (if any): \$159.29 increase to
account#: 0100-0000-0-1110-1000-430001-026-0000

RECOMMENDATION (if any): Accept donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Kristina Baldwin/Matt Gamble *MB*

DATE: 9/5/14

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

Date you wish to have your item considered: 9/24/14

ITEM: Edison International \$150.00

PURPOSE: Edison International to purchase instructional supplies

FISCAL IMPACT: Increase of \$150.00 To Simas School General fund budget

RECOMMENDATIONS: Accept donation

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry
FROM: Ramiro Flores
DATE: 9/8/2014
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: September 24, 2014

ITEM: Consider approval of donations to Hamilton School from:

- Target Take Charge of Education in the amount of \$72.16.
- Hamilton Parent Teacher Club in the amount of \$3000.00.

PURPOSE: For purchase of instructional materials and student incentives.

FISCAL IMPACT:

Increase of \$3072.16 to account #0100-0000-0-1110-1000-430001-029-0000.

RECOMMENDATION: Accept donations.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: September 24, 2014

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

- BP/AR 6173.1 – Education for Foster Youth

PURPOSE: The revised Board Policy and Administrative Regulation reflect changes (see underlines and strikeouts) that are necessary to align with current practice and procedure as well as recommendations by CSBA due to state and federal law changes.

FISCAL IMPACT: None.

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

Hanford ESD

Board Policy

Education For Foster Youth

BP 6173.1

Instruction

~~The Board of Trustees recognizes the district's obligation to ensure that foster youth have the opportunity to achieve state and district academic standards. The district shall provide such students with access to the academic resources, services, and extracurricular and enrichment activities that are available to all district students.~~

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

(cf. 0460 - Local Control and Accountability Plan)

(cf. 3100 - Budget)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

(cf. 6011- Academic Standards)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6173 - Education for Homeless Children)

(cf. 6179 - Supplemental Instruction)

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and right transfer of foster youth and other related rights.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

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

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

(cf. 1020 - Youth Services)

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

(cf. 0500 - Accountability)

(cf. 5123 - Promotion/Acceleration/Retention)

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

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

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

Legal Reference:

EDUCATION CODE

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services

48645.1-48646 Juvenile court schools

48645.5 ~~Acceptance of coursework~~

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion: students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

49069.5 Foster care students, transfer of records

49076 Access to student records

51225.1 Exemption from district graduation requirements

51225.2 Pupil in foster care defined: acceptance of coursework, credits, retaking of course

51225.3 High school graduation

52060-52077 Local control and accountability plan

56055 Rights of foster parents in special education

60851 High school exit examination

HEALTH AND SAFETY CODE

1522.41 Training and certification of group home administrators

1529.2 Training of licensed foster parents

120341 Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300 Children subject to jurisdiction

309 Investigation and release of child

317 Appointment of legal counsel

361 Limitations on parental or guardian control

366.27 Educational decision by relative providing living arrangements

602 Minors violating law; ward of court

726 Limitations on parental or guardian control

727 Order of care, ward of court

16000-16014 Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

Management Resources:

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

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

American Bar Association: <http://www.americanbar.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CAChildWelfareCouncil.aspx>

California Department of Education, Foster Youth Services:- <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:

<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.calyouthconn.org/site/cyc>

Cities, Counties, and Schools Partnership: <http://www.ccspartnership.org/default.efm>

Policy

HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: June 23, 2004

Hanford, California

revised: May 20, 2009

revised: _____

Hanford ESD

Administrative Regulation

Education For Foster Youth

AR 6173.1

Instruction

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602. (Education Code or is a nonminor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01. (Education Code 42238.01, 48853.5))

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the district liaison for foster youth shall determine, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, and in the best interests of the foster youth, which school is the school of origin. (Education Code 48853.5)

Best interests means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853)

District Liaison

The Superintendent designates the following position as the district's liaison for foster youth: (Education Code 48853.5)

Coordinator
Office of Child Welfare and Attendance
P.O. Box 1067
Hanford, CA 93232
(559) 585-3642

(cf. 6173 - Education for Homeless Children)

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care (Education Code 48853.5)
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another (Education Code 48645.5, 48853.5)

When a student in foster care is enrolling in a district school, the liaison ~~or designee~~ shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the liaison ~~or designee~~ shall provide the student's records to the new school within two business days of receiving the new school's request. (Education Code 48853.5)

(cf. ~~5117—Interdistrict Attendance~~)

(~~cf. 5125 - Student Records~~)

(cf. 6146.3 - Reciprocity of Academic Credit)

3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including, ~~for a student with a disability~~, a manifestation determination prior to a change in the student's foster youth's placement, ~~when he/she is a student with a disability~~. (Education Code 48853.5, 48911, 48915.5, 48918.1)

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

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

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973

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

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

5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services

(cf. 5141.6 - School Health Services)

(cf. 5148.2 - Before/After School Programs)

(cf. 5149 - At-Risk Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer School Learning Programs)
(cf. 6179 - Supplemental Instruction)

6. Develop protocols and procedures for creating awareness for district staff, including principals, school registrars, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, ~~nonprofit organizations, and advocates~~ and other appropriate agencies to help coordinate services for the district's foster youth

(cf. 1020 - Youth Services)
(cf. 1400 - ~~Relations Between Other Governmental Agencies and the Schools~~)
(cf. 5113.1 - Chronic Absence and Truancy)

8. Monitor the educational progress of foster youth and provide reports to the Superintendent or designee and the Governing Board based on indicators identified in the district's local control and accountability plan

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly monitor the caseload of the liaison, as well as his/her additional duties outside of the foster youth program, to determine whether adequate time and resources are available to meet the needs of foster youth in the district.

Enrollment

A ~~foster youth~~ student placed in a licensed children's institution or foster family home within the district shall attend programs operated by the district unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.

(cf. 6159 - Individualized Education Program)
(cf. 6159.2 - Nonpublic, Nonsectarian School and Agency Services for Special Education)

2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the district indicating that determination and that he/she is aware of the following:

a. ~~He/she is aware that the a.~~ The student has a right to attend a regular public school in the least restrictive environment.

b. The alternate educational program is a special education program, if applicable.

c. The decision to unilaterally remove the student from the district school and to place him/her in an alternate education program may not be financed by the district.

d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)

3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.

a.- The student may continue in the school of origin for the duration of the court's jurisdiction.

b.- If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.

c.- If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.

d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The district liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend.- All decisions shall be made in accordance with the foster youth's best interests. (Education Code 48853.5)

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how ~~this~~the recommendation serves the youth's best interests. (Education Code 48853.5)

The role of the liaison shall be advisory with respect to placement decisions and determination of the school of origin. (Education Code 48853.5)

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. -The foster youth shall be immediately enrolled even if he/she: (Education Code 48853.5)

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. Does not have clothing normally required by the school, such as school uniforms

(cf. 5132 - Dress and Grooming)

3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

If the foster youth or a person with the right to make educational decisions for the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Superintendent. -The Superintendent shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the Board. -The Board shall consider the issue at its next regularly scheduled meeting. The Board's decision shall be final.

(cf. 9320 - Meetings and Notices)

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. (Education Code 48853.5)

Transportation

The district shall not be responsible for providing transportation to and from the school of origin.

Grades/Credits

Grades

(cf. 3540 - Transportation)

(cf. 3541 - Transportation Routes and Services)

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered if the student is absent for any absence from school that is due to either of the following circumstances: (Education Code 49069.5)

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades ~~and credits~~ shall be calculated as of the date he/she left school
2. A verified court appearance or related court-ordered activity

(cf. 5121 - Grades/Evaluation of Student Achievement)

Eligibility for Extracurricular Activities

A foster youth ~~wh~~whose residence changes ~~residences~~ pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Regulation

approved: April 24, 2013

Revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: September 24, 2014

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

- BP/AR 6162.51 – State Academic Achievement Tests

PURPOSE: The revised Board Policy and Administrative Regulation reflect changes (see underlines and strikeouts) that are necessary to align with current practice and procedure as well as recommendations by CSBA due to state and federal law changes.

FISCAL IMPACT: None.

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

Hanford ESD

Board Policy

Standardized Testing And Reporting Program State Academic Achievement Tests

BP 6162.51

Instruction

The Governing Board recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The Superintendent or designee shall administer mandatory student assessments within the state Standardized Testing and Reporting (STAR) Program California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Board policy and administrative regulation.

(cf. 6011 - Academic Standards)

(cf. 6162.5 - Student Assessment)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

The Board of Trustees strongly encourages all students at the applicable grade levels to participate in the STARstate assessments in order to maximize the usefulness of the data and enable the district to meet participation levels required for state and federal accountability systems. The Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and administrative regulation.

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

The Board desires to use the results of the achievement tests to evaluate the performance of district students against the state's academic standards, the performance of students in other districts across the state, and national norms.

The Board shall annually examine STARstate assessment results by school, grade level, and student subgroup in the Board's discussion of each school's ranking on the statewide Academic Performance Index. If the STAR performance level of the school is below the Board's established expectations, the Board may conduct an assessment by grade level of the reasons for the performance results and may adopt an improved performance plan in accordance with Education Code 52056 as one measure of the district's progress in attaining its student achievement goals and shall revise the local control and accountability plan and other district or school plans as necessary to improve student achievement for underperforming student groups.

(cf. 0460 - Local Control and Accountability Plan)
 (cf. 0500 - Accountability)
 (cf. 0520 - Intervention for Underperforming Schools)
 (cf. 0520.1 - High Priority Schools Grant Program)

Legal Reference:

EDUCATION CODE

49076 Student records; access
 51041 Evaluation of educational program
~~52056 Board discussion of~~ 52052 Academic Performance Index rankings, including STAR results; numerically significant student subgroups
52060-52077 Local control and accountability plan
 56345 Individualized education program, contents
 60600-60630 Assessment of academic achievement
 60640-60649 ~~Standardized Testing~~ California Assessment of Student Performance and Reporting Program Progress
 60660-60663 Electronic learning assessment resources
 60810 Assessment of language development
 99300-99301 Early Assessment Program

CODE OF REGULATIONS, TITLE 5

~~850-870 Standardized Testing and Reporting Program~~
850-864 State assessments

UNITED STATES CODE, TITLE 20

~~1412(a)(17)~~ Participation of students with disabilities in state assessments
 6311 Adequate yearly progress

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1 Standards and assessment

Management Resources:

CSBA PUBLICATIONS

Supporting Student Achievement: Student Assessment System in Flux, Governance Brief, June 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Matrix of Test Variations, Accommodations and Modifications for Administration of California Statewide Assessments~~

Assembly Bill 484 Questions and Answers

CALIFORNIA STATE UNIVERSITY PUBLICATIONS

The Early Assessment Program: Handbook for School Site Leaders, 2008

SMARTER BALANCED ASSESSMENT CONSORTIUM PUBLICATIONS

Usability, Accessibility, and Accommodations Guidelines, September 2013

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

The Use of Tests as Part of High-Stakes Decision-Making for Students: A Resource Guide for Educators and Policy-Makers, December 2000

WEB SITES

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

California Department of Education, ~~STAR Program~~ Testing and Accountability:
<http://www.cde.ca.gov/ta/tg/sr>

California Learning Resources Network: <http://clrn.org>

California State University, Early Assessment Program: <http://www.calstate.edu/eap>

| Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

U.S. Department of Education, Office for Civil Rights:

| <http://www.ed.gov/about/offices/list/ocr/index.html>

Policy

adopted: July 17, 2002

revised: December 14, 2005

revised: September 5, 2007

revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

Hanford ESD

Administrative Regulation

Standardized Testing And Reporting Program State Academic Achievement Tests

AR 6162.51

Instruction

The district shall administer the following assessments in the Standardized Testing and Reporting (STAR) Program: California Assessment of Student Performance and Progress (CAASPP): (Education Code 60640)

1. The Smarter Balanced Assessment Consortium summative assessments for English language arts and mathematics, aligned with Common Core State Standards, in grades 3-8 and 11

(cf. 6142.91 - Reading/Language Arts Instruction)

(cf. 6142.92 - Mathematics Instruction)

All students at the applicable grade levels shall be administered these tests, except that:

a. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law

b. Students with disabilities may be provided an alternate test in accordance with their individualized education program (IEP), as provided in item #3 below

(cf. 6159 - Individualized Education Program)

-based achievement tests, as designated by the SBE (cf. 6164.6 - Identification and Education Under Section 504)

2. A-California Standards Tests in science at grades 5, 8, and 10

(cf. 6142.93 - Science Instruction)

3. For students with disabilities who are unable to take the tests specified in items #1-2 above even with appropriate accommodations, the California Alternate Performance Assessment (CAPA) in English language arts and mathematics for students in grades 2-11 and either the CAPA or California Modified Assessment in science for students in grades 5, 8, and 10, in accordance with the student's IEP

4. The Standards-Based Test in Spanish (STS) to Spanish-speaking English learners in grades 2-11. This test shall be administered to English learners in addition to any applicable-

~~standards-based~~ the state achievement test. (Education Code 60640) tests administered in English.

