

Hanford Elementary School District

1/65

REGULAR BOARD MEETING AGENDA

Wednesday, January 28, 2015

HESD District Office Board Room

714 N. White Street, Hanford, CA

OPEN SESSION

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

CLOSED SESSION

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

Public Employee Discipline/Dismissal/Release (GC 54957) – Certificated

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

Administrative Panel Recommendations

- Case# 14-77 – Monroe
- Case# 15-03 – Kennedy
- Case# 15-04 – Kennedy
- Case# 15-11 – Kennedy
- Case#14-199(1) - Wilson

OPEN SESSION

- Take action on Student Discipline

6:00 p.m. 1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

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

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

2. CONSENT ITEMS

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

- a) Accept warrant listings dated January 09, 2015; and January 16, 2015.
- b) Approve minutes of Regular Board Meeting January 14, 2015.

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

- c) Approve interdistrict transfers as recommended.
- d) Approve donation of \$150.00 from Edison International to Simas School. (Baldwin)
- e) Approve donation of \$313.60 from Box Tops for Education to Hamilton School. (Flores)

3. INFORMATION ITEMS

- a) Receive information on 2015-2015 Local Control Accountability Plan (LCAP). (Terry)
- b) Receive for information the following revised Board Policy and Administrative Regulation: (White)
 - BP/AR 3551 Food Services Operations/Cafeteria Fund

4. BOARD POLICIES AND ADMINISTRATION

- a) Consider approval of the Consolidated Application for Funding Categorical Aid Programs (Winter Release). (Carlton)
- b) Consider approval of waiver renewal to California Department of Education to combine school site councils of Community Day School and Hamilton School. (Carlton)
- c) Consider approval of consultant contract with Edupoint to develop Spanish versions of HESD report cards for the Synergy student information system. (Carlton)
- d) Consider approval of Architectural Services Agreement with Mangini Associates, Inc. – TPM for the Band Room upgrade at Woodrow Wilson Jr. High School. (Mulligan)
- e) Consider approval of the Preconstruction Services Agreement with David A. Bush, Inc. for the kitchen remodel at Woodrow Wilson Jr. High School. (White)
- f) Consider approval of the following revised Board Policy: (Gabler)
 - BP 6142.91 – Reading/Language Arts Instruction
- g) Consider approval of the following revised Board Policy: (Gabler)
 - BP 6142.92 – Mathematics Instruction
- h) Consider approval of the following revised Board Policy: (Martinez)
 - BP 4117.3 – Personnel Reduction
- i) Consider approval of the following revised Board Policy: (Martinez)
 - BP 4131.1 – Beginning Teacher Support and Guidance
- j) Consider approval of the following revised Administrative Regulation: (Martinez)
 - AR 4154, 4254 – Health and Welfare Benefits
- k) Consider approval of the following revised Exhibit: (Martinez)
 - E 4319.21 – Professional Standards

5. PERSONNEL (Martinez)

a) Employment

Temporary Employees/Substitutes/Yard Supervisors

- Kayla Burkett, Substitute Yard Supervisor, effective 1/12/15; Short-term Yard Supervisor – 1.75 hrs., Hamilton, effective 1/12/15 to 3/27/15
- Selena Flores, Substitute Yard Supervisor, effective 1/16/15; Short-term Yard

- Supervisor – 2.0 hrs., Lincoln, effective 1/20/15 to 3/27/15
- Veronica Garcia, Substitute READY Program Tutor, effective 1/12/15
- Hector Hernandez Garcia, Short-term Yard Supervisor – 1.0 hr., (T,Th), Washington, effective 1/20/15 to 6/4/15
- Robert Ibarra, Short-term Yard Supervisor – 1.0 hr., (T,Th,F), Washington, effective 1/20/15 to 6/4/15
- Tiffany West, Yard Supervisor – 3.25 hrs., Roosevelt, effective 1/13/15

b) Resignations

- Amalia Cavazos, Yard Supervisor – 3.0 hrs., Simas, effective 12/91/14
- Sarah Hoisington, Teacher on LOA, effective 1/5/15
- Matthew Huerta, READY Program Tutor – 4.5 hrs., King, effective 1/23/15
- Marie Tinoco, Substitute Yard Supervisor, effective 11/17/14

c) Retirement

- Kathy Barcellos, Teacher, Washington, effective 6/5/15

d) Leave of Absence

- Amy Arevalo, Teacher, Washington, effective 1/20/15 to 4/21/15, baby bonding
- Miranda Mendoza-Robinson, Teacher, Hamilton, effective 1/12/15 to 2/27/15, baby bonding
- Elizabeth Sasselli, Teacher, Lincoln, effective 2/3/15 to 2/27/15, baby bonding

e) Volunteers

<u>Name</u>	<u>School</u>
Dayne Chapman	Simas
Erika Iniguez	Simas

6. FINANCIAL (White)

- a) Consider acceptance of the District Audit for the Fiscal Year ended June 30, 2014.

ADJOURN MEETING

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: Liz Simas
DATE: January 16, 2015

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

Date you wish to have your item considered: January 28, 2015

ITEM: Readmissions and Administrative Panel Recommendations

PURPOSE:

Case# 13-77 – Monroe
Case# 15-03 – Kennedy
Case# 15-04 – Kennedy
Case# 15-11 – Kennedy
Case# 14-199(1) - Wilson

Hanford Elementary School District
Minutes of the Regular Board Meeting
January 14, 2015

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on January 14, 2015, at the District Office Board Room, 714 N. White Street, Hanford, CA.

- | | |
|---|--|
| Call to Order | President Garner called the meeting to order at 5:30 p.m. Trustees Garcia, Garner, Hill, and Revious were present. Trustee Hernandez was absent. No closed session was held. |
| HESD Managers Present | Dr. Paul J. Terry, Superintendent, and the following administrators were present: Don Arakelian, Lindsey Calvillo, Doug Carlton, Ramiro Flores, Joy Gabler, David Goldsmith, Jaime Martinez, Karen McConnell, Gerry Mulligan, Jennifer Pitkin, Jill Rubalcava, Liz Simas, Jason Strickland, and Nancy White. |
| Public Comments | None. |
| Board and Staff Comments | Superintendent Dr. Terry stated the Governor's proposed state budget was released Friday. |
| Requests to Address the Board at future meetings | None. |
| Dates to Remember | President Garner reviewed Dates to Remember: Striker Classic 3:30 p.m. January 16 th at Woodrow Wilson; observance of Martin Luther King, Jr. holiday January 19 th ; Hoop Classic 6:00 p.m. January 23 at Hanford High West; Boys' Basketball Round Robin 8:30 a.m. at Woodrow Wilson and Girls' Basketball Round Robin 8:30 a.m. at JFK – both on January 24 th ; Mat Classic 5:00 p.m. and next regular board meeting at 5:30 p.m. – both on January 28, 2015. |

INFORMATION ITEMS

- | | |
|----------------------------------|---|
| Quarterly Williams Report | Superintendent Dr. Terry reported to the Board that the district received no Williams Complaints for the first or second quarters (7/1/14 - 9/30/14 and 10/1/14 - 12/31/14) of the 2014-15 school year. |
| BP 6142.91 | Joy Gabler, Assistant Superintendent Curriculum, Instruction & Professional Development, presented for information the following revised Board Policy: <ul style="list-style-type: none"> • BP 6142.91 – Reading/Language Arts Instruction |
| BP 6142.92 | Joy Gabler, Assistant Superintendent Curriculum, Instruction & Professional Development, presented for information the following revised Board Policy: <ul style="list-style-type: none"> • BP 6142.92 – Mathematics Instruction |

- BP 4117.3** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following revised Board Policy:
- BP 4117.3 – Personnel Reduction
- BP 4131.1** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following revised Board Policy:
- BP 4131.1 – Beginning Teacher Support and Guidance (revised)
- AR 4154, 4254** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following revised Administrative Regulation:
- AR 4154, 4254 – Health and Welfare Benefits (revised and eliminated reference to 4354)
- Exhibit 4319.21** Jaime Martinez, Assistant Superintendent Human Resources, presented for information the following revised Exhibit:
- Exhibit 4319.21 – Professional Standards (revised)
- Consultant Contract Exhibit change** Karen McConnell, Assistant Superintendent Special Services, presented for information a change to contract language on Exhibit B to reflect a better accounting of billing fee practices with Alternative Billing Consultants.