(cf. 6174 - Education for English Language Learners)

3. ~~— An alternate assessment, the California Alternate Performance Assessment (CAPA), or the California Modified Assessment (CMA) for students with disabilities when indicated in their individualized education program (IEP). (Education Code 56345, 60640; 5 CCR 850; 34 CFR 200.1)~~

~~Any special education student who is an English learner may be tested with the DPLT in accordance with item #3 above, unless the IEP specifically exempts him/her from such testing. (Education Code 56345)~~

The STS also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient.

5. For students in grade 11 on a voluntary basis, an augmented achievement test approved for use in the Early Assessment Program as a measure of students' readiness for college-level work in English and/or mathematics pursuant to Education Code 99300-99301

~~(cf. 6159 - Individualized Education Program)~~

~~(cf. 6164.6 - Identification and Education under Section 504)~~

Testing Period

~~The designated achievement test and the standards-based achievement tests shall be administered to students during a testing window of 21 instructional days that includes 10 instructional days before and after completion of 85 percent of the school's, track's, or program's instructional days. Testing for all students, including make-up testing, shall be completed within this 21-instructional day window. (Education Code 60640; 5 CCR 855)~~

~~The STAR writing assessment shall be administered only on the day specified annually by the Superintendent of Public Instruction. (Education Code 60640; 5 CCR 855)~~

~~The Superintendent or designee shall arrange for at least two make-up days for the testing of students who were absent during the period that any school administered the standards-based achievement test. All make-up testing shall occur within five instructional days of the last date that the district administered the tests, but not later than the 21-instructional day window established above. Make-up days for the writing assessment are specified by the State of California. Make-ups for the writing test will be given on the dates specified by the State. (Education Code 60640; 5 CCR 855)~~

The state achievement tests shall be administered within the testing period established by the State Board of Education (SBE) pursuant to Education Code 60640. Students who are absent during testing shall be provided an opportunity to take the tests during the period of time established by the SBE for make-up testing.

Exemptions

A parent/guardian may submit to the school a written request to excuse his/her child from any or all parts of any test. ~~District employees may discuss the STAR program with parents/guardians and may inform them of the availability of exemptions under Education Code 60615. However, the district and its employees shall not solicit or encourage any written exemption request on behalf of any student or group of students. (5 CCR 852)~~

Testing Variations

~~The designated achievement test, standards-based achievement tests, and DPLT Assessments shall be administered in accordance with the manuals or other instructions provided by the test contractor, unless and California Department of Education (CDE), except that students may be provided a testing variation, tool, support, or accommodation, or modification that is specifically allowed pursuant to 5 CCR 853.5. (5 CCR 853, 853.5)~~

~~All students may be Accommodations provided with the following variations: (5 CCR 853.5)~~

- ~~1. — Simplified or clarified test directions~~
- ~~2. — For grades 2-8, write in test booklets (e.g., underlining, working math problems)~~

~~Any marks other than those in response circles for grades 2 and 3 must be erased to ensure that the tests can be scored.~~

- ~~3. — On the standards-based achievement test, as much time as needed within a single sitting to complete a test or test part~~

~~In addition, all students shall be provided with the following testing variations if such variations are regularly used in the classroom: (5 CCR 853.5)~~

- ~~1. — Special adaptive furniture~~
- ~~2. — Special lighting, special acoustics, or visual magnifying or audio amplification equipment~~
- ~~3. — An individual carrel or study enclosure~~
- ~~4. — Individual testing in a separate testing room provided that a district employee who has signed the STAR Test Security Affidavit directly supervises the student~~
- ~~5. — Colored overlay, masks, or other means to maintain visual attention to the test or test questions~~
- ~~6. — Manually Coded English or American Sign Language to communicate directions for test administration~~

~~Identified English learners shall be provided with the following testing variations if such variations are regularly used in the classroom or for assessment: (5 CCR 853.5)~~

- ~~1. Flexible setting: testing in a separate room with other English learners provided that a district employee who has signed the Test Security Affidavit directly supervises the student.~~
- ~~2. Flexible schedule: additional supervised breaks following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.~~
- ~~3. Translated directions: hearing the test directions printed in the test administration manual translated into their primary language. English learners shall have the opportunity to ask clarifying questions about any test directions presented orally in their primary language.~~
- ~~4. Glossaries: access to translation glossaries/word lists for the standards-based achievement tests in mathematics, science, and history/social science (English to primary language). The translation glossaries/word lists are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries/word lists shall not include definitions or formulas.~~

~~Students with disabilities shall be permitted to take the assessments with any of the testing variations listed in 5 CCR 853.5, provided the variations are those specified in their IEP or Section 504 plan. These variations may include, but are not limited to, accommodations in the presentation or setting of the test administration or in how a student is allowed to respond, and/or modifications in accordance with 5 CCR 853.5. (5 CCR 850, 853, 853.5)~~

~~District and Test Site Coordinators~~

~~Each-~~

Staff Responsibilities

~~On or before September 30 of each year, the Superintendent or designee shall designate a district coordinator who shall oversee all matters related to the testing program and serve as the district representative and liaison with the California Department of Education (CDE) for all matters relating to test contractor and the STAR program. The CDE. In addition, the Superintendent or designee also shall designate a coordinator at for each test site. (5 CCR 857-858)~~

~~In addition to the The duties prescribed in 5 CCR 857-858, the district coordinator shall establish guidelines to help ensure that the test contractor is provided complete student information, as of the district and school site test coordinators shall include those specified in 5 CCR 861 and 870, for purposes of the Academic Performance Index. CRR 857-858. (5 CCR 857-858)~~

~~(cf. 3553—Free and Reduced Price Meals)~~

~~After receiving summary reports and files from the test contractor, the district STAR coordinator shall review the files and reports for completeness and accuracy, and shall notify the test~~

contractor and the CDE of any errors, discrepancies, or incomplete information. (5 CCR 857)

The Superintendent or designee also shall appoint test examiner(s) to administer the state assessments. A test examiner shall be an employee or contractor of the district or, for the CAPA, shall be a certificated or licensed employee of the school, district, or county office of education. (5 CCR 850)

(cf. 4112.2 - Certification)

(cf. 4113 - Assignment)

As appropriate, the Superintendent or designee shall assign a specially trained district employee to serve as a test proctor to assist the test examiner; a specially trained district employee, or other person supervised by a district employee, to serve as a translator to translate the test directions into a student's primary language; and a district employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian shall not be eligible to be that student's translator or scribe. (5 CCR 850)

Test coordinators, examiners, proctors, translators, and scribes shall sign a test security agreement or affidavit. (5 CCR 850, 857-859)

Report of Test Results

~~The Superintendent or designee shall forward the student report provided by the test contractor to the student's parents/guardians within 20 working days of receiving the report from the contractor. If these reports are received from the contractor after the last day of instruction in the school year, each student's results shall be mailed to his/her parents/guardians. (5 CCR 863)~~

The report shall include For any state assessments that produce valid individual student results, the Superintendent or designee shall provide a written report of the student's results to his/her parents/guardians which includes a clear explanation of the purpose of the test, the student's score, and its intended use by the district. (Education Code 60641. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record. (Education Code 60641; 5 CCR 863)

(cf. 5125 - Student Records)

(cf. 5145.6 - Parental Notifications)

~~An individual student's scores shall also be reported to his/her school and teachers and shall be included in his/her student record. (Education Code 60641)~~

(cf. 5125—Student Records)

Districtwide With parent/guardian consent, the Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission. (Education

Code 60641)

The Superintendent or designee shall present districtwide, school-level, and grade-level results shall be reported to the Governing Board of Trustees at a regularly scheduled meeting. The Board shall not receive individual students' scores or the relative position of any individual student. (Education Code 49076, 60641)

~~(cf. 9321.1—Closed Session Actions and Reports)~~

~~Individual test results shall not be released without the written consent of the adult student or the minor student's parents/ guardians to any person other than a parent/ guardian; a teacher, counselor or administrator directly involved with the student. (Education Code 60607, 60641)~~

Regulation

HANFORD ELEMENTARY SCHOOL DISTRICT

approved: July 17, 20002

Hanford, California

revised: September 5, 2007

revised: May 7, 2008

revised: May 20, 2009

revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: September 24, 2014

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

- BP/AR 5144 – Discipline

PURPOSE: The revised Board Policy and Administrative Regulation reflect changes (see underlines and strikeouts) that are necessary to align with current practice and procedure as well as recommendations by CSBA due to state and federal law changes.

FISCAL IMPACT: None.

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

Hanford ESD

Board Policy

Discipline

BP 5144

Students

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to ~~prepare~~preparing students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for ~~disciplined~~disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

The Superintendent or designee shall ~~approve, for each school,~~design a complement of effective, age-appropriate strategies for maintaining a positive school climate and correcting student behavior. ~~Such~~misbehavior at district schools. The strategies may include, but are not limited to, ~~conferences with~~ shall focus on providing students and their parents/guardians; with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.

In addition, the Superintendent or designee's strategies shall reflect the Board's preference for the use of study, guidance, or other intervention-related teams; enrollment in a program teaching prosocial behavior or anger management; and participation in a restorative justice program. Staff shall use ~~preventative~~positive interventions and alternative disciplinary measures and positive conflict resolution techniques whenever possible. ~~over exclusionary discipline measures as a means for correcting student misbehavior.~~

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law ~~and/or~~ when other means of correction have been documented to have failed. (Education Code 48900.5)

(cf. 5020 - Parent Rights and Responsibilities)

~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~
~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~
~~(cf. 6159.4 - Behavioral Interventions for Special Education Students)~~
~~(cf. 5137 - Positive School Climate)~~
~~(cf. 5138 - Conflict Resolution/Peer Mediation)~~
~~(cf. 5145.9 - Hate-Motivated Behavior)~~
~~(cf. 6020 - Parent Involvement)~~
~~(cf. 6164.5 - Student Success Teams)~~

~~Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices.~~

~~(cf. 5131 - Conduct)~~
~~(cf. 5131.1 - Bus Conduct)~~

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at each school may develop disciplinary rules to meet the school's particular needs. However, the rules shall be consistent with law, Board policy, and district regulations. The Board may review, at an open meeting, shall review the approved school discipline rules for consistency with Board policy and state law. Site-level disciplinary rules shall be included in the district's comprehensive safety plan. (Education Code 35291.5, 32282)

~~(cf. 5131.2 - Bullying)~~
~~(cf. 9320 - Meetings and Notices)~~

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn.

~~Persistently disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy, and administrative regulation.~~

~~(cf. 0450 - Comprehensive Safety Plan)~~

~~(cf. 3515 - Campus Security)~~
~~(cf. 3515.3 - District Police/Security Department)~~
~~(cf. 4158/4258/4358 - Employee Security)~~
~~(cf. 5136 - Gangs)~~
~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~
~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~
~~(cf. 6159.4 - Behavioral Interventions for Special Education Students)~~
~~(cf. 6184 - Continuation Education)~~

~~(cf. 6185 - Community Day School)~~

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for district schools, including, but not limited to, consistent school and classroom management skills, implementing effective disciplinary accountability and positive intervention techniques, and establishing development of strong, cooperative relationships with parents/guardians.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Corporal Punishment

~~Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)~~

~~However, corporal punishment does not include any pain or discomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself, students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporal punishment. (Education Code 49001)~~

District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

~~(cf. 4158/4258/4358 - Employee Security)~~ 0460 - Local Control and Accountability Plan)

~~(cf. 5131.7 - Weapons and Dangerous Instruments)~~ 3100 - Budget)

~~(cf. 6145.2 - Athletic Competition)~~

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:

EDUCATION CODE

32280-32288 School safety plans

35146 Closed sessions

35291 Rules

35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes

44807.5 Restriction from recess

48900-48926 Suspension and expulsion

48980-48985 Notification of parent/guardian

~~49000-49001 Prohibition of corporal punishment~~

49330-49335 Injurious objects

52060-52077 Local control and accountability plan

CIVIL CODE

1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5

307 Participation in school activities until departure of bus

353 Detention after school

Management Resources:

CSBA PUBLICATIONS

Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014

Safe Schools: Strategies for Governing Boards to Ensure Student Success, October 2011

Maximizing Opportunities for Physical Activity during the School Day, Fact Sheet, 2009

CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000

STATE BOARD OF EDUCATION POLICIES

01-02 School Safety, Discipline, and Attendance, March 2001

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

Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline. January 2014

WEB SITES

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

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

Public Counsel: <http://www.fixschooldiscipline.org>

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

Policy

adopted: April 24, 2013

revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

Hanford ESD

Administrative Regulation

Discipline

AR 5144

Students

Site-Level Rules

Site-level rules shall be consistent with district policies and administrative regulations. In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any

(cf. 3515.3 - District Police/Security Department)

5. For junior high schools, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.

~~Each school shall review its site-level discipline rules at least every four years.~~ (cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

School rules shall be communicated to students clearly and in an age-appropriate manner.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to

himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling

(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)

3. Convening of a study team, guidance team, resource panel, or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians

(cf. 6164.5 - Student Success Teams)

4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan

(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education under Section 504)

5. Enrollment in a program for teaching prosocial behavior or anger management

6. Participation in a restorative justice program

7. A positive behavior support approach with tiered interventions that occur during the school day on campus

88. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration

with local parent and community groups

(cf. 5148.2 - Before/After School Programs)

| 911. Recess restriction as provided in the section below entitled "Recess Restriction"

| 1012. Detention after school hours as provided in the section below entitled "Detention After School"

| 1113. Community service as provided in the section below entitled "Community Service"

| 1214. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

(cf. 6145 - Extracurricular/Cocurricular Activities)

| 1315. Reassignment to an alternative educational environment

(cf. 6158 - Independent Study)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

| 1416. Suspension and expulsion in accordance with law, Board policy, and administrative regulation

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

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

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

(cf. 5125 - Student Records)

Recess Restriction

A teacher may restrict a student's recess time only when he/she believes that this action is the most effective way to bring about improved behavior. When recess restriction may involve the withholding of physical activity from a student, the teacher shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of

restriction.

3. Teachers shall inform the principal of any recess restrictions they impose.

(cf. 5030 - Student Wellness)

(cf. 6142.7 - Physical Education and Activity)

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during nonschool hours on school grounds; or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then at the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify

parents/guardians, in writing, about the availability of district rules related to discipline.
(Education Code 35291, 48980)

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee shall also provide written notice of the disciplinary rules ~~related to discipline~~ to transfer students at the time of their enrollment in the district.

Regulation
approved: April 24, 2013
Revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT
Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: September 24, 2014

ITEM: Receive for information the following revised Board Policy:
• BP 3513.3 – Tobacco-Free Schools

PURPOSE: The revised Board Policy and Administrative Regulation reflect changes (see underlines and strikeouts) that are necessary to align with current practice and procedure as well as recommendations by CSBA due to state and federal law changes.

FISCAL IMPACT: None.

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

Hanford ESD

Board Policy

Tobacco-Free Schools

BP 3513.3

Business and Noninstructional Operations

~~The Board of Trustees recognizes the health hazards associated with tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. Employees are encouraged to serve as models for good health practices that are consistent with the district's instructional programs.~~

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

(cf. 3514 - Environmental Safety)

(cf. 4159/4259/4359 - Employee Assistance Programs)

(cf. 5030 - Student Wellness)

(cf. 5131.62 - Tobacco)

(cf. 5141.23 - Asthma Management)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

~~In accordance with state and federal law, the The Board prohibits the smoking or use of tobacco-related products and disposal of any tobacco-related waste at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; Health and Safety Code 104495; 20 USC 6083; Labor Code 6404.5; 20 USC 6083)~~

This prohibition applies to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property owned, leased, Any written joint use agreement governing community use of district facilities or rented by or from the district.

~~The Superintendent or designee grounds shall inform students, parents/guardians, employees and include notice of the public about this district's tobacco-free schools policy and related procedures consequences for violations of the policy.~~

~~(cf. 4118— Suspension/Disciplinary Action~~ 1330 - Use of School Facilities)

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

~~(cf. 5144~~ 1330.1 - Suspension and Expulsion/Due Process Joint Use Agreements)

~~The Superintendent or designee shall maintain a list of clinics and other resources which may assist individuals who wish to stop using tobacco products.~~

(cf. 4159/4259/4359 – Employee Assistance Programs)

The products prohibited include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, electronic cigarettes, electronic hookahs, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products.

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited. (Health and Safety Code 104495)

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension/expulsion

48901 Prohibition against tobacco use by students

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources

104350-104495 Tobacco use prevention, especially:

104495 Prohibition of smoking and tobacco waste on playgrounds

119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

3300 Employer, definition

6304 Safe and healthful workplace

6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services

71117100-7117 Safe and Drug Free Schools and Communities Act

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PERB RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)

CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989) PERB Order #750 (13 PERC 20147)

Management Resources:

WEB SITES

CDE California Department of Education, Alcohol, Tobacco and Other Drug Prevention:

<http://www.cde.ca.gov/ls/he/at>

California Department of Education, Tobacco-Free School District Certification:

<http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>

California Department of Public Health, Tobacco Control:

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

Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>

| U.S. Environmental Protection Agency: <http://www.epa.gov>

Policy

adopted: May 16, 2001

revised: June 19, 2003

revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: September 24, 2014

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

- BP/AR 3260 – Fees and Charges

PURPOSE: The revised Board Policy and Administrative Regulation reflect changes (see underlines and strikeouts) that are necessary to align with current practice and procedure as well as recommendations by CSBA due to state and federal law changes.

FISCAL IMPACT: None.

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

Hanford ESD

Board Policy

Fees And Charges

BP 3260

Business and Noninstructional Operations

The Governing Board of Trustees recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

~~—No student shall be required to pay a fee, deposit, or other charge~~ —No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

~~(cf. 1321 - Solicitation of Funds from and by Students)~~

~~(cf. 3100 - Budget)~~

~~(cf. 3290 - Gifts, Grants and Bequests)~~

~~(cf. 6145 - Extracurricular and Co-Curricular Activities)~~

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such authorized fees, deposits, and charges, the district shall consider students' and parents/guardians' ability to pay when establishing fee schedules, or determining whether and granting waivers or exceptions should be granted, the Board shall consider relevant data, including the socio-economic conditions of district students' families and their ability to pay.

~~(cf. 3250 - Transportation Fees)~~

~~(cf. 3515.4 - Recovery for Property Loss or Damage)~~

~~(cf. 3553 - Free and Reduced Price Meals)~~

~~(cf. 5143 - Insurance)~~

~~(cf. 9323.2 - Actions by the Board)~~

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the principal or designee using the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all

affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification required to be provided to all ~~to be provided to all district students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622 about the requirements relating to the prohibition against districts requiring students to pay fees, deposits or other charges in order to participate in an educational activity, unless authorized by law, and the filing of complaints for alleged violations using the uniform complaint procedures. (Education Code 49013)~~

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

(cf. 5145.6 - Parental Notifications)

The Superintendent or designee may provide additional ~~shall include information or professional development opportunities to on Fees and Charges in the Staff Handbook for administrators, teachers, and other personnel regarding to be informed about permissible fees.~~

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Legal Reference:

EDUCATION CODE

8239 Preschool and wraparound child care services

8250 Child care and development services for children with disabilities

8263 Child care eligibility

8482.6 After School Education and Safety programs

8760-~~8774~~8773 Outdoor science and conservation programs

17453.1 District sale or lease of Internet appliances or personal computers to students or parents

17551 Property fabricated by students

19910-19911 Offenses against libraries

32033 Eye protective devices

32221 Insurance for athletic team member

32390 Fingerprinting program

35330-35332 Excursions and field trips

35335 School camp programs

38080-~~38086~~38085 Cafeteria establishment and use

38120 Use of school band equipment on excursions to foreign countries

39801.5 Transportation for adults

39807.5 Payment of transportation costs

39837 Transportation of students to places of summer employment

48050 Residents of adjoining states

48052 Tuition for foreign residents
 48904 Liability of parent or guardian
 49010-49013 Student fees
 49065 Charge for copies
 49066 Grades, effect of physical education class apparel
 49091.14 Prospectus of school curriculum
 51810-51815 Community service classes
 52612 Tuition for adult classes
 52613 Nonimmigrant aliens
56504 School records: students with disabilities

60410 Students in classes for adults

GOVERNMENT CODE

6253 Request for copy; fee

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

~~4622—Notice~~

UNITED STATES CODE, TITLE 8

1184 Foreign students

COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Hartzell v. Connell (1984) 35 Cal. 3d 899

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSMANAGEMENT- ADVISORIES

Pupil 1030.97—Fiscal Management Advisory 97-02: Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony. Addendum to Fiscal Management Advisory 12-02, October 4, 2013

Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

WEB SITES

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

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

~~(7/00 11/12) 4/14Policy—HANFORD ELEMENTARY SCHOOL DISTRICT~~

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

~~revised: September 11, 2013~~

Hanford ESD

Administrative Regulation

Fees And Charges

AR 3260

Business and Noninstructional Operations

When approved by the Governing Board of Trustees, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay for financial hardship (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

3. Expenses of students' participation in a field trip or excursion to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, ~~8773~~ provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

6. Reimbursement for the direct cost of the materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)

7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the

statewide average nonsubsidized cost per student and ~~as long as~~ exemptions are made for indigent and disabled students (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

8.— Transportation for students to and from their places of employment in connection with any summer employment program ~~programs~~ for youth (Education Code 39837)

9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)

10. Sale or lease of Internet appliances or personal computers for the purpose of providing access to the district's educational computer network, at no more than cost, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)

10.— Fees for community service classes (Education Code 51815)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. Fees for any community service class in civic, vocational, illiteracy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810, 51815)

(cf. 6142.4 - Service Learning/Community Service Classes)

1244. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and, at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)

(cf. 5142 - Safety)

1342. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing, if he/she is a former student, up to two transcripts or two verifications of a former student's his/her various records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

1413. Actual costs of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)

~~14. Actual costs of duplication for reproduction of the prospectus of school curriculum—
(Education Code 49091.14)~~

(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other restrictions specified in law (Education Code 38084)

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

(cf. 3551 - Food Service Operations/Cafeteria Funds)

(cf. ~~3552~~ - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3554 - Other Food Sales)

16. As allowed in law, replacement cost~~Fines or reimbursement~~reimbursements for lost or damaged district books, supplies, or property, or for district damage to library property loaned to a student that he/she fails to return (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or~~and~~ out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects or for which high school credit is granted when taken by a person who does not hold a high school diploma or, effective and classes as specified in law
(Education Code ~~52612, 60410~~)

July 1, 2015, classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it
(Education Code 8239, ~~8250, 8263~~)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

~~20. Physical education uniforms~~

~~(cf. 20. After School Education and Safety Programs, as long as no eligible student is denied the~~

ability to participate because of inability to pay the fee (Education Code 8482.6)

(7/00 11/12) 4/146142.7 Physical Education and Activity)

Regulation HANFORD ELEMENTARY SCHOOL DISTRICT

approved: May 16, 2001 Hanford, California

revised: September 11, 2013

revised:

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: September 24, 2014

ITEM: Receive for information the following revised Board Policy:
• BP 0420.43 – Charter School Revocation

PURPOSE: The revised Board Policy and Administrative Regulation reflect changes (see underlines and strikeouts) that are necessary to align with current practice and procedure as well as recommendations by CSBA due to state and federal law changes.

FISCAL IMPACT: None.

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

Hanford ESD

Board Policy

Charter School Revocation

BP 0420.43

Philosophy, Goals, Objectives and Comprehensive Plans

~~The Board of Trustees~~ The Governing Board expects any charter school it authorizes to provide a sound educational program that promotes student learning and to carry out its operations in a manner that complies with law and the terms of its charter.