CONSENT ITEMS

Trustee Revious made a motion to take consent items "a, b, d, e, and f" together. Item "c" was approved January 22, 2014. Trustee Garcia seconded, motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

Trustee Revious then made a motion to approve consent items "a, b, d, e, and f". Trustee Garcia seconded, motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

The items approved as follows:

- a) Warrant listings dated December 5, 2014; December 12, 2014; December 19, 2014; December 29, 2014; and January 5, 2015.
- b) Minutes of regular Board Meeting December 10, 2014.
- d) Donation of \$765.00 from Hamilton PTC to Hamilton School.
- e) Donation of \$500.00 from RollGiving to Roosevelt School.
- f) Donation of \$231.91 from Washington PTC to Washington School.

President Garner acknowledged and thanked Hamilton PTC, Washington PTC, and RollGiving for their donations.

BOARD POLICIES AND ADMINISTRATION

Exhibit to BP/AR 3553

Trustee Revious made a motion to approve the revised Exhibit to Board Policy and Administrative Regulation 3553 – Free and Reduced Price Meals. Trustee Garcia seconded; motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

Administrative Services Contract with Stanislaus Foundation

Trustee Garcia made a motion to approve Administrative Services Agreement between Hanford Elementary School District and Stanislaus Foundation for Medical Care in regards to the District's self-funded dental plan. Trustee Hill seconded; motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

Amendment to Superintendent's Contract

Trustee Hill made a motion to approve Amendment to Employment Contract for Superintendent. The contract amendment eliminates \$400 per month compensation for actual and necessary travel expenses incurred within the District and increase monthly salary by a like amount effective January 1, 2015 in order to conform to regulations established by CalSTRS. Trustee Garcia seconded; motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

BP/AR 5123

Trustee Hill made a motion to approve revised Board Policy and Administrative Regulation BP/AR 5123 – Promotion/Acceleration/Retention. Trustee Revious seconded; motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

- BP 6142.6** Trustee Hill made a motion to approve revised Board Policy BP 6142.6 – Visual and Performing Arts Education. Trustee Garcia seconded; motion carried 4-0:
- Garcia – yes
 - Garner - yes
 - Hernandez – absent
 - Hill – yes
 - Revious – yes
- BP 6163.1** Trustee Hill made a motion to approve revised Board Policy BP 6163.1 – Library Media Centers. Trustee Garcia seconded; motion carried 4-0:
- Garcia – yes
 - Garner - yes
 - Hernandez – absent
 - Hill – yes
 - Revious – yes
- BP 6179** Trustee Garcia made a motion to approve revised Board Policy BP 6179 – Supplemental Instruction. Trustee Hill seconded; motion carried 4-0:
- Garcia – yes
 - Garner - yes
 - Hernandez – absent
 - Hill – yes
 - Revious – yes
- BP 6162.54** Trustee Revious made a motion to approve revised Board Policy BP 6162.54 – Test Integrity/Test Preparation. Trustee Garcia seconded; motion carried 4-0:
- Garcia – yes
 - Garner - yes
 - Hernandez – absent
 - Hill – yes
 - Revious – yes
- BP/E 5145.6** Trustee Hill made a motion to approve revised Board Policy and Exhibit BP/E 5145.6 – Parental Notifications. Trustee Garcia seconded; motion carried 4-0:
- Garcia – yes
 - Garner - yes
 - Hernandez – absent
 - Hill – yes
 - Revious – yes

PERSONNEL

Trustee Garcia made a motion to take Personnel items "a" through "h" together. Trustee Revious seconded and motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

Then Trustee Garcia made a motion to approve Personnel items "a" through "h". Trustee Revious seconded, and the motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

The following items were approved:

Item "a" – Employment

Classified

- Janice DeLoza, Bilingual Clerk Typist II – 5.0 hrs., Jefferson, effective 12/15/14
- Ivane "Victor" Magaña, Custodian II – 8.0 hrs., (4.0 hrs. Kennedy/4.0 hrs. King), effective 12/29/14

Temporary Employees/Substitutes/Yard Supervisors

- Michael Carrillo, Substitute Custodian I and Groundskeeper I, effective 12/18/14
- Leo Castillo, Yard Supervisor – 3.0 hrs., Simas, effective 1/12/15
- Candace Crewse, Substitute Clerk Typist II, effective 12/4/14
- Sadie Escalera, Substitute Yard Supervisor, effective 12/3/14
- Ana Fregoso, Short-term yard Supervisor – 2.5 hrs., Kennedy, effective 1/12/15 to 2/27/15
- Aaron Green, Substitute Custodian I, effective 1/2/15
- Laura Halstead, Substitute Educational Interpreter, effective 12/4/14
- Anna Lopez, Short-term Yard Supervisor – 1.5 hrs., M,T,Th,F/1.0 hr. W, Roosevelt, effective 1/12/15 to 3/27/15
- Diana Lugo, Short-term Yard Supervisor – 1.0 hr., Jefferson, effective 1/12/15 to 3/27/15
- Christopher Martin, Substitute Groundskeeper II, Irrigation Specialist and Warehouse, Reprographic and Mail Technician, effective 12/3/14
- Judy McCarty-Winston, Substitute Yard Supervisor, effective 12/3/14
- Katelin Mello, Short-term Yard Supervisor – 1.75 hrs., Kennedy, effective 1/12/15 to 3/27/15
- Vanessa Mendoza, Substitute READY Program Tutor, effective 12/3/14
- Emmerie Miller, Substitute READY Program Tutor, effective 12/3/14

Item "a" – (con't)
Employment

- Melissa Mullins, Substitute Yard Supervisor, effective 11/10/14
- Melanie Pimentel, Short-term yard Supervisor - 2.25 hrs., Washington, effective 1/12/15 to 3/27/15
- Menchu Rosaroso, Short-term Yard Supervisor – 1.0 hrs., Washington, effective 1/12/15 to 3/27/15
- Sylvia Soto, Short-term Yard Supervisor – 2.5 hrs., (1.0 hr., Roosevelt/1.5 hrs., Kennedy), effective 1/12/15 to 3/27/15
- Luis Valtierra Carrera, Substitute Groundskeeper II, effective 12/4/14

Item "b" –
Resignations

- Linda Garcia, Yard Supervisor – 2.5 hrs., Jefferson, effective 12/19/14

Item "c" –
Promotion

- Sabine Appleby, from READY Program Tutor – 4.5 hrs. to Educational Tutor K-6 – 3.5 hrs., Hamilton, effective 1/12/15

Item "d" –
Temporary Out of
Class Assignment

- Darla Purdy, from Clerk Typist II – 5.0 hrs., Kennedy to School Operations Officer – 8.0 hrs., Kennedy, effective 12/8/14 to 12/19/14