(cf. 0420.4 - Charter School Authorization)

(cf. 0420.41 - Charter School Oversight)

(cf. 0420.42 - Charter School Renewal)

(cf. 0500 - Accountability)

The Board may revoke a charter before the date it is due to expire whenever the Board makes a written factual finding, supported by substantial evidence, that the charter school has done any of the following: (Education Code 47607)

1. Committed a material violation of any of the conditions, standards, or procedures set forth in the charter
2. Failed to meet or pursue any of the student outcomes identified in the charter
3. Failed to meet generally accepted accounting principles or engaged in fiscal mismanagement
4. Violated any provision of law

The Board shall also consider revocation of a charter whenever the California Collaborative for Educational Excellence (CCEE), after providing advice and assistance to the charter school pursuant to Education Code 47607.3, submits to the Board either of the following findings: (Education Code 47607.3)

1. That the charter school has failed or is unable to implement the recommendations of the CCEE
2. That the inadequate performance of the charter school, as based on an evaluation rubric adopted by the State Board of Education (SBE), is so persistent or acute as to require revocation of the charter

In determining whether to revoke a charter, the Board shall consider increases in student academic achievement for all "numerically significant" groups of students served by the charter

school, as defined in Education Code 52052, as the most important factor. (Education Code 47607, 47607.3)

At least 72 hours prior to any Board meeting at which the Board will consider issuing a Notice of Violation, the Board shall provide the charter school with notice and all relevant documents related to the proposed action. (5 CCR 11968.5.2)

(cf. 9320 - Meetings and Notices)

If the Board takes action to issue a Notice of Violation, it shall deliver the Notice of Violation to the charter school's governing body. The Notice of Violation shall identify: (Education Code 47607; 5 CCR 11965, 11968.5.2)

1. The charter school's alleged violation(s).
2. All evidence relied upon by the Board in determining that the charter school committed the alleged violation(s), including the date and duration of the alleged violation(s). The Notice shall show that each alleged violation is both material and uncured and that it occurred within a reasonable period of time before the Notice of Violation is issued.
3. The period of time that the Board has concluded is a reasonable period of time for the charter school to remedy or refute the identified violation(s). In identifying this time period, the Board shall consider the amount of time reasonably necessary to remedy each identified violation, which may include the charter school's estimation as to the anticipated remediation time.

By the end of the remedy period identified in the Notice of Violation, the charter school's governing body may submit to the Board a detailed written response and supporting evidence addressing each identified violation, including the refutation, remedial action taken, or proposed remedial action. (5 CCR 11968.5.2)

Within 60 calendar days of the conclusion of the remedy period, the Board shall evaluate any response and supporting evidence provided by the charter school's governing body and shall take one of the following actions: (5 CCR 11968.5.2)

1. Discontinue revocation of the charter and provide timely written notice of such action to the charter school's governing body
2. If there is substantial evidence that the charter school has failed to remedy a violation identified in the Notice of Violation or to refute a violation to the Board's satisfaction, continue revocation of the charter by issuing a Notice of Intent to Revoke to the charter school's governing body

If the Board issues a Notice of Intent to Revoke, it shall hold a public hearing concerning the revocation on the date specified in the notice, which shall be no later than 30 days after providing the notice. Within 30 calendar days after the public hearing, or within 60 calendar days if

extended by written mutual agreement of the Board and the charter school, the Board shall issue a final decision to revoke or decline to revoke the charter. (Education Code 47607; 5 CCR 11968.5.2)

If the Board fails to meet the timelines specified above for issuing a Notice of Intent to Revoke or a final decision, the revocation process shall be deemed terminated. (5 CCR 11968.5.2)

Within 10 calendar days of the Board's final decision, the Superintendent or designee shall provide a copy of the final decision to the California Department of Education (CDE) and the County Board of Education. (Education Code 47604.32; 5 CCR 11968.5.2)

Severe and Imminent Threat

The procedures specified above shall not be applicable when the Board determines, in writing, that any violation under Education Code 47607 constitutes a severe and imminent threat to the health or safety of students. In such circumstances, the Board may immediately revoke the school's charter by approving and delivering a Notice of Revocation by Determination of a Severe and Imminent Threat to Pupil Health or Safety to the charter school's governing body, the County Board, and the CDE. (Education Code 47607; 5 CCR 11968.5.3)

Appeals

~~In the event~~ If the Board revokes the charter, the charter school may, within 30 days of the Board's final decision, appeal the revocation to the County Board. Either the charter school or the district may subsequently appeal the County Board's decision to the SBE. ~~(Education Code 47607)~~ However, a revocation based upon the findings of the CCEE pursuant to Education Code 47607.3 may not be appealed. (Education Code 47607, 47607.3; 5 CCR 11968.5.3-11968.5.5)

Legal Reference:

EDUCATION CODE

47600-47616.7 Charter Schools Act of 1992, especially:

47607 Charter renewals and revocations

52052 Numerically significant student subgroups; definition

CODE OF REGULATIONS, TITLE 5

11960-11969 Charter schools, especially:

11968.5-11968.5.5 Charter revocations

COURT DECISIONS

Today's Fresh Start, Inc. v. Los Angeles County Office of Education, (2013) 57 Cal.4th 197

Management Resources:

CSBA PUBLICATIONS

The Role of the Charter School Authorizer, Online Course

Charter Schools: A Manual for Governance Teams, rev. 2012

WEB SITES

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

California Charter Schools Association: <http://www.calcharters.org>

California Department of Education, Charter Schools: <http://www.cde.ca.gov/sp/cs>
National Association of Charter School Authorizers: <http://www.qualitycharters.org>
U.S. Department of Education: <http://www.ed.gov>

Policy

adopted: October 9, 2013

Revised: _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Joy Gabler 

DATE: September 11, 2014

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

Date you wish to have your item considered: September 24, 2014

ITEM: Consider adoption of Resolution 2-15 pertaining to the sufficiency of instructional materials.

PURPOSE: An annual public hearing is held to review district standards on instructional materials as they relate to Education Code Section 60119 which states, "each pupil, including English Learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home" in the core subject areas of reading/language arts, mathematics, science, and history-social science. Furthermore, these materials are aligned with the standards and cycles of the curriculum frameworks adopted by the state board. Once sufficiency has been determined, it requires that Board adopt a resolution stating whether each pupil in the district has sufficient textbooks or instructional materials in the core subject areas.

FISCAL IMPACT: None.**RECOMMENDATIONS:** Adopt Resolution 2-15

RESOLUTION NO. 2-15BEFORE THE BOARD OF TRUSTEES
OF THE HANFORD ELEMENTARY SCHOOL DISTRICT**In the matter pertaining to Sufficiency of Instructional Materials**

Whereas, the governing board of Hanford Elementary School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on Wednesday, September 24, 2014 at 6:30 o'clock p.m., which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders (if the district or county office has a bargaining unit) in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, in the Hanford Elementary School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects:

- Mathematics – 2014 Adoption:
 - McGraw-Hill (Transitional Kindergarten)
 - Pearson (Grades K – 5)
 - Big Ideas (Grades 6 & 7)
 - College Preparatory Math (Grade 8)
- Science – 2006 Adoption:
 - McGraw-Hill (Grades K – 6)
 - CPO (Grades 7 & 8)
- History-social science – 2005 Adoption
 - Houghton Mifflin (Grades K – 6)
 - Holt (Grades 7 & 8)
- English/language arts – 2009 Adoption:
 - Houghton Mifflin Harcourt (Grades K – 6)
- English/language arts – 2002 Adoption:
 - McDougal Littell (Grades 7 & 8)

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

Therefore, it is resolved that for the 2014-2015 school year, the Hanford Elementary School District has provided each pupil with sufficient textbooks and instructional materials aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks.

Passed and adopted on the 24th day of September 2014 at a regular meeting of the governing board by the following vote:

AYES:

NOES:

ABSENT:

I hereby certify that the foregoing Resolution was duly introduced, passed and adopted by the governing board at a regularly called and conducted meeting on said date.

James Jay III
President, Board of Trustees
Hanford Elementary School District

Hanford Elementary School District

District Core Instructional Materials

2014-2015

MATHEMATICS – 2014 ADOPTION

Grade	Publisher	District Implementation Year	State Board of Education Adopted	1:1 Text Per Student Ratio
TK	McGraw Hill	2014-15	Yes	Yes
K – 5	Pearson	2014-15	Yes	Yes
6 – 7	Big Ideas	2014-15	Yes	Yes
8	College Preparatory Math	2014-15	Yes	Yes

READING/LANGUAGE ARTS/ELD – 2009 ADOPTION & 2002 ADOPTION

Grade	Publisher	District Implementation Year	State Board of Education Adopted	1:1 Text Per Student Ratio
TK	Houghton Mifflin Harcourt	2014-15	Yes	Yes
K – 6	Houghton Mifflin Harcourt	2013-14	Yes	Yes
7 – 8	McDougal Littell	2004-05	Yes	Yes

HISTORY/SOCIAL SCIENCE – 2005 ADOPTION

Grade	Publisher	District Implementation Year	State Board of Education Adopted	1:1 Text Per Student Ratio
K – 6	Houghton Mifflin	2006-07	Yes	Yes
7 – 8	Holt	2006-07	Yes	Yes

SCIENCE – 2006 ADOPTION

Grade	Publisher	District Implementation Year	State Board of Education Adopted	1:1 Text Per Student Ratio
K – 6	McGraw Hill	2007-08	Yes	Yes
7 – 8	CPO	2007-08	Yes	Yes

FOREIGN LANGUAGE – SPANISH – 2003 ADOPTION

Grade	Publisher	District Implementation Year	State Board of Education Adopted	1:1 Text Per Student Ratio Per student enrolled in course
TK	Glencoe	2007-08	Yes	Yes

Hanford Elementary School District
OVERVIEW OF RATIO FOR CORE INSTRUCTIONAL MATERIALS TK-8
2014-2015

	READING/ LANGUAGE ARTS	MATHEMATICS	HISTORY/ SOCIAL SCIENCE	SCIENCE	PE	SUPPLEMENTAL
	Houghton Mifflin Harcourt 2009 Adoption	McGraw Hill (Gr. TK) Pearson (Gr. K-5) Big Ideas (Gr. 6) 2014 Adoption	Houghton Mifflin 2005 Adoption	Macmillan McGraw-Hill 2006 Adoption	Game Day Sport	Various Publishers
TK	<i>Splash (2014)</i> 9 Theme Big Books	<i>My Math</i> 10 Big Books Student Manipulatives				
K	<i>HMR CA Medallion</i> 10 Theme Big Books Practice Book	<i>enVision Math</i> Student Textbook (consumable) 1:25 Student Manipulative Kits	<i>My World</i> 2 Big Books Leveled Readers	<i>M/MH Science</i> 3 Big Books Leveled Readers Grab N Go Kit Activity Workbook		•Great Source •EL Newcomers Kit
1	<i>HMR CA Medallion</i> Student Textbook 1:25 5 Anthologies(1.1-1.5) Practice Book	<i>enVision Math</i> Student Textbook (consumable) 1:25 Student Manipulative Kits	<i>School & Family</i> Student Textbook 1:25 6 Big Books Leveled Readers	<i>M/MH Science</i> Student Textbook 1:25 4 Big Books (supplemental) Interactive Text Books Grab N Go Kit		•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit
2	<i>HMR CA Medallion</i> Student Textbook 1:25 2 Anthologies (2.1, 2.2) Practice Book	<i>enVision Math</i> Student Textbook (consumable) 1:25 Student Manipulative Kits	<i>Neighborhoods</i> Student Textbook 1:25 7 Big Books Leveled Readers	<i>M/MH Science</i> Student Textbook 1:25 4 Big Books (supplemental) Interactive Text Books Grab N Go Kit		•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit
3	<i>HMR CA Medallion</i> Student Textbook 1:25 2 Anthologies (3.1, 3.2) Practice Book	<i>enVision Math</i> Student Textbooks 1:25 Student Manipulative Kits Practice Book	<i>Communities</i> Student Textbook 1:25 Leveled Readers	<i>M/MH Science</i> Student Text book 1:25 Interactive Text Books Grab N Go Kit		•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit
4	<i>HMR CA Medallion</i> Student Textbook 1:33 Practice Book	<i>enVision Math</i> Student Textbooks 1:33 Student Manipulative Kits Practice Book	<i>California</i> Student Textbook 1:33 Leveled Readers	<i>M/MH Science</i> Student Text book 1:33 Interactive Books Grab N Go Kit		•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit
5	<i>HMR CA Medallion</i> Student Textbook 1:33 Practice Book	<i>enVision Math</i> Student Textbooks 1:33 Student Manipulative Kits Practice Book	<i>US History: The Early Years</i> Student Textbook 1:33 Leveled Readers	<i>M/MH Science</i> Student Textbook 1:33 Interactive Books Grab N Go Kit		•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit
6	<i>HMR CA Medallion</i> Student Textbook 1:33 Practice Book	<i>Big Ideas Math- Course 1</i> Student Textbooks 1:33 Practice Book	<i>World History: Ancient Civilizations</i> Student Textbooks 1:33 Leveled Readers	<i>M/MH Science</i> Student Textbook 1:33 Interactive Books Grab N Go Kit	↓	•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit

Hanford Elementary School District
OVERVIEW OF RATIO FOR CORE INSTRUCTIONAL MATERIALS TK-8
2014-2015


70/108

	LANGUAGE ARTS	MATH	HISTORY/ SOCIAL SCIENCE	SCIENCE	FOREIGN LANGUAGE	SUPPLEMENTAL
	McDougal Littell 2002 Adoption	Big Ideas Math (Gr. 7) CPM (Gr. 8) 2014 Adoption	Holt 2005 Adoption	CPO, 2006 Adoption	Glencoe 2003 Adoption	Various Publishers
7	<i>Language of Literature</i> Student Textbooks 1:33	<i>Big Ideas Math – Course 2</i> Student Textbook 1:33 Practice Book	<i>World History: Medieval to Early Modern Times</i> Student Textbooks 1:33	<i>Focus on Life Science</i> Student Textbooks 1:33	<i>Como te Va?</i> A, Nivel Verde Student Textbook – 1 per enrolled student	•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit
8	<i>Language of Literature</i> Student Textbooks 1:33	<i>Core Connections Course 3</i> Student Textbooks 1:33	<i>U.S. History: Independence to 1914</i> Student Textbooks 1:33	<i>Focus on Physical Science</i> Student Textbooks 1:33	<i>Como te Va?</i> B, Nivel Azul Student Textbook – 1 per enrolled student	•Great Source Writing •EL Picture Dictionary •EL Newcomers Kit

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez 

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **September 24, 2014**

ITEM: Consider adoption of Resolution No. 3-15, Placement of Classified Employee on Reemployment List Following Exhaustion of all Available Leaves of Absence.

PURPOSE: To authorize placement of classified employee on a reemployment list for thirty-nine (39) months, in accordance with Education Code Section 45192, due to employee being medically unable to assume the duties of her position.

FISCAL IMPACT: Unknown at this time.

RECOMMENDATION: Adopt Resolution No. 3-15.

BEFORE THE BOARD OF TRUSTEES
OF THE
HANFORD ELEMENTARY SCHOOL DISTRICT
KINGS COUNTY, CALIFORNIA

In the Matter of Placement of)
Classified Employee on)
Reemployment List Following)
Exhaustion of all Available)
Leaves of Absence)

RESOLUTION # 3-15

WHEREAS, under Education Code Section 45195 the Hanford Elementary School District must place a classified employee whose available leaves of absence, paid or unpaid, have been exhausted and who is medically unable to assume the duties of his/her position on a reemployment list for thirty (39) months; and

WHEREAS, Gina Jacobson is a classified employee of the Hanford Elementary School District who is currently not medically able to resume the duties of her position;

WHEREAS, Gina Jacobson exhausted all available leaves of absence, both paid and unpaid, on August 7, 2014; and

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Hanford Elementary School District that Gina Jacobson be placed on a reemployment list for a period of thirty-nine (39) months effective August 8, 2014, in accordance with Education Code Section 45195.

IT IS FURTHER RESOLVED that the District Superintendent or his designee is authorized to take any action necessary to consummate the intent of this Resolution.

This amends RESOLUTION 1-15 approved by the Board of Trustees on the 27th day of August 2014.

This RESOLUTION was adopted at a duly-called regular meeting of the Board of Trustees of the Hanford Elementary School District on the 24th day of September, 2014 by the following vote:

AYES: _____

NOES: _____


ABSENT: _____

ABSTAIN: _____

President, Board of Trustees
Hanford Elementary School District
Kings County, California

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez 

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **September 24, 2014**

ITEM: Consider adoption of the following revised Board Policy for certificated personnel.

PURPOSE: The following Board Policy reflects changes (see underlined and strikeouts) that are necessary to align with current practices and procedures as well as recommendations by CSBA due to State and federal law mandates and Education Code changes. The current Administrative Regulation 4131 Staff Development will be deleted since most of the contents were integrated onto the revised Board Policy 4131.

- BP 4131 – Staff Development (revised)
- AR 4131 – Staff Development (deleted)

FISCAL IMPACT: None.

RECOMMENDATION: Adopt.

BP 4131(a)

Certificated Personnel**STAFF DEVELOPMENT**

The Governing Board of Trustees believes that in order to maximize student learning and achievement, certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to: become informed about changes in pedagogy and subject matter.

(cf. 6111 – School Calendar)

The Superintendent or designee shall involve teachers, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district priorities for student achievement, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

The district's staff development program shall assist certificated staff in developing knowledge and skills, including, but not limited to:

1. Mastery of ~~discipline-based~~ subject-matter knowledge, including the current state-adopted and district academic standards, and effective subject-specific pedagogical skills.

(cf. 6011 – Academic Standards)

(cf. 6142.1 – ~~Family Life/Sex Education~~)

(cf. 6142.2 – ~~Sexual Health and HIV/AIDS Prevention Instruction~~)

(cf. 6142.3 – Civic Education)

(cf. 6142.5 – Environmental Education)

(cf. 6142.6 – Visual and Performing Arts Education)

(cf. 6142.7 – Physical Education and Activity)

(cf. 6142.8 – Comprehensive Health Education)

(cf. 6142.91 – Reading/Language Arts Instruction)

(cf. 6142.92 – Mathematics Instruction)

(cf. 6142.93 – Science Instruction)

STAFF DEVELOPMENT (continued)

BP 4131(b)

2. Use of effective, subject-specific teaching methods, strategies, and skills.

~~2 3. Teaching methods and strategies, including the use of technologies to enhance instruction~~

(cf. 0440 – District Technology Plan)

~~*(cf. 6162.7 – Use of Technology in Instruction)*~~

~~34. Sensitivity to and ability to meet the needs of diverse student populations, including minorities but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, and economically disadvantaged students, and ability to meet those needs foster youth, gifted and talented students, and at-risk students.~~

~~*(cf. 4112.22/4212.22 – Staff Teaching Students of Limited English Proficiency Language Learners)*~~

~~*(cf. 4112.23 – Special Education Staff)*~~

~~*(cf. 5147 - Dropout Prevention)*~~

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

~~*(cf. 6141.5 - Advanced Placement)*~~

~~*(cf. 6171 - Title I Programs)*~~

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

~~*(cf. 6173 - Education for Homeless Children)*~~

~~*(cf. 6173.1 - Education for Foster Youth)*~~

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

~~*(cf. 6175 - Migrant Education Program)*~~

~~2. Understanding of how academics can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic curricula~~

5. Knowledge of strategies that enable encourage parents/guardians to participate fully and effectively in their children's education

~~*(cf. 6020 – Parent Involvement)*~~

~~*(cf. 1240 - Volunteer Assistance)*~~

~~*(cf. 5020 - Parent Rights and Responsibilities)*~~

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

6. Effective classroom management skills, ability and strategies for establishing a climate that promotes respect, fairness, tolerance, and discipline, including conflict resolution and hatred prevention to relate to students, understand their various stages of growth and development, and motivate them to learn

~~*(cf. 5131 - Conduct)*~~

~~*(cf. 5131.2 - Bullying)*~~

~~*(cf. 5137 - Positive School Climate)*~~

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

~~*(cf. 5145.9 - Hate-Motivated Behavior)*~~

STAFF DEVELOPMENT (continued)

BP 4131(c)

7. ~~Training related to student health, safety and welfare~~ Ability to relate to students, understand their various stages of growth and development, and motivate them to learn

8. Ability to interpret and use data and assessment results to guide instruction

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

9. Knowledge of topics related to student health, safety, and welfare

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.5 - Sex Offender Notification)

(cf. 5030 - Student Wellness)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.63 - Steroids)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.4 - Child Abuse Prevention and Reporting Procedures)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5149 - At Risk Students)

~~The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.~~

(cf. 6111 - School Calendar)

~~The Superintendent or designee shall develop a district staff development plan that is coordinated with school improvement objectives and school plans established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students.~~

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0420.2 - School Improvement Program)

(cf. 0420.3 - School-Based Student Motivation and Maintenance Program)

(cf. 4131.6 - Professional Development Program)

~~The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers.~~

10. Knowledge of topics related to employee health, safety, and security

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)

(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

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

(cf. 4158/4258/4358 - Employee Security)

STAFF DEVELOPMENT (continued)

BP 4131(d)

The Superintendent or designee may, in conjunction with individual teachers and interns, develop an individualized program of professional growth to increase competence, performance, and effectiveness in teaching and classroom management and, as necessary, to assist them in meeting state or federal requirements to be fully qualified for their positions.

(cf. 4112.2 - Certification)

(cf. 4112.21 -- ~~District Interns~~)

(cf. 4116 -- ~~Probationary Permanent Status~~)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4131.5 Professional Growth)

(cf. 4131.1 - Beginning Teacher Support/Induction)

(cf. 4138 - Mentor Teachers)

~~Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a program of individualized support and assistance for first-year and second-year teachers.~~

(cf. 4112.2 -- Certification)

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4115 - Evaluation/Supervision)

The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

(cf. 3100 - Budget)

(cf. 3350 -- Travel Expenses)

~~The Superintendent or designee shall provide a means for continual evaluation of the benefit of these activities to staff and students~~ staff development activities to both staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program. Based on the Superintendent's report, the Board may revise the program as necessary to ensure that the staff development program supports the district's priorities for student achievement.

(cf. 0500- Accountability)

Legal Reference: See next page

STAFF DEVELOPMENT (continued)

BP 4131(e)

Legal Reference:EDUCATION CODE

~~41520-41522 Teacher Credentialing Block Grant, including beginning teacher support~~
 41530-41533 Professional Development Block Grant
 44032 Travel expense payment
 44259.5 Standards for teacher preparation
 44277-44279 Professional growth for individual teachers
~~44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)~~
~~44560 Inservice preparation in ethnic backgrounds~~
 44325-44328 District Interns
 44450-44468 University internship program
 44570-44578 Inservice training —~~personnel~~, secondary education
~~44579-44579.4 Instructional Time and Staff Development Reform Program~~
 44580-44591 Inservice training, elementary teachers
 44630-44543 Professional Development and Program Improvement Act of 1968
~~44670.1-44680.8 School personnel staff development and resource centers~~
~~44681-44689 Administrator training and evaluation~~
 44700-44705 Classroom teacher instructional improvement program
~~44735 Teaching as a Priority Block Grant; teacher recruitment and retention in high priority schools~~
~~44755-44759.7 Inservice training in reading instruction, grades K-3 and 4-8~~
 45028 Salary schedule and exceptions
 48980 Notification of parents/guardians: schedule of minimum days
~~52055.600-52055.662 High Priority Schools Grant Program~~
 51210 Courses of study for grades 1-6
 51220 Courses of study for grades 7-12
 51226.3 Legislative intent for staff development on the Great Irish Famine
 52800-52870 School-Based Program Coordination Act
~~54720-54734 School-Based Pupil Motivation and Maintenance Program~~
 56240-56245 Staff Development; service to persons with disabilities
 99200-99206 Subject matter projects

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

CODE OF REGULATIONS, TITLE 5

~~11980-11985.6 Mathematics and Reading Professional Development Program~~

13025-13044 Professional development and program improvement

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

6601-6702 Preparing, Training and Recruiting High Quality Teachers and Principals

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:CSBA PUBLICATIONS

Governing to the Core: Professional Development for Common Core. Governance Brief. May 2013

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

State Board of Education Guidelines and Criteria for Approval of Training Providers, March 2008

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession ~~1997~~ 2009

STAFF DEVELOPMENT (continued)

BP 4131(f)