Item "e" –
More Hours

- Gennarina "Genella" Alvarez, Yard Supervisor, from 2.5 hrs. to 2.75 hrs., Hamilton, effective 12/8/14
- Vanessa Banegas-Balbina, Food Service Worker I, from 2.5 hrs. to 3.0 hrs., Washington, effective 1/12/15
- Jamie Barron, Food Service Worker I, from 2.5 hrs. to 3.0 hrs., Roosevelt, effective 1/12/15
- Earl Conro, Food Service Worker I – from 2.5 hrs. to 3.0 hrs., King, effective 1/12/15
- Naomi Gaffney, Food Service Worker I, from 2.5 hrs. to 3.0 hrs., Simas, effective 1/12/15
- Maribel Garcia, Food Service Worker I, from 2.5 hrs. to 3.0 hrs., Monroe, effective 1/12/15
- Amanda Henderson, Yard Supervisor – from 2.25 hrs. to 3.5 hrs., Washington, effective 11/3/14
- Veronica Leach, Yard Supervisor, from 1.5 hrs. to 1.75 hrs., Hamilton, effective 12/8/14
- Daisy Maya-Gaona, Food Service Worker I, from 2.0 hrs. to 2.5 hrs., Jefferson, effective 1/12/15
- Alma Piña, Food Service Worker I, from 2.5 hrs. to 3.0 hrs., Lincoln, effective 1/12/15
- Stephanie Treviño, Yard Supervisor, from 1.0 hr. to 2.5 hrs., Jefferson, effective 1/12/15
- Blanche VanLandingham, Food Service Worker I, from 2.5 hrs. to 3.0 hrs., Hamilton, effective 1/12/15

Item "f" –
Decrease in Hours

- Guadalupe Gonzalez, Yard Supervisor, from 2.25 hrs. to 1.75 hrs., Hamilton, effective 12/8/14

Item "g" –
Leave of Absence

- Renee Barker, Yard Supervisor – 1.5 hrs., Monroe, effective 12/10/14 to 12/19/14, medical
- Miranda Mendoza-Robinson, Teacher, Hamilton, effective 1/12/15 to 1/30/15, baby bonding

Item "h" –
Volunteers

<u>Name</u>	<u>School</u>
Andre Belton	Hamilton
Tiffany O'Daniel	Jefferson
Lucia Purser	Jefferson
Imelda Manzo	King

Item "h" – (con't.)
Volunteers

<u>Name</u>	<u>School</u>
Maria Quiroz	King
Christie Barragan	Monroe
Fatima Calvario	Richmond
Heather Cernosek	Richmond
Guadalupe Mendoza	Richmond
Sara Reyna	Richmond
Cecilia Lopez-Machado	Roosevelt
Tracy Canalez	Simas
Alicia Gomez	Simas
Salma Ibarra	Simas
Linda Rowe	Simas
Judith Weaver	Simas

FINANCIAL

Resolution #8-15
Investment Policy

Trustee Garcia made motion to approve Resolution #8-15: Approving the Kings County Director of Finances' Statement of Investment Policy and Delegating Investment Authority to the Kings County Director of Finance. Trustee Hill seconded, motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

Resolution #9-15:
2014-15 Budget
Revisions

Trustee Hill made a motion to approve Resolution #9-15: Revision of the 2014-15 Budget. Trustee Garcia seconded, motion carried 4-0:

Garcia – yes
Garner - yes
Hernandez – absent
Hill – yes
Revious – yes

Adjournment

There being no further business, President Garner adjourned the meeting at 5:56 p.m.

Respectfully submitted,

Paul J. Terry,
Secretary to the Board of Trustees

Approved:

Jeff Garner, President

Lupe Hernandez, Clerk

Inters - OUT

No	A/D	Sch Req'd	Home Sch	BD Date
O-091	A	Lakeside	Simas	1/20/2015
O-092	A	Kit Carson	Wilson	1/20/2015

Inters - IN

No	A/D	Sch Req'd	Home Sch	Date
I-112	A	Washington	Lakeside	1/20/2015
I-113	A	Roosevelt	Armona	1/20/2015
I-114	A	Richmond	Lakeside	1/20/2015
I-115	A	Richmond	Lakeside	1/20/2015
I-116	A	Washington	Armona	1/20/2015
I-117	D	Monroe	Pioneer	1/20/2015
I-118	A	Roosevelt	Armona	1/20/2015
I-119	A	JFK	Armona	1/20/2015
I-120	A	Simas	Pioneer	1/20/2015
I-121	A	Richmond	Pioneer	1/20/2015
I-122	A	Richmond	Pioneer	1/20/2015
I-123	A	Monroe	Lakeside	1/20/2015
I-124	A	Monroe	Lakeside	1/20/2015
I-125	A	Wilson	Kerman	1/20/2015
I-126	A	Washington	Lakeside	1/20/2015
I-127	A	Washington	Armona	1/20/2015
I-128	A	Washington	Armona	1/20/2015

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry
FROM: Kristina Baldwin

WB

DATE: 1/16/15

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 1/28/15

ITEM: Edison International for \$150.00

PURPOSE: instructional supplies

FISCAL IMPACT: Increase of \$150.00 to Simas School General Purpose Budget.

RECOMMENDATIONS: accept donation

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry
FROM: Ramiro Flores
DATE: 1/13/2015
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: January 28, 2015

ITEM: Consider approval of donation to Hamilton School from Box Tops Education in the amount of \$313.60.

PURPOSE: To be used to purchase additional sports/play equipment and classroom supplies.

FISCAL IMPACT:

Increase of \$313.60 to account #0100-0000-0-1110-1000-430001-029-0000.

RECOMMENDATION: Accept donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Paul J. Terry, Ed. D.

DATE: January 22, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: January 28, 2015

ITEM: Receive information on 2015-2016 Local Control Accountability Plan (LCAP).

PURPOSE:

FISCAL IMPACT:

RECOMMENDATION:

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: January 20, 2015

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

FOR: (X) Information
() Action

Date you wish to have your item considered: January 28, 2015

ITEM:

Receive for information the following revised Board Policy and Administrative Regulation: BP/AR 3551 Food Services Operations/Cafeteria Fund.

PURPOSE:

The following Board Policy and Administrative Regulation reflect 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.

FISCAL IMPACT:

None.

RECOMMENDATION:

Consider for adoption at the next regular Board Meeting.

Hanford ESD

Board Policy

Food Service Operations/Cafeteria Fund

BP 3551

Business and Noninstructional Operations

~~The Board of Trustees intends that, insofar as possible, school food services shall be a self-supporting, nonprofit program. Upon recommendation of the Superintendent or designee, the Board shall review and approve meal prices. Program financial reports shall be presented regularly to the Board.~~

~~Adult meals may be offered to employees as a matter of convenience. Insofar as these meals may include federally donated food commodities, their price shall be set higher than that of student meals so as to reimburse the food service program for the total cost of providing adult meals.~~

~~The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.~~

~~The wages, salaries and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)~~

The Board of Trustees intends that school food services shall be a self-supporting, nonprofit program. To ensure program quality and increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of food and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

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

(cf. 3552 - Summer Meal Program)

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

(cf. 5030 - Student Wellness)

The Superintendent or designee shall ensure that all food service personnel possess appropriate qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program.

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

At least once each year, food service administrators, other appropriate personnel who conduct or

oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation.

(cf. 3553 - Free and Reduced Price Meals)

Meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Cafeteria Fund

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

~~With Board approval, the district may enter into a contract with a private company that enables a school to operate a franchise offering fast food items for sale to students. The franchise agreement and food purchases shall be subject to the competitive bidding requirements of the National School Lunch and School Breakfast Programs.~~

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758;

7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

~~38090-38095 Cafeterias, funds and accounts~~
~~38100-38103 Cafeterias, allocation of charges~~
~~42646 Alternate payroll procedure~~
~~45103.5 Contracts for management consulting services~~
~~49490-49493 School breakfast and lunch programs~~
~~49500-49505 School meals~~
~~85260 Alternate payroll procedure~~

Management Resources:

CDE MANAGEMENT ADVISORIES

~~0600.94 Implementation of Education Code 45103.5, 94-111~~
~~0700.95 Final Rule for the National School Lunch Program and School Breakfast Program, 95-115~~

CDE PUBLICATIONS

~~Standards of Excellence for School Nutrition Programs: A Self-Assessment Guide for School District Fiscal Policy Teams, 1989~~

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use
38090-38095 Cafeterias, funds and accounts
38100-38103 Cafeterias, allocation of charges
42646 Alternate payroll procedure
45103.5 Contracts for management consulting services; restrictions
49490-49493 School breakfast and lunch programs
49500-49505 School meals
49554 Contract for services

Legal Reference: (cont.)

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

225 Cost Principles for State, Local, and Indian Tribal Governments

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Cafeteria Funds--Allowable Uses, Management Bulletin NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, Management Bulletin USDA-SNP-16-2012, October 2012

Storage and Inventory Management of United States Department of Agriculture (USDA)

Donated Foods, Management Bulletin USDA-FDP-02-2010, August 2010

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs; and the Handling of Unpaid Meal Charges, Management Bulletin USDA-SNP-01-2008, February 2008

Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, Management Bulletin 00-111, July 2000

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Financial Management of the School Meal Programs, Correspondence, August 30, 2013

Indirect Costs: Guidance for State Agencies and School Food Authorities, 2011

U.S. DEPARTMENT OF EDUCATION GUIDANCE

FAQs About School Meals

WEB SITES

California Department of Education, Nutrition Services Division:

<http://www.cde.ca.gov/ls/nu>

California School Nutrition Association: <http://www.calsna.org>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov/cnd>

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

Policy

adopted: May 16, 2001

revised: _____, _____

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

Hanford ESD

Administrative Regulation

Food Service Operations/Cafeteria Fund

AR 3551

Business and Noninstructional Operations

Payments for Meals

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

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

(cf.3552 – Summer Meal Program)

(cf.3553 – Free and Reduced Price Meals)

(cf.3555 – Nutrition Program Compliance)

At the beginning of the school year, parents/guardians shall be notified of the district's meal payment policies and encouraged to prepay for meals whenever possible.

(cf.1113 – District and School Web Sites)

Students and their parents/guardians shall be notified whenever their account has a zero balance. Whenever a student's account has an unpaid balance of \$3 or more, students requesting a meal are offered an alternative meal until the account unpaid balance is paid.

In cases of repeated nonpayment by a student, the Superintendent or designee may contact parents/guardians to discuss the reasons for the nonpayment. The Superintendent or designee may evaluate individual circumstances to determine if the student's parents/guardians need assistance completing an application for free or reduced-price meals or need referral to social services.

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 – Access to District Records)

(cf. 3580 – District Records)

Reimbursement Claims

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to the California Department of Education (CDE) using the online Child Nutrition Information and Payment System.

Cafeteria Fund

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. The income and expenditures of any cafeteria revolving account established by the Board of Trustees shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091, and 38092)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for ~~Board-authorized~~ those expenditures authorized by the Board as necessary for the operation of school cafeterias as defined in accordance with Education Code 38100-38103, CFR 225, and the California School Accounting Manual or ~~appropriately reported to the California Department of Education.~~ (Education Code 38091, 38101; 2 CFR 225)

These expenditures may include, but are not limited to, expenditures for the following:
(Education Code 38091)

1. Construction, alteration, or improvement of a central food processing plant
2. Lease, purchase or installation of additional cafeteria equipment of the central food processing plant
3. Vending machines and their installation and housing
4. Computer equipment and related software
5. Lease or purchase of vehicles used primarily in connection with the central food processing plant

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer of Funds)

Any funds derived from the sale of cafeteria food and deposited in a Board-established cafeteria equipment reserve shall be used only for the purchase, lease, maintenance or replacement of cafeteria equipment. (Education Code 38102)

Indirect costs charged to the food service program shall be based on either the district's prior year

indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. (Education Code 38101)

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 210.14)

U.S. Department of Agriculture Foods

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.60)

Contracts with Outside Services

The term of any contract for food service management or consulting services shall not exceed one year. Any renewal of the contract or further requests for proposals to provide such services shall be considered on a year-to-year basis. (Education Code 45103.5; 7 CFR 210.16)

Any contract for management of the food service operation shall be approved by CDE and comply with the conditions in Education Code 49554 and 7 CFR 210.16 as applicable. The district shall retain control of the quality, extent, and general nature of its food services, including prices to be charged to students for meals, and shall monitor the food service operation through periodic on-site visits. The district shall not enter into a contract with a food service company to provide a la carte food services only, unless the company agrees to offer free, reduced-price, and full-price reimbursable meals to all eligible students. (Education Code 49554; 42 USC 1758; 7 CFR 210.16)

Any contract for consulting services shall not result in the supervision of food service classified staff by the management consultant, nor shall it result in the elimination of any food service classified staff or position or have any adverse effect on the wages, benefits, or other terms and conditions of employment of classified food service staff or positions. All persons providing consulting services shall be subject to applicable employment conditions related to health and safety as listed in Education Code 45103.5. (Education Code 45103.5)

(cf. 3312 - Contracts)

(cf. 3515.6 - Criminal Background Checks for Contractors)

(cf. 3600 - Consultants)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

(cf. 4212 - Appointments and Conditions of Employment)

Regulation

approved: April 16, 1997

reviewed: May 16, 2001

reviewed: _____, 2015

HANFORD ELEMENTARY SCHOOL DISTRICT

Hanford, California

HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM**

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: January 20, 2015

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: January 28, 2015

ITEM: Approve Consolidated Application for Funding Categorical Aid Programs (Winter Release)

PURPOSE: The Consolidated Application is the document that is used to apply for, and report on several federal and state categorical aid programs including:

Title I	Low Income Students
Title II	Teacher Quality
Title III	English Learners

FISCAL IMPACT: Approximately \$2.9 million in categorical funding is requested through the Consolidated Application.

RECOMMENDATION: Approve the Consolidated Application for Funding Categorical Aid Programs

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: January 20, 2015

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: January 28, 2015

ITEM:

Consider approval of waiver renewal to California Dept. of Education to combine school site councils of Community Day School and Hamilton School.

PURPOSE:

The small student and teacher population, combined with students' temporary placement at CDS make it difficult to maintain a stable School Site Council. Combining the SSCs from Hamilton and CDS provides a consistent, stable School Site Council. The joint SSC draws proportional school council representation from both schools.

FISCAL IMPACT:

None.

RECOMMENDATION:

Approve waiver renewal to CDE to combine CDS and Hamilton school site councils.

HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM**

TO: Paul Terry, Ed.D.

FROM: Doug Carlton

DATE: January 20, 2015

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: January 28, 2015

ITEM:

Consider approval of consultant contract with Edupoint to develop Spanish versions of HESD report cards for the Synergy student information system.

PURPOSE: Teachers/schools will have the ability to create and print Spanish versions of student report cards.

FISCAL IMPACT: \$6,000

RECOMMENDATION:

Approve consultant contract to develop Spanish versions of HESD report cards.



1955 South Val Vista Drive, Suite 200
Mesa, Arizona 85204
Price Quote

Date: 01/08/2015
Quote Number: 20150108-1
School District: Hanford Elementary School District
Doug Carlton
Director, Program Evaluation
714 N. White St.
Hanford, CA 93230
Phone: 559.585.3667
Fax: 559.584.7833
Email: dcarlton@hesd.k12.ca.us

Statement of Work: TK – 8th Grade Spanish Report Cards

Specialist: Teresa Brady

Fee:

Five (5) Days @ \$1,200 per day

Total: \$6,000.00

Estimated Completion Date:

February 6, 2015

Estimated Completion Date is Pending Approved Quote Received no later than 1/20/2015.

Acceptance

Hanford School Representative

Deborah S. Adolphs

Edupoint Representative

Date

01/09/2015

Date

This quotation is valid for thirty (30) days, unless otherwise extended in writing by an authorized representative of Edupoint Educational Systems, LLC.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Gerry Mulligan *GM*

DATE: January 20, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: January 28, 2015

ITEM:

Consider approval of Architectural Services Agreement with Mangini Associates, Inc. – TPM for the Band Room upgrade at Woodrow Wilson Jr. High School.