WEB SITES

Beginning Teacher Support and Assessment CSBA: <http://www.btsa.ca.gov/csba.org>

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

California Department of Education, Professional Development: <http://www.cde.ca.gov/pd>

California Subject Matter Projects: <http://csmp.ucop.edu>

Policy

adopted: January 12, 2005

revised: September , 2014

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

- Delete -

Certificated Personnel

AR 4131(a)

STAFF DEVELOPMENT

The Superintendent or designee shall ensure that certificated staff members have opportunities to learn both from outside sources and from each other. These opportunities may include, but are not limited to:

1. Visits to other classrooms and other schools to observe and analyze teaching
2. Attendance at professional education conferences or committee meetings
3. Classes/workshops offered by the district, county office of education, state projects, private organizations, or other appropriate agencies
4. Courses in regionally accredited institutions of higher education, including courses delivered through online technologies
5. Participation in professional development networks that promote inquiry and allow staff to analyze and evaluate each other's work
6. Peer conferences and/or joint staff preparation time
7. Participation in curriculum development projects
(cf. 6141 - Curriculum Development and Evaluation)
8. Participation in educational research or innovation efforts
9. Assistance from or service as a mentor teacher or consulting teacher
(cf. 4112.21 - Interns)
(cf. 4131.1 - Beginning Teacher Support/Induction)
(cf. 4138 - Mentor Teachers)
(cf. 4139 - Peer Assistance and Review)
10. Service in a leadership role in a professional organization
(cf. 1700 - Relations Between Private Industry and the Schools)
(cf. 6178 - Career Technical Education)
(cf. 6178 - Work Experience Education)
(cf. 6178.2 - Regional Occupational Center/Program)
11. Travel, study, and research in subject-matter content and effective educational practices
(cf. 4161.3 - Professional Leaves)
12. Follow-up activities that help staff to implement newly acquired skills

- Delete -

AR 4131(b)

STAFF DEVELOPMENT (continued)

The Superintendent or designee shall approve the participation of individual staff members in district-provided or external staff development activities which may require release time, leave of absence, or other district resources.

Mathematics and Reading Professional Development Program (commonly known as AB 466 or SB 472 trainings)

With the approval of the State Board of Education, the district shall offer or contract with a training provider to provide professional development to teachers, instructional aides, and paraprofessionals who directly assist with classroom instruction in mathematics and/or reading. (Education Code 99232, 99237)

(cf. 4222 - Teacher Aides/Paraprofessionals)
(cf. 6142.91 - Reading/Language Arts Instruction)
(cf. 6142.92 - Mathematics Instruction)

Priority for professional development under this program may be given to teachers who meet any of the following criteria: (Education Code 99234)

1. Are in their first or second year of teaching
2. Are assigned to high-priority schools ranked in deciles 1-5 of the state's Academic Performance Index
3. Are assigned to schools that are under state sanctions in the High Priority Schools Grant Program pursuant to Education Code 52055.650

(cf. 0520.1 - High Priority Schools Grant Program)

4. Have recently changed teaching assignments

The program shall provide 40 hours of professional development per subject area focused primarily on the statewide academic content standards for mathematics or English language arts, state curriculum frameworks for mathematics or English language arts, and instructional materials aligned to mathematics or English language arts content standards. The program shall include instructional strategies designed to help all students gain mastery of the state content standards, with special emphasis on English language learners and students with disabilities. (Education Code 99237; 5 CCR 11984)

(cf. 6011 - Academic Standards)

Within two years of completing the above professional development, participating teachers shall complete 80 hours of follow-up instruction, coaching, or additional school-site assistance based on individual teacher or school needs as appropriate. (Education Code 99237, 99237.6)

- Delete -

AR 4131(c)

STAFF DEVELOPMENT (continued)

Contingent upon state funding, teachers of English language learners who have completed at least the initial 40 hours of professional development described above may receive an additional 40 hours of instruction, follow-up instruction, and support in mathematics and reading/language arts instruction. Completion of the English learner professional development may be counted toward the 80-hour follow-up training requirement described above. (Education Code 99237.5; 5 CCR 11981.3, 11985)


The Superintendent or designee shall retain and submit preprogram and postprogram student achievement data to the California Department of Education upon request. He/she also shall retain, for no less than five years, all records related to the professional development provided to all program participants, including, but not limited to: (5 CCR 11982)

1. The number of hours of training attended
2. Attendance records
3. Subject content
4. The dates of each training session taken by teachers and paraprofessionals
5. The name(s) of the providers

(cf. 4112.6/4212.6/4312.6 - Personnel Files)

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez 

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **September 24, 2014**

ITEM: Consider adoption of the following new Board Policy for classified personnel.

PURPOSE: Education Code requires districts to develop a local control and accountability plan (LCAP) which includes goals aligned with State and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions. This Board Policy will align with the District's goals as outlined in the LCAP.

- BP 4231 – Staff Development (new)

FISCAL IMPACT: None.

RECOMMENDATION: Consider for adoption at next regular board meeting.

NEW BOARD POLICY

Classified Personnel

BP 4231

STAFF DEVELOPMENT

The Governing Board recognizes that classified staff does essential work that supports a healthy school environment and the educational program. Classified staff shall have opportunities to participate in staff development activities in order to improve job skills, learn best practices, retrain as appropriate in order to meet changing conditions in the district, and/or enhance personal growth.

(cf. 3100 - Budget)

(cf. 3350 - Travel Expenses)

(cf. 4200 - Classified Personnel)

(cf. 4261.3 - Professional Leaves)

The Superintendent or designee shall involve classified staff, site and district administrators, and others, as appropriate, in the development of the district's staff development program. He/she shall ensure that the district's staff development program is aligned with district goals, school improvement objectives, the local control and accountability plan, and other district and school plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

Staff development may address general workplace skills and/or skills and knowledge specific to the duties of each classified position, including, but not limited to, the following topics:
(Education Code 45391)

1. Student learning and achievement
 - a. How paraprofessionals can assist teachers and administrators to improve the academic achievement of students
 - b. Alignment of curriculum and instructional materials with Common Core State Standards
 - c. The management and use of state and local student data to improve student learning
 - d. Best practices in appropriate interventions and assistance to at-risk students

(cf. 4222 - *Teacher Aides/Paraprofessionals*)
 (cf. 5121 - *Grades/Evaluation of Student Achievement*)
 (cf. 5123 - *Promotion/Acceleration/Retention*)
 (cf. 5149 - *At-Risk Students*)
 (cf. 6011 - *Academic Standards*)
 (cf. 6141 - *Curriculum Development and Evaluation*)
 (cf. 6143 - *Courses of Study*)
 (cf. 6161.1 - *Selection and Evaluation of Instructional Materials*)
 (cf. 6162.5 - *Student Assessment*)
 (cf. 6162.51 - *State Academic Achievement Tests*)

2. Student and campus safety

(cf. 0450 - *Comprehensive Safety Plan*)
 (cf. 3515.3 - *District Police/Security Department*)
 (cf. 3515.5 - *Sex Offender Notification*)
 (cf. 4119.11/4219.11/4319.11 - *Sexual Harassment*)
 (cf. 4119.43/4219.43/4319.43 - *Universal Precautions*)
 (cf. 4157/4257/4357 - *Employee Safety*)
 (cf. 4158/4258/4358 - *Employee Security*)
 (cf. 5131 - *Conduct*)
 (cf. 5131.2 - *Bullying*)
 (cf. 5137 - *Positive School Climate*)
 (cf. 5138 - *Conflict Resolution/Peer Mediation*)
 (cf. 5145.9 - *Hate-Motivated Behavior*)
 (cf. 5145.3 - *Nondiscrimination/Harassment*)
 (cf. 5145.7 - *Sexual Harassment*)

3. Education technology, including management strategies and best practices regarding the use of education technology to improve student performance

(cf. 0440 - *District Technology Plan*)
 (cf. 1114 - *District-Sponsored Social Media*)
 (cf. 4040 - *Employee Use of Technology*)
 (cf. 6163.4 - *Student Use of Technology*)

4. School facility maintenance and operations, including new research and best practices in the operation and maintenance of school facilities, such as green technology and energy efficiency, that help reduce the use and cost of energy at school sites

(cf. 3510 - *Green School Operations*)
 (cf. 3511 - *Energy and Water Management*)

5. Special education, including best practices to meet the needs of special education students and to comply with any new state and federal mandates

(cf. 6159 - *Individualized Education Program*)
 (cf. 6159.1 - *Procedural Safeguards and Complaints for Special Education*)
 (cf. 6164.4 - *Identification and Evaluation of Individuals for Special Education*)
 (cf. 6164.6 - *Identification and Education Under Section 504*)

6. School transportation and bus safety

(cf. 3540 - *Transportation*)
 (cf. 3541 - *Transportation for School-Related Trips*)
 (cf. 3541.2 - *Transportation for Students with Disabilities*)
 (cf. 3542 - *Bus Drivers*)
 (cf. 3543 - *Transportation Safety and Emergencies*)

7. Parent involvement, including ways to increase parent involvement at school sites

(cf. 1240 - *Volunteer Assistance*)
 (cf. 6020 - *Parent Involvement*)

8. Food service, including new research on food preparation to provide nutritional meals and food management

(cf. 3550 - *Food Service/Child Nutrition Program*)
 (cf. 3551 - *Food Service Operations/Cafeteria Fund*)
 (cf. 3555 - *Nutrition Program Compliance*)

9. Health, counseling, and nursing services

(cf. 5141 - *Health Care and Emergencies*)
 (cf. 5141.21 - *Administering Medication and Monitoring Health Conditions*)
 (cf. 5141.22 - *Infectious Diseases*)
 (cf. 5141.23 - *Asthma Management*)
 (cf. 5141.24 - *Specialized Health Care Services*)
 (cf. 5141.26 - *Tuberculosis Testing*)
 (cf. 5141.27 - *Food Allergies/Special Dietary Needs*)
 (cf. 5141.3 - *Health Examinations*)
 (cf. 5141.52 - *Suicide Prevention*)
 (cf. 5141.6 - *School Health Services*)
 (cf. 6164.2 - *Guidance/Counseling Services*)

10. Environmental safety, including pesticides and other possibly toxic substances so that they may be safely used at school sites

(cf. 3514 - *Environmental Safety*)
 (cf. 3514.1 - *Hazardous Substances*)
 (cf. 3514.2 - *Integrated Pest Management*)
 (cf. 6161.3 - *Toxic Art Supplies*)

The Superintendent or designee shall provide a means for continual evaluation of the benefit of staff development activities to staff and students and shall regularly report to the Board regarding the effectiveness of the staff development program.

(cf. 0500 - *Accountability*)

Legal Reference: See next page

Legal Reference:

EDUCATION CODE

41530-41533 Professional Development Block Grant

44032 Travel expense payment

45380-45387 Retraining and study leave (classified employees)

45390-45392 Professional development for classified school employees

52060-52077 Local control and accountability plan

56240-56245 Staff development; service to persons with disabilities

GOVERNMENT CODE

3543.2 Scope of representation of employee organization

PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS

United Faculty of Contra Costa Community College District v. Contra Costa Community College District, (1990) PERB Order No. 804, 14 PERC P21, 085

Management Resources:

WEB SITES

California Association of School Business Officials: <http://www.casbo.org>

California School Employees Association: <http://www.csea.com>

Board Policy


Adopted: September __, 2014

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez 

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **September 24, 2014**

ITEM: Consider adoption of the following new Board Policy for management personnel.

PURPOSE: Education Code requires districts to develop a local control and accountability plan (LCAP) which includes goals aligned with State and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions. This Board Policy will align with the District's goals as outlined in the LCAP.

- BP 4331 – Staff Development (new)

FISCAL IMPACT: None.

RECOMMENDATION: Consider for adoption at next regular board meeting.

NEW BOARD POLICY

Management and Supervisory Personnel

BP 4331

STAFF DEVELOPMENT

The Governing Board recognizes that professional development enhances employee effectiveness and contributes to personal growth. Staff development for administrative and supervisory personnel shall be designed to guide institutional improvement, build leadership skills, and enhance overall management efficiency.

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

The Superintendent or designee shall develop a plan for administrator support and development activities that is based on a systematic assessment of the needs of district students and staff and is aligned to the district's vision, goals, local control and accountability plan, and other comprehensive plans.