PURPOSE:

Mangini Associates, Inc. – TPM to provide the District with architectural services for the Band Room upgrade at Woodrow Wilson Jr. High School.

FISCAL IMPACT:

The estimated architect's fee for this project is \$15,000. This project will be paid from the Special Reserve – Capital Facilities Fund.

RECOMMENDATION:

Approve Architectural Services Agreement with Mangini Associates, Inc. – TPM for the Band Room upgrade at Woodrow Wilson Jr. High School.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry
FROM: Nancy White
DATE: January 20, 2015
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: January 28, 2015

ITEM:

Consider approval of Preconstruction Services Agreement with David A. Bush, Inc. for the Kitchen Remodel at Woodrow Wilson Jr. High School.

PURPOSE:

Together with our Architect, we submitted a plan for the remodel of the Kitchen at Woodrow Wilson Jr. High school to the California Department of Education – Child Nutrition Division. CDE's approval is needed to allow use of any Cafeteria Funds on the Project. We have received CDE's approval of the Project.

We are now ready to proceed with securing a construction contract for this Project. We recommend using the Lease – Leaseback method of bidding for contracting for the work. The first step in this process is to enter into a Preconstruction Services Agreement with a Contractor to review the project plans and specifications, establish a bid package and provide the District with a Guaranteed Maximum Price for the Project. We recommend contracting with David A. Bush, Inc. for this project.

This Lease-Leaseback method has been reviewed with and approved by our legal counsel.

FISCAL IMPACT:

The lease – leaseback method allows the District to negotiate the price with the Contractor.

Based on the CDE – Nutrition Services Division approval of the Project, approximately 70% of the Project may be paid for from the Cafeteria Fund. The remaining 30% will be paid for from Fund 4000 – Capital Facilities.

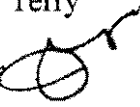
RECOMMENDATION:

Approve Preconstruction Services Agreement with David A. Bush, Inc. for the Kitchen Remodel at Woodrow Wilson Jr. High School.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Joy Gabler 

DATE: January 15, 2015

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

Date you wish to have your item considered: January 28, 2015

ITEM: Consider approval of the following revised Board Policy and Administrative Regulation:

- BP 6142.91 – Reading/Language Arts Instruction

PURPOSE: The following Board Policy and Administrative Regulation reflect 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.**FISCAL IMPACT:** None**RECOMMENDATIONS:** Consider for adoption at the next regular Board Meeting.

Hanford ESD

Board Policy

Reading/Language Arts Instruction

BP 6142.91

Instruction

The ~~Governing Board of Trustees~~ recognizes that reading and other language arts constitute the basic foundation for learning in other disciplines. ~~Students should develop an areas of study.~~ The Board desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develops students' appreciation for literature and for reading as a means to acquire knowledge. They also should develop. The program shall integrate reading and oral and written language skills that enable them to effectively communicate with others arts activities in order to build effective communication skills.

(cf. 6143 - Courses of Study)

~~The Board desires to offer a comprehensive, balanced reading/language arts program that ensures that all students have the skills necessary to read fluently and for meaning. The program shall integrate reading, writing, speaking and listening activities in order to build strong communication skills.~~

For each grade level, the Board shall adopt academic standards for reading/language arts that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

The district's reading/language arts program shall address the following strands which are the basis for reading/language arts instruction and learning:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. ~~in reading~~ Writing: Text types, responding to reading, production and writing, distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

(cf. 6011 - Academic Standards)

~~Teachers are encouraged to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The Superintendent/Principal or designee shall provide professional development opportunities to ensure that teachers are knowledgeable about how students develop language skills, are able to analyze students' developing literacy and are able to draw from a variety of instructional strategies and materials.~~

The Superintendent

~~(cf. 4131 - Staff Development)~~

The Superintendent/Principal or designee shall ensure that the district's reading/language arts program offers sufficient access to reading standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and nonfiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

(cf. 6141 - Curriculum Development and Evaluation)

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

(cf. 6161.11 - Supplementary Instructional Materials)

~~(cf. 6162.7 - Use of Technology in Instruction)~~ 6163.1 - Library Media Centers)

~~(cf. 6163.1 - Library Media Centers)~~

Grades K-3

The goal of

Teachers are expected to use a variety of instructional strategies to accommodate the district's early literacy needs of beginning readers and the varying abilities of more advanced readers. The program shall be to ensure that provide ongoing diagnosis of students' skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students are able who are experiencing difficulty learning to read.

(cf. 5148.2 - Before/After School Programs)

(cf. 6174 - Education for English Language Learners)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6179 - Supplemental Instruction)

The -fluently and at grade level by the end of third grade. To reach this goal, the Superintendent/Principal or designee shall design a balanced and comprehensive reading/make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students' literacy levels, and mastery of a variety of instructional strategies and materials.

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The arts Superintendent or designee shall provide the Board with data from state and district reading assessments and program with the following components: evaluations to enable the Board to monitor program effectiveness.

~~1. Explicit skill development for beginning readers that includes phonemic awareness, phonics and decoding skills, and sufficient practice and repetition of these skills~~

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

~~2. Explicit and systematic instruction in reading skills, strategies and vocabulary development.~~

~~3. A strong literature, language and comprehension program that includes a balance of oral and written language~~

~~4. Ongoing diagnosis of individual students' skills~~

~~5. An early intervention program that provides assistance to children at risk of reading failure~~

~~Teachers may participate in training activities designed to assist them in implementing a comprehensive K-3 reading program.~~

Grades 4-8

~~The Board recognizes that reading/language arts instruction is an integral component of the curriculum at all grade levels. Continuous progress in fluency and comprehension shall be the goal of reading/language arts instruction in grades 4-8.~~

~~The program in these grades shall promote reading for subject matter comprehension, developing understanding of progressively more advanced reading material, analyzing and discussing a variety of reading materials, increasing the frequency of reading, developing more complex writing skills with attention to composition and vocabulary, and developing other communications skills.~~

~~When students in these grades do not have fully developed reading/language arts skills, resources shall be made available to assist them in reaching a reading level sufficient to meet the demands of grade level material. Staff at all grade levels and in every subject shall take responsibility for~~

~~supporting and expanding students' literacy skills.~~

Legal Reference:

EDUCATION CODE

~~42239.1—Funding for intensive reading programs in grades K-4~~

~~4427741505-41508 Pupil Retention Block Grant~~

~~41530-41532 Professional growth requirements; professional development in reading~~
~~Development Block Grant~~

~~44735 Teaching as a Priority Block Grant~~

~~44755-44759.744757.5 Teacher reading instruction development program~~
~~Reading Instruction Development Program, K-3~~

~~44830—Employment of certificated persons~~

~~44831 Certification qualifications~~

~~51210 Areas of study, grades 1 through 6~~

~~51220 Areas of study, grades 7 through 12~~

~~53000-53006 Comprehensive reading leadership program~~

~~53025-53031 Intensive reading program for grades K-4~~

~~53050-53057 Governor's reading award program~~

~~53075—Public involvement reading campaign~~

~~60119 Sufficiency of textbooks and instructional materials~~

~~60200.4 Fundamental skills—~~

~~60207 Curriculum frameworks~~

~~60350-60352 Core reading program instructional materials~~

~~60605 State-adopted content and performance standards in core curricular areas~~

~~60605.8 Common Core standards~~

~~99220-99221 California Reading Professional Development Institutes~~

~~99230-99242 Mathematics and Reading Professional Development Program (AB 466 trainings)~~

CODE OF REGULATIONS, TITLE 5

~~9535 Purchase of nonadopted core reading program instructional materials~~

~~11980-11985 Mathematics and Reading Professional Development Program (AB 466 trainings)~~

~~11991-11991.2 Reading First achievement index~~

UNITED STATES CODE, TITLE 20

~~6381-6381k Even Start Family Literacy Program~~

~~6383 Improving literacy through school libraries~~

Management Resources:

CSBA -PUBLICATIONS

~~Every Student Can Read, Every Student Will Read, Report of the CSBA Reading Task Force, May 1995~~

CDE PROGRAM ADVISORIES

~~1028.93—Continuing Implementation of the Governing to the Core, Governance Briefs~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~California Common Core State Standards: English Language Arts Framework, CIL: 93/94-02~~

~~Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading and Literacy in Prekindergarten Through Grade Three, 1996~~
~~History/Social Studies, Science, and Technical~~

Subjects, March 2013

CDE PUBLICATIONS

Every Child a Reader, 1995

Common Core State Standards for English- Language Arts, August 2010

English Language Arts/English Language Development Framework for California Public Schools, 1999: Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve

WEB SITES

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

California Department of Education, Reading/Language Arts: <http://www.cde.ca.gov/ci/rl>

Policy HANFORD ELEMENTARY SCHOOL DISTRICT

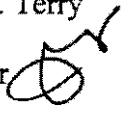
adopted: May 16, 2001 Hanford, California

revised:

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Dr. Paul J. Terry

FROM: Joy Gabler 

DATE: January 15, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: January 28, 2015

ITEM: Consider approval of the following revised Board Policy and Administrative Regulation:

- BP 6142.92 – Mathematics Instruction

PURPOSE: The following Board Policy and Administrative Regulation reflect 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.

FISCAL IMPACT: None

RECOMMENDATIONS: Consider for adoption at the next regular Board Meeting.

Hanford ESD

Board Policy

Mathematics Instruction

BP 6142.92

Instruction

The Governing Board of Trustees desires to offer a rigorous mathematics program that provides a strong foundation in basic mathematical skills and prepares students to apply mathematics in real life. The Superintendent or designee shall develop grade level curricular that offer a balanced instructional program, including but not limited to progressively develops the #

1. ~~Basic mathematical skills: quantification, basic facts, sorting and classification, and computational skills including addition, subtraction, multiplication, division, fractions, decimals, squares and square roots~~

2. ~~Conceptual understanding: knowledge and application of facts and definitions, identification of principles, understanding of relationships among skills students will need to succeed in college and career. The district's mathematics program shall be designed to teach mathematical concepts, recognition and application of signs, symbols and terms in the context of real-world~~

3. ~~Problem solving: use of mathematical concepts, skills, tools and reasoning strategies to formulate and solve problems in a variety of situations~~

The mathematics program shall develop such knowledge and skills in the subject areas of numbers, measurement, geometry, functions, statistics and probability, logic and algebra. Students should know, understand and demonstrate concepts through their application to classroom and real-life situations. and to help

~~The Superintendent or designee shall ensure that all students have many opportunities gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to take the full range of mathematics course options solve problems.~~

(cf. 6143 - Courses of Study)

~~The Board shall establish specific content and performance standards in mathematical skills, concepts and problem-solving ability for each grade level. Students at risk of failing to meet performance standards shall receive additional assistance and intervention.~~

(cf. 6146.1 - High School Graduation Requirements)

*

For each grade level, the Board shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

The district's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them; attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; constructing viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expressions and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

The Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent or designee shall ensure that
Students shall have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

~~(cf. 6141 - Curriculum Development and Evaluation)~~
 (cf. 0440 - District Technology Plan)
 (cf. 1312.2 - Complaints Concerning Instructional Materials)
 (cf. 1312.4 - Williams Uniform Complaint Procedures)
 (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
 (cf. 6161.11 - Supplementary Instructional Materials)
 (cf. 6162.7 - Use of Technology in Instruction) 6163.1 - Library Media Centers)

The Superintendent or designee shall provide the Board with data from state and district mathematics assessments and program evaluations to enable the Board to monitor program effectiveness.

(cf. 0460 - Local Control and Accountability Plan)
 (cf. 0500 - Accountability)
 (cf. 6162.5 - Student Assessment)
 (cf. 6162.51 - State Academic Achievement Tests)
 (cf. 6162.52 - High School Exit Examination)
 (cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

51210 Areas of study, grades 1 through 6
 51220 Areas of study, grades 7 through 12
 51224.5 Algebra in course of study for grades 7-12
 51225.3 High school graduation requirements
 51284 Financial literacy
 60605 State-adopted content and performance standards in core curricular areas
 60605.8 Common Core standards

Management Resources:

CDECSBA PUBLICATIONS

~~Improving Mathematics Achievement for All California Students: The Report of the California Mathematics Task Force, 1995~~

Governing to the Core, Governance Briefs

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Mathematics Framework for California Public Schools, 1992: Kindergarten Through Grade Twelve, 2013

rev. January 2013

COMMON CORE STATE STANDARDS INITIATIVE PUBLICATIONS

Appendix A: Designing High School Mathematics Courses Based on the Common Core State Standards

WEB SITES

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

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

Common Core State Standards Initiative: <http://www.corestandards.org/math>


Policy HANFORD ELEMENTARY SCHOOL DISTRICT

adopted: May 16, 2001 Hanford, California

revised:

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Dr. Paul Terry

FROM: Jaime Martinez 

DATE: January 19, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **January 28, 2015**

ITEM: Consider approval of the following revised Board Policy.

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.

- BP 4117.3 – Personnel Reduction (revised)

FISCAL IMPACT: None.

RECOMMENDATION: Approve.

Certificated Personnel**BP 4117.3 (a)****PERSONNEL REDUCTION**

A. The Board of Trustees may reduce the number of probationary and permanent certificated personnel employees, ~~or their hours and wages, due to any of the following conditions~~ when, in its opinion, any of the following conditions makes such reduction necessary, provided that the percentage of reduction in probationary and permanent certificated personnel shall not exceed the corresponding percentage of student attendance lost:

1. ~~Declining enrollment, provided that the percentage of reduction in probationary and permanent certificated personnel shall not exceed the corresponding percentage of student attendance lost~~ Average daily attendance (ADA) in all of the schools in the district during the first six months of the school year has declined below the level for the same period in either of the previous two school years. (Education Code 44955)
2. Attendance in the district will decline in the following year as a result of the termination of an interdistrict tuition agreement. (Education Code 44955)
23. ~~Reduction or discontinuance of particular programs or services~~ A particular kind of service is to be reduced or discontinued not later than the beginning of the following school year. (Education Code 44955)
34. State-mandated modification of the curriculum, or
45. A fiscal crisis that may occur during the time period between five days after enactment of the Budget Act and August 15 of the fiscal year to which the budget applies if the total revenue limit per unit of daily attendance has not increased by at least two percent. (Education Code 44955.5)

B. Determination of the Order of Layoffs

When it is necessary to reduce the number of certificated employees for any of the reasons listed above, the services of employees shall be terminated in the inverse of the order in which they were employed by the district in probationary status, except as otherwise authorized by law. (Education Code 44844, 44955)

The Superintendent or designee shall maintain the seniority list for this purpose and shall make it available upon request.

Except as otherwise provided by statute, a permanent employee who is certificated and competent to render a continuing or needed new service shall not be terminated ~~or given a reduction in hours and wages~~ while a probationary employee or other employee with less seniority is retained to render the service. (Education Code 44955)

PERSONNEL REDUCTION

(cf. 4112.2 - Certification)
(cf. 4112.22 - Staff Teaching English Language Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind Act)
(cf. 4113 - Assignment)
(cf. 4116 - Probationary/Permanent Status)

C. ~~The Superintendent or designee shall develop administrative regulations for the implementation of legal provisions applicable to reduction in certificated service and shall ensure compliance with related provisions of the collective bargaining agreement.~~

To determine the order of termination between employees who first rendered paid service on the same date, the Board shall rank order those employees solely on the basis of the needs of the district and students. Upon the request of an employee whose order of termination is to be determined based on such ranking, the Board shall furnish the employee, no later than five days prior to the commencement of the administrative hearing on the layoff, a written statement of the specific criteria used in determining the order of termination and the application of the criteria in ranking the employee relative to the other employees in the group. (Education Code 44955)

The district may deviate from terminating certificated employees in order of seniority for either of the following reasons: (Education Code 44955, 44956)

1. To fill a demonstrated specific need for personnel to teach a specific course or courses of study, or to provide services authorized by a services credential with a specialization in either student personnel services or health for a school nurse, when the certificated employee has the necessary special training and experience which others with more seniority do not possess
2. To maintain or achieve compliance with constitutional requirements related to equal protection of the law

C. Notice and Hearing Rights

When it becomes necessary to reduce the number of permanent and/or probationary employees pursuant to Education Code 44955 as specified in items #1-4 above, the district shall give notice to the affected employees, no later than March 15, stating the reasons for the action and the employees' right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 44949, 44955, and other applicable provisions of law.