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0420 - School Plans/Site Councils)

(cf. 0420.1 - School-Based Program Coordination)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0520.2 - Title I Program Improvement Schools)

(cf. 0520.3 - Title I Program Improvement Districts)

(cf. 0520.4 - Quality Education Investment Schools)

The district's staff development program for district and school administrators may include, but is not limited to, the following topics:

1. Personnel management, including best practices on hiring, recruitment, assignment, and retention of staff

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

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)

(cf. 4113 - Assignment)

2. Effective fiscal management and accountability practices

(cf. 3100 - Budget)

(cf. 3460 - Financial Reports and Accountability)

3. Academic standards and standards-aligned curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

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

4. Leadership training to improve the academic achievement of all students, including capacity building in pedagogies of learning, instructional strategies that meet the varied learning needs of students, and student motivation
5. The use of student assessments, including analysis of disaggregated assessment results to identify needs and progress of student subgroups

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

6. The use of technology to improve student performance and district operations

(cf. 0440 - District Technology Plan)

7. Creation of safe and inclusive school environments

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

(cf. 5137 - Positive School Climate)

8. Parental involvement and community collaboration

(cf. 1240 - Volunteer Assistance)

(cf. 6020 - Parent Involvement)

9. Employee relations

10. Effective school and district planning processes

The district's staff evaluation process may be used to recommend additional staff development for individual employees.

(cf. 4315 - Evaluation/Supervision)

The Superintendent or designee shall evaluate the benefit to staff and students of professional development activities.

(cf. 0500 - Accountability)

Legal Reference: See next page

Legal Reference:

EDUCATION CODE

44681-44689.2 Administrator training and evaluation

52060-52077 Local control and accountability plan

Management Resources:

WESTED AND ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS PUBLICATIONS

California Professional Standards for Educational Leaders, 2001

WEB SITES

Association of California School Administrators: <http://www.acsa.org>

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

California School Leadership Academy: <http://www.csla.org>


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

WestEd: <http://www.wested.org>

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez 

DATE: September 15, 2014

RE: (X) Board Meeting
() Superintendent's Cabinet
() Information
(X) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **September 24, 2014**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Classified

- Hector Hernandez Garcia, READY Program Tutor – 4.5 hrs., Roosevelt, effective 9/8/14
- Regina Jaso, Special Education Aide – 5.0 hrs., Lincoln, effective 9/11/14

Temporary Employees/Substitutes/Yard Supervisors

- Robert Alvarez, Short-term Yard Supervisor – 1.25 hrs., Hamilton, effective 9/8/14 to 11/21/14
- Yolanda Bell, 4-6 Girls Basketball Coach – 2 units, Roosevelt, effective 11/12/14 to 2/7/15; 4-6 Girls Track Coach – 2 units; Roosevelt, effective 3/2/15 to 4/25/15
- Sara Crisp, 4-6 Girls Softball Coach – 2 units, Roosevelt, effective 9/2/14 to 10/23/14
- Patricia De Ochoa, Substitute Clerk Typist II, effective 9/4/14
- Stacie Garcia, Short-term READY Program Tutor – 4.5 hrs., Roosevelt, effective 9/9/14 to 10/31/14
- Julie Kos, Sign Language Coach Grades 1-7 – 2 units, Jefferson, effective 9/2/14 to 10/24/14
- Marcos Macias Jr., Substitute Yard Supervisor, effective 9/8/14; Short-term Yard Supervisor – 2.25 hrs., Roosevelt, effective 9/8/14 to 10/31/14
- Kevin Mazza, Substitute Custodian I, effective 8/29/14
- Melanie Pimentel, Short-term Yard Supervisor – 1.0 hr., Washington, effective 9/9/14 to 11/21/14

Temporary Employees/Substitutes/Yard Supervisors (cont.)

- Hannie Sewell, Substitute Custodian II, effective 9/10/14
- Tommy Stephens, 4-6 Girls Softball Coach – 2 units, Washington, effective 9/4/14 to 10/23/14
- Jesse Thompson, Short-term Yard Supervisor, 1.0 hr., (M,T,Th,F), Monroe, effective 9/8/14 to 10/31/14
- Stacy Vargas, Substitute Yard Supervisor, effective 8/20/14; Short-term Yard Supervisor – 3.25 hrs., Kennedy, effective 8/20/14 to 11/21/14
- Lesley Walker-Flores, Short-term Special Circumstance Aide – 5.75 hrs., Washington, effective 9/15/14 to 10/17/14
- Calvin Winston, Short-term Yard Supervisor – 1.0 hr., Monroe, effective 9/8/14 to 11/21/14

Certificated Short-term Employment

- Alicyn Cawley, Afterschool Intervention Teacher, St. Rose McCarthy School, effective 9/25/14 to 6/5/15
- Victoria Rioux, Afterschool Intervention Teacher, St. Rose McCarthy School, effective 9/25/14 to 6/5/15

b. Resignations

- Kimberly Jenkins, Yard Supervisor – 1.0 hr., Monroe, effective 8/29/14

c. More Hours

- Teresita Espinoza, Yard Supervisor, from 2.75 hrs. to 3.25 hrs., Richmond, effective 8/14/14
- Georgia Freeman, Yard Supervisor, from 2.5 hrs. to 3.5 hrs., Monroe, effective 8/14/14
- Fidel Gonzalez, Yard Supervisor, from 2.25 hrs., to 2.5 hrs., Wilson, effective 8/14/14
- Raul Guzman, Yard Supervisor, from 3.25 hrs. to 3.5 hrs., Monroe, effective 8/14/14
- Debora Harris, Yard Supervisor, from 3.5 hrs. to 3.75 hrs., Hamilton, effective 8/25/14
- Angel Hawkins, Yard Supervisor, from 1.25 hrs. to 1.5 hrs., Roosevelt, effective 8/14/14
- Amanda Henderson, Yard Supervisor, from 2.25 hrs. to 3.0 hrs., Washington, effective 8/14/14
- Sonia Mena, Yard Superviosr, from 3.25 hrs. to 3.75 hrs., Jefferson, effective 8/14/14
- Rosemarie Rodriguez, Yard Supervisor, from 2.25 hrs. to 2.5 hrs., Washington, effective 8/14/14
- Laura Sandoval, Yard Supervisor, from 1.5 hrs. to 2.75 hrs., Jefferson, effective 8/14/14
- Carrie Serna, Yard Supervisor, from 2.5 hr. to 3.5 hrs., Monroe, effective 8/14/14

More Hours (continued)

- Leanne Smith, Short-term Yard Supervisor, from 1.0 hr. to 2.0 hrs., Roosevelt, effective 8/26/14 to 10/31/14
- June Strong, Yard Supervisor, from 2.75 hrs. to 3.75 hrs., Roosevelt, effective 8/14/14
- Maria Villafana, Yard Supervisor, from 3.25 hrs. to 3.5 hrs., Jefferson, effective 8/14/14
- Crystal Zeno-Jaworski, Yard Supervisor, from 2.5 hrs. to 3.75 hrs., Monroe, effective 8/20/14
- Cheyenne Zimmerman, Yard Supervisor, from 1.25 hrs. to 2.25, Monroe, effective 8/14/14

d. More Hours/Transfer

- Yessenia Chacon, Bilingual Clerk Typist II, from 5.0 hrs., King to 8.0 hrs., Lincoln, effective 10/2/14

e. Decrease in Hours

- Gennarina "Genella" Alvarez, Yard Supervisor, from 3.0 hrs. to 2.75 hrs., Hamilton, effective 8/14/14
- Ashley Candelaria, Yard Supervisor, from 2.0 hrs. to 1.0 hrs., Hamilton, effective 8/14/14
- Francisca Estrada de Saldana, Yard Supervisor, from 3.75 hrs. to .50 hr., Hamilton, effective 8/14/14
- Georgia Freeman, Yard Supervisor, from 3.5 hr. to 2.25 hrs., Monroe, effective 8/20/14
- Guadalupe Gonzalez, Yard Supervisor, from 3.5 hrs. to 2.75 hrs., effective 8/14/14; from 2.75 hrs. to 2.25 hrs., Hamilton, effective 8/25/14
- Debora Harris, Yard Supervisor, from 3.75 hr. to 3.5 hrs., Hamilton, effective 8/14/14
- Amanda Hendrson, Yard Supervisor, from 3.0 hrs. to 2.25 hrs., Washington, effective 9/2/14
- Rosemarie Rodriguez, Yard Supervisor, from 2.5 hrs. to 2.25 hrs., Washington, effective 9/2/14
- Dilia Silveira, Yard Supervisor, from 3.75 hrs. to 3.25 hrs., Richmond, effective 8/14/14

f. Leave of Absence

- Linda Garcia, Yard Supervisor – 2.5 hrs., Jefferson, effective 9/2/14 to 9/18/14, medical

g. Certify Employment Status of Non-Permanent Certificated Staff for 2014-15 School Year (EC 44916)

See attached listing

h Volunteers

<u>Name</u>	<u>School</u>
Robert Alvarez (HESD Employee)	Hamilton
Jacqueline Wong	Hamilton
Travis Johnson	Jefferson
Cicely Venturela	Kennedy
Jennifer Yang (HESD Employee)	King
Hannah Bolen	Monroe
Amberly Barragan	Monroe
Leanna Neves	Monroe
Cindy West	Monroe
Jennifer Perryman (HESD Employee)	Richmond
Kimberly Gutierrez	Roosevelt
Tommy Stephens (HESD Employee)	Washington
Javantae Farmah (HESD Employee)	Washington

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT
HUMAN RESOURCES DEPARTMENT
ANNUAL BOARD CERTIFICATION:
STATUS OF NON-PERMANENT CERTIFICATED EMPLOYEES
2014-15 SCHOOL YEAR
September 24, 2014

Effective with the first paid duty day of their 2014-2015 employment contracts, the following non-permanent certificated employees shall be classified as follows:

A. TENURED

Alvarado, Karen	K-6 Teacher
Gallagher, Melanie	School Psychologist
Garcia, Jami	School Psychologist
Garcia, Tamra	K-6 Teacher
Garivay, Priscilla	K-6 Teacher
Gilbreth, Desiree	K-6 Teacher
Huerta, Jaqueline	K-6 Teacher
Johnson, Stacie	K-6 Teacher
Koss, Michael	K-6 Teacher
McIntosh, Amy	Special Education Teacher
Novielli, Christina	K-6 Teacher
Ramos, Monica	K-6 Teacher
Umscheid, Stefanie	School Psychologist
Warner, Katelyn	K-6 Teacher
Xiong, Gaosang	K-6 Teacher

B. SECOND-YEAR PROBATIONARY

Alvarez, Raquel	K-6 Teacher
Bell, Peggy	K-6 Teacher
Berna, Raechelle	7-8 Teacher
Bosworth, Kaylee	7-8 Teacher
Carlton, Emily	K-6 Teacher
Castro, Neyda	K-6 Teacher
Cole, Charles	K-6 Special Education Teacher
Cunha, Selina	K-6 Teacher
Curiel, Cindy	K-6 Teacher
Davis, Kaylea	K-6 Special Education Teacher
Doyel, Jacquelyn	K-6 Teacher
Fannin, Christopher	K-6 Teacher
Franco, Lauren	5-8 Art Teacher
Froley, Malissa	K-6 Teacher
Garcia, Marina	K-6 Teacher
Hinthorne, Samantha	K-6 Teacher
Howell, Lindsay	K-6 Teacher
Knodel, Jessica	K-6 Teacher
Lockhart, Melissa	K-6 Teacher
Magallon, Graciela	7-8 Teacher

B. SECOND-YEAR PROBATIONARY - Continued

McMahon, Lindsey	K-6 Teacher
Richmond, Jaimie	K-6 Teacher
Rodriguez Medina, Yesenia	7-8 Special Education Teacher
Sanchez-Leal, Cruz	Learning Director
Scott, Melisa	K-6 Teacher
Silva, Dana	K-6 Teacher
Smith, Megan	K-6 Teacher
Varela, Rita	School Psychologist
Whetton, Alexandra	K-6 Teacher
Willard, Britney	7-8 Special Education Teacher
Zanin, Stephanie	K-6 Teacher

C. FIRST-YEAR PROBATIONARY

Allen, Brandie	K-6 Teacher
Avina, Lauren	K-6 Teacher
Braun, Arlo	School Psychologist
Buller, Blanca Nelly	K-6 Teacher
Clifton, Tenisha	K-6 Teacher
Cortez, Lorena	K-6 Teacher
Council, Leslie	School Psychologist
Dailey, Robin	K-6 Teacher
Dirkes, Jane	K-6 Teacher
Dondero, Patricia	K-6 Teacher
Everett, Janie	K-6 Teacher
Foster, Crystal	K-6 Teacher
Gomez, Vanessa	K-6 Teacher
Gonzales, Henry	K-6 Teacher
Gordon, Sheri	7-8 Special Education Teacher
Grimes, Stacie	K-6 Teacher
Heugly, Katie	K-6 Teacher
Kavadas, Shannon	K-6 Teacher
Kishman, Laura	K-6 Teacher
Kuiper, Maureen	K-6 Teacher
Laghaifar, Taraneh	K-6 Teacher
Lazcano, Lourdes	K-6 Teacher Intern
Lemos, Alexandria	K-6 Teacher
Lewis, Debra	K-6 Teacher
Magpayo, Annise	K-6 Teacher
Martin, Amanda	School Counselor
Monico, Jessica	K-6 Teacher
Moreno, Melissa	K-6 Teacher
Myers, Lacey	K-6 Teacher
Ogren, Carlene	K-6 Teacher
Ormonde, Tagen	K-6 Teacher
Peterson, Jennifer	K-6 Teacher
Prodoehl, Jodi	K-6 Teacher
Ruby, Kristen	5-8 Music/Band Teacher

C. FIRST-YEAR PROBATIONARY - Continued

Salyer, Kathleen	School Nurse
Sands, Victoria	K-6 Teacher
Sparhawk, Jennifer	School Counselor
Sutton, Nadira	K-6 Teacher
Vega, Isabel	K-6 Teacher Intern
Weber, Jennifer	7-8 Teacher
Wolfe, Samantha	K-6 Special Education Teacher

D. PROBATIONARY – SHORT-TERM STAFF PERMITS

Brown, Greg	7-8 Teacher
Cruz-Rodriguez, Sandra	K-6 Teacher
Figueroa, Davian	K-6 Teacher
Llamas, Ana	K-6 Teacher
Sotelo, Marlena	K-6 Teacher

E. TEMPORARY: CATAGORICALLY FUNDED OR LEAVE REPLACEMENT

Riley, Loriann	School Psychologist (50%)
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HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: September 15, 2014

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: September 24, 2014

ITEM:

Consider acceptance of Unaudited Actual Financial Report for 2013-14.

PURPOSE:

The unaudited actual financial report for 2013-14 contains financial information for the General Fund and all the other funds of the district. The report also includes:

- Attendance Detail
- Lottery Report
- Revenue Limit Summary
- Special Education Revenue Summary
- Current Expense Formula
- Federal & State Entitlement, Revenue and Expenditures

The report is in excess of 130 pages in length and, therefore, is not included in your back up due to its size. The report is available for review in the Fiscal Services office. It will also be available at the Board meeting.

FISCAL IMPACT:

None.

RECOMMENDATION:

Accept Unaudited Actual Financial Report for 2013-14.

			2013-14 Unaudited Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
scription	Resource Codes	Object Codes							
REVENUES									
1) LCFF Sources		8010-8099	37,235,019.26	0.00	37,235,019.26	42,472,974.00	0.00	42,472,974.00	14.1%
2) Federal Revenue		8100-8299	(240,816.74)	3,333,334.26	3,092,517.52	175,000.00	2,596,420.00	2,771,420.00	-10.4%
3) Other State Revenue		8300-8599	928,628.74	3,815,848.08	4,744,476.82	900,938.00	2,700,625.00	3,601,563.00	-24.1%
4) Other Local Revenue		8600-8799	646,648.03	1,628,006.82	2,274,654.85	371,000.00	1,618,691.00	1,989,691.00	-12.5%
5) TOTAL, REVENUES			38,569,479.29	8,777,189.16	47,346,668.45	43,919,912.00	6,915,736.00	50,835,648.00	7.4%
EXPENDITURES									
1) Certificated Salaries		1000-1999	18,065,418.50	3,812,022.50	21,877,441.00	20,908,892.00	3,215,108.00	24,124,000.00	10.3%
2) Classified Salaries		2000-2999	6,035,774.81	1,938,363.27	7,974,138.08	6,415,721.00	1,938,327.00	8,354,048.00	4.8%
3) Employee Benefits		3000-3999	7,783,364.20	1,597,942.76	9,381,306.96	8,824,474.00	1,489,957.00	10,314,431.00	9.9%
4) Books and Supplies		4000-4999	1,861,113.81	1,932,356.97	3,793,470.78	2,207,611.00	1,518,865.00	3,726,476.00	-1.8%
5) Services and Other Operating Expenditures		5000-5999	2,309,617.09	1,183,832.20	3,493,449.29	2,623,650.00	1,016,029.00	3,639,679.00	4.2%
6) Capital Outlay		6000-6999	145,666.58	200,412.67	346,079.25	160,647.00	14,792.00	175,439.00	-49.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	333,856.00	222,037.67	555,893.67	352,963.00	227,499.00	580,462.00	4.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(448,011.57)	303,496.97	(144,514.60)	(408,650.00)	230,442.00	(178,208.00)	23.3%
9) TOTAL, EXPENDITURES			36,086,799.42	11,190,465.01	47,277,264.43	41,085,308.00	9,651,019.00	50,736,327.00	7.3%
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,482,679.87	(2,413,275.85)	69,404.02	2,834,604.00	(2,735,283.00)	99,321.00	43.1%
OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,701,544.70	0.00	1,701,544.70	0.00	0.00	0.00	-100.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(2,107,406.27)	2,107,406.27	0.00	(2,104,490.00)	2,104,490.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,808,950.97)	2,107,406.27	(1,701,544.70)	(2,104,490.00)	2,104,490.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2013-14 Unaudited Actuals			2014-15 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,326,271.10)	(305,869.58)	(1,632,140.68)	730,114.00	(630,793.00)	99,321.00	-106.1%
FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	6,392,498.49	1,847,592.10	8,240,090.59	5,066,227.39	1,541,722.52	6,607,949.91	-19.8%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,392,498.49	1,847,592.10	8,240,090.59	5,066,227.39	1,541,722.52	6,607,949.91	-19.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,392,498.49	1,847,592.10	8,240,090.59	5,066,227.39	1,541,722.52	6,607,949.91	-19.8%
2) Ending Balance, June 30 (E + F1e)			5,066,227.39	1,541,722.52	6,607,949.91	5,796,341.39	910,929.52	6,707,270.91	1.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	5,050.00	0.00	5,050.00	5,050.00	0.00	5,050.00	0.0%
Stores		9712	113,914.12	0.00	113,914.12	108,188.00	0.00	108,188.00	-5.0%
Prepaid Expenditures		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,541,722.52	1,541,722.52	0.00	1,344,490.83	1,344,490.83	-12.8%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	3,000,000.00	0.00	3,000,000.00	3,290,000.00	0.00	3,290,000.00	9.7%
Unassigned/Unappropriated Amount		9790	1,947,263.27	0.00	1,947,263.27	2,393,103.39	(433,561.31)	1,959,542.08	0.6%

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: September 15, 2014

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

FOR: () Information
(X) Action

Date you wish to have your item considered: September 24, 2014

ITEM:

Consider adoption of Resolution #4-15: Gann Amendment.

PURPOSE:

This Resolution is required by the Gann Amendment. It establishes the maximum amount of funds to be received by the school district relative to the limitations imposed by the Gann Amendment. The worksheet for calculating this limitation is available for review in Fiscal Services.

Under the law, if we receive an amount greater than our limit, we must notify the State. We are under the Gann Limit for both 2013-14 and 2014-15; therefore, no further action is necessary other than to adopt the limit.

FISCAL IMPACT:

None.

RECOMMENDATION:

Adoption of Resolution #4-15 establishing the District's Gann Limit for 2013-14 and 2014-15.

Resolution # 4-15

**HANFORD ELEMENTARY SCHOOL DISTRICT
GANN AMENDMENT
{Proposition 4, 1979}**

WHEREAS, in November 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and

WHEREAS, the provisions of that article establish maximum appropriation limitations, commonly called "Gann Limits" for public agencies, including county offices of education and school districts; and

WHEREAS, the Hanford Elementary School District must establish an estimated Gann Limit for the 2014-15 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law, and amend the 2013-14 estimated limit to correspond with actual information;

NOW, THEREFORE, BE IT RESOLVED that the Hanford Elementary Board of Trustees does provide notice that the attached calculations and documentation of the 2013-14 and 2014-15 Gann Limits are made in accord with applicable constitutional and statutory law;

AND, BE IT FURTHER RESOLVED that the Hanford Elementary Board of Trustees does hereby declare that the appropriations in the budget do not exceed the limitations imposed by the Gann Amendment;

AND, BE IT FURTHER RESOLVED that the Superintendent provide copies of the resolution along with appropriate attachments to interested citizens of this district.

PASSED AND ADOPTED this 24th day of September 2014 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President

Vice President

Clerk

Member

Member

Secretary to Board

	2013-14 Calculations			2014-15 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2012-13 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2012-13 Actual			2013-14 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	31,991,501.83		31,991,501.83			34,265,063.64
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	5,594.32		5,594.32			5,700.06
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2012-13			Adjustments to 2013-14		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2013-14 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2013-14 P2 Report			2014-15 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	5,700.06		5,700.06	5,728.00		5,728.00
2. Total Charter Schools ADA (Form A, Line C4)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			5,700.06			5,728.00
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	2013-14 Actual			2014-15 Budget		
1. Homeowners' Exemption (Object 8021)	39,262.73		39,262.73	40,000.00		40,000.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	5,945.02		5,945.02	1,000.00		1,000.00
4. Secured Roll Taxes (Object 8041)	2,934,145.55		2,934,145.55	2,919,295.00		2,919,295.00
5. Unsecured Roll Taxes (Object 8042)	134,106.78		134,106.78	140,000.00		140,000.00
6. Prior Years' Taxes (Object 8043)	(11,608.05)		(11,608.05)	100,000.00		100,000.00
7. Supplemental Taxes (Object 8044)	32,771.65		32,771.65	50,000.00		50,000.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	(1,483,766.12)		(1,483,766.12)	(1,450,000.00)		(1,450,000.00)
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (Obj. 8047 & 8625)	332,566.38		332,566.38	57,000.00		57,000.00
12. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-Revenue Limit Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)	0.00		0.00	0.00		0.00
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	1,983,423.94	0.00	1,983,423.94	1,857,295.00	0.00	1,857,295.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	1,983,423.94	0.00	1,983,423.94	1,857,295.00	0.00	1,857,295.00

	2013-14 Calculations			2014-15 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			433,016.00			479,271.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			433,016.00			479,271.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	35,600,267.00		35,600,267.00	40,997,679.00		40,997,679.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	2,031.00		2,031.00	0.00		0.00
26. Class Size Reduction, Grades K-3 (Object 8434)	0.00		0.00			
27. TOTAL STATE AID RECEIVED (Lines C24 through C26)	35,602,298.00	0.00	35,602,298.00	40,997,679.00	0.00	40,997,679.00
DATA FOR INTEREST CALCULATION						
28. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	47,346,668.45		47,346,668.45	50,835,648.00		50,835,648.00
29. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	47,504.62		47,504.62	75,000.00		75,000.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			31,991,501.83			34,265,063.64
2. Inflation Adjustment			1.0512			0.9977
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			1.0189			1.0049
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			34,265,063.64			34,353,766.64
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			1,983,423.94			1,857,295.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C27 or less than zero)			684,007.20			687,360.00
b. Maximum State Aid in Local Limit (Lesser of Line C27 or Lines D4 minus D5 plus C23; but not less than zero)			32,714,655.70			32,975,742.64
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			32,714,655.70			32,975,742.64
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C29 divided by [Lines C28 minus C29] times [Lines D5 plus D6c])			34,848.80			51,466.60
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			2,018,272.74			1,908,761.60
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C27 or less than zero)			32,679,806.90			32,924,276.04
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			2,018,272.74			
b. State Subventions (Line D8)			32,679,806.90			
c. Less: Excluded Appropriations (Line C23)			433,016.00			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			34,265,063.64			

[illegible]

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: Liz Simas
DATE: September 16, 2014

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

Date you wish to have your item considered: September 24, 2014

ITEM: Student Discipline: Administrative Panel Recommendations

PURPOSE:

Case# 15-01 – Monroe School