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

BP 4117.3 (c)

PERSONNEL REDUCTION

When an employee has requested a hearing before an administrative law judge regarding the reduction or discontinuation of services, the Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations of the administrative law judge shall be binding on the Board. (Education Code 44949)

The Board may conduct its own hearing, adopt the administrative law judge's proposed decision, refer the case back to the administrative law judge for additional evidence, or reject or modify the proposed decision and make its own determination based upon its review of the record.

Following the Board's decision, the Superintendent or designee shall give final notice, in the manner specified, to the affected employees before May 15 unless the parties agree otherwise in accordance with procedures required by law. (Education Code 44955)

When layoffs become necessary pursuant to Education Code 44955.5 as specified in item #5 above, layoff proceedings shall be carried out as required by law but in accordance with a schedule of notice and hearing adopted by the Board. (Education Code 44955.5)

D. Reappointment

If the number of employees is increased or the discontinued service reestablished, permanent certificated employees shall have the right to reappointment, in order of seniority, for 39 months from the date of termination. Probationary certificated employees shall have the same right for 24 months after being terminated, subject to the prior reappointment rights of permanent employees. (Education Code 44846, 44956, 44957)

During the period of the preferred right to reappointment, permanent certificated employees shall, in the order of original employment, be offered first opportunity for substitute service during the absence of any employee who has been granted a leave of absence or who is temporarily absent from duty. Such substitute service may be terminated upon the return to duty of the other employee. Such substitute service shall not affect the retention of the employees' previous classification and rights. Probationary certificated employees shall have the same right to substitute service during the period of preferred right to reappointment to the extent required by law, subject to the rights of permanent certificated employees. (Education Code 44918, 44956, 44957)

(cf. 4121 - Temporary/Substitute Employees)

PERSONNEL REDUCTION

Before reappointing any certificated employee to teach a subject which he/she has not previously taught and for which he/she does not have a teaching credential or which is not within the employee's major area of postsecondary study, the Board shall require the employee to pass a subject matter competency test in the appropriate subject. (Education Code 44956)

Reappointed certificated employees shall not be subject to any requirements that were not imposed on employees who continued in service. Their period of absence shall be treated as a leave of absence and not considered a break in the continuity of their service. (Education Code 44956, 44957)

Legal Reference:EDUCATION CODE44830 Employment of certificated persons44846 Order of reemployment44949 Layoff of probationary employees; cause, notice, and rights to hearing44955 Reduction in number of permanent employees44955.5 Termination of certificated employees44956-44959.5 Rights of employees45298 Reemployment and promotional exam45308 Order of layoff and reemploymentGOVERNMENT CODE3543.2 Scope of representationUNEMPLOYMENT INSURANCE CODE1089 Notification of unemployment insurance benefitsCODE OF REGULATIONS, TITLE 221089-1 Notification of unemployment insurance benefitsCOURT DECISIONSVergara v. State of California, (2014) Superior Court State of California, County of Los Angeles, Case. No. BC 484642California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135Bakersfield Elementary Teachers Association v. Bakersfield City School District, (2006) 145 Cal.App.4th 1260Cousins v. Weaverville Elementary School District, (1994) 24 Cal.App.4th 1846Forker v. Board of Trustees, (1984) 160 Cal.App.3d 13Moreland Teachers Assoc. v. Kurze, (1980) 109 Cal.App.3d 648King v. Berkeley Unified School District, (1979) 89 Cal.App.3d 1016Management Resources:WEB SITESCSBA: <http://www.csba.org>

Regulation

adopted: March 4, 1992

revised: November 7, 2001


revised: _____, 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: January 19, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **January 28, 2015**

ITEM: Consider approval of the following revised Board Policy.

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.

- BP 4131.1 – Beginning Teacher Support and Guidance (revised)

FISCAL IMPACT: None.

RECOMMENDATION: Approve.

Certificated Personnel**BP 4131.1 (a)****BEGINNING TEACHER SUPPORT/INDUCTION AND GUIDANCE**

~~The Board of Trustees recognizes that intensive professional development and support will help beginning teachers apply their academic preparation more effectively in the classroom and result in greater retention of capable beginning teachers. The Superintendent or designee shall ensure that first- and second-year teachers receive guidance to help them make an effective transition into the teaching career.~~

~~(cf. 4131 - Staff Development)~~

The Governing Board recognizes the link between teacher effectiveness and student learning and desires to provide structured, individualized support and guidance to teachers as necessary to enhance their performance and support teacher retention. The Superintendent or designee shall develop a program of intensive professional development and consultation to help beginning teachers apply their academic preparation more effectively in the classroom and to assist other teachers who need additional development in subject matter knowledge, instructional methods, and/or classroom management.

The Superintendent or designee shall coordinate individualized teacher support and guidance activities developed pursuant to this policy with other district staff development programs and staff evaluation processes.

~~(cf. 4115 - Evaluation/Supervision)~~

~~(cf. 4131 - Staff Development)~~

The Superintendent or designee shall inform beginning teachers who possess a preliminary credential about induction programs or other options that are available to help them fulfill the requirements of the professional clear multiple-, or single-subject, or education specialist teaching credential pursuant to Education Code 44259.

~~(cf. 4112.2 - Certification)~~

~~(cf. 4112.21 - Interns)~~

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

District Sponsored Induction Program

~~When approved by the Commission on Teacher Credentialing (CTC) and the Superintendent of Public Instruction, the district may serve as a sponsor of an induction program. The program shall meet state standards for induction programs and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.~~

~~(cf. 6011 - Academic Standards)~~

BEGINNING TEACHER SUPPORT/INDUCTION AND GUIDANCE

Beginning Teacher Induction Program

The district's beginning teacher induction program shall meet program standards adopted by the CTC and shall support beginning teachers in meeting the competencies described in the California Standards for the Teaching Profession.

The Superintendent or designee, with input from the participating teacher, shall pair each participating teacher with a support providers who is an shall be-experienced teacher certificated personnel, knowledgeable about beginning teacher development and needed competencies, and effective in have strong interpersonal and communication skills. Support may include, but is not limited to, classroom observations, regular meetings with the support provider, and an individualized plan for professional development or coursework that takes into consideration the teacher's assignment and prior preparation and experience. The roles and responsibilities of support providers shall be clearly defined in writing and communicated to all program participants. The Superintendent or designee shall ensure the timely assignment of qualified support providers to participating teachers and for reassignment as needed. The Superintendent or designee shall also provide initial preparation and additional professional development for support providers to enable them to acquire and enhance their knowledge and skills needed to work with beginning teachers ensure that each support provider receives appropriate training to serve in a support capacity and is provided adequate time and resources to assist other teachers.

The district may provide a stipend to support providers in accordance with the collective bargaining agreement and district budget.

(cf. 3100 - Budget)

(cf. 4141/4241 - Collective Bargaining Agreement)

Professional development provided to a participating teacher shall be based on an individual induction plan which takes into consideration the teacher's prior preparation and experience.

Subject to verification and approval of the Superintendent or designee, a beginning teacher shall not be required to demonstrate that a competency has been met, nor complete a program element designed to assist beginning teachers in meeting that competency, if he/she previously met the competency while participating in a CTC-approved teacher preparation program. (Education Code 44279.1)

The beginning teacher's knowledge and classroom practice shall be regularly assessed using multiple measures, and the results shall be used to monitor and revise subsequent individual induction plans. The Superintendent or designee shall maintain a complete record of each participating teacher's participation and progress toward completion of professional clear credential requirements.

BEGINNING TEACHER SUPPORT/~~INDUCTION~~ AND GUIDANCE

When the teacher has successfully completed the induction program, the Board or designee, shall recommend to the CTC that he/she be awarded a clear teaching credential.

The performance of a participating teacher shall be monitored by the support provider, Superintendent or designee, and/or a panel of teachers and administrators in order to determine whether the teacher has met program goals and to make recommendations for follow-up support, as appropriate.

Performance assessments conducted as part of the induction program shall not be used for employment-related evaluations as a condition of employment, or as a basis of terminating employment. (Education Code 44279.1)

(cf. 4115 -- Evaluation/Supervision)

(cf. 4117.4 -- Dismissal)

The Superintendent or designee shall ~~conduct an annual evaluation of the induction~~ regularly evaluate the district's teacher support and guidance programs regarding program effectiveness in meeting district goals for teacher quality and retention and shall report to the Board, ~~regarding its effectiveness in meeting induction program goals.~~ Board evaluation reports may include, but are not limited to, data on program enrollment and completion, subsequent retention rates of participating teachers, and interviews or surveys of program participants.

(cf. 0500 - Accountability)

(cf. 9000 -- Role of the Board)

Legal Reference:

EDUCATION CODE

~~41520-41522 Teacher Credentialing Block Grant~~

~~41530-41532 Professional Development Block Grant~~

44259 Credential requirements

44259.5 Standards for professional preparation programs

44275.4 Credential requirements, induction, out-of-state teachers

~~44279.1-44279.7 Beginning Teacher Support and Assessment Program (BTSA)~~

44325-44329 District Interns

~~44380-44386 Alternative certification~~

44450-44468 University Interns

~~44450-44468 Certificated Staff Mentoring Program~~

CODE OF REGULATIONS, TITLE 5

6100-6125 Teacher qualifications, No Child Left Behind Act

80021 Short-term staff permit

80021.1 Provisional internship permit

80026.5 Orientation, guidance, and assistance for emergency permit holders

80033 Intern teaching credential

80055 Internship credential

80413 Credential requirements

80413.3 Credential requirements, teachers with out-of-state credentials.

UNITED STATES CODE, TITLE 20

6319 Highly qualified teachers

6601-6702 Preparing, training and recruiting high quality teachers and principals

7801 Definitions, highly qualified teacher

BEGINNING TEACHER SUPPORT/INDUCTION AND GUIDANCE*Legal Reference (continued)***Management Resources:**

~~COMMISSION ON TEACHER CREDENTIALING/CALIFORNIA DEPARTMENT OF EDUCATION
POLICY~~

~~Funding Policy for teacher Development Programs, December 2006~~

~~COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS~~

~~Induction Manual: A Credential Application Processing Guidebook for Commission-Approved Induction
Programs, June 2004~~

~~Final Report on the Individual Implementation of the Beginning Teacher Support and Assessment Program,
2003~~

~~Standards of Quality and Effectiveness for Professional Teacher Induction Programs (SB 2042), March 2002~~

~~SB 2042 Multiple Subject and Single Subject Preliminary Credential Program Standards, rev. February 2014~~

~~Intern Preservice, Support and Supervision Requirements: Preparation to Teach English Learners, Program
Sponsor Alert 13-06, June 3, 2013~~

~~Education Specialist Teaching and Other Related Services Credential Program Standards, rev. May 2013~~

~~Multiple and Single Subject Induction Programs (program standards, preconditions, and language addressing
the teaching of English learners), rev. January 2013~~

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

~~CDE PUBLICATIONS~~

~~NCLB Teacher Requirements Resource Guide, March 2004~~

~~CDE PUBLICATIONS~~

~~NCLB Teacher Requirements Resource Guide, March 2004~~

~~WEB SITES~~

~~Beginning Teacher Support and Assessment: <http://www.btsa.ca.gov>~~

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

~~California Federation of Teachers: <http://www.cft.org>~~

~~California Teachers Association: <http://www.cta.org>~~

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

Policy

adopted: August 23, 2006

revised: August 20, 2008


revised: _____, 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: January 19, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **January 28, 2015**

ITEM: Consider approval of the following revised Administrative Regulation.

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

- AR 4154, 4254 – Health and Welfare Benefits (revised and eliminated reference to 4354)

FISCAL IMPACT: None.

RECOMMENDATION: Approve.

All Certificated and Classified Personnel

AR 4154 (a)

4254

~~4354~~**HEALTH AND WELFARE BENEFITS****A. Retired Employees**Certificated

1. Any former certificated employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for certificated employees. The plan also shall be available to any surviving spouse/domestic partner of a former certificated employee who either retired from the district or was, at the time of death, employed by the district and a member of a the State Teachers' Retirement System. (Education Code 7000).
2. A retired certificated employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing District-provided active employee coverage. (Education Code 7000).
3. If a retired certificated employee or surviving spouse/domestic partner fails to enroll during the initial enrollment period, further opportunity to do so shall be denied. A person who has previously received but then voluntarily terminated coverage also shall be excluded from obtaining further coverage.

Classified

4. Any former classified employee who retired from the district under any public retirement system and his/her spouse/domestic partner shall be permitted to enroll in the health and welfare and/or dental care benefit plan currently provided for classified employees and under which the classified employee was a participant and met the Collective Bargaining Agreement eligibility requirements for retiree benefits. The plan also shall be available to any surviving spouse/domestic partner of a former classified employee who either retired from the district or was, at the time of death, employed by the district and met the Collective Bargaining Agreement eligibility requirements for retiree benefits.
5. A retired classified employee or surviving spouse/domestic partner shall be allowed to enroll in the coverage within 30 days of losing District-provided active employee coverage.
6. If a retired classified employee or surviving spouse/domestic partner fails to enroll during the initial enrollment period, further opportunity to do so shall be denied. A person who has previously received but then voluntarily terminated coverage also shall be excluded from obtaining further coverage.

AR 4154 (b)
4254
—4354

HEALTH AND WELFARE BENEFITS (continued)

Retired Certificated or Classified Employee or Surviving Spouse/Domestic Partner

7. The retired certificated or classified employee or surviving spouse/domestic partner shall pay all employer and employee premiums and related administrative costs unless otherwise stipulated under other Board Policy or respective Collective Bargaining Agreement.

B. Continuation of Coverage (COBRA)

Covered district employees and their qualified ~~beneficiaries~~ dependents, shall be offered the opportunity to continue health and disability insurance coverage when they otherwise would lose coverage due to one of the following qualifying events: (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B; 26 CFR 54.4980B-4)

1. Death of the covered employee
2. Termination or reduction in hours of the covered employee's employment, other than termination by reason of the employee's gross misconduct

(cf. 4117.4 Dismissal)

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

3. Divorce or legal separation of a covered employee or final judgment of dissolution or nullity of the domestic partnership
4. Covered employee's becoming entitled to Medicare benefits
5. A dependent child ceasing to be a dependent of a covered employee

Continuation health coverage shall be the same as provided to similarly situated individuals under the group benefit plan. (Health and Safety Code 1366.23; Insurance Code 10128.53; 26 USC 4980B)

C. Notification Requirements

1. The Superintendent or designee shall notify the health care service plan administrator of a qualifying event listed in item #1, 2 or 4 above, within 30 days of the event. A covered employee or a qualified ~~beneficiary~~ dependent shall notify the service plan administrator of a qualifying event listed in item #3, or 5 above within 60 days of the event or of the date that the ~~beneficiary~~ dependent would lose coverage, whichever is later. (26 USC 4980B; 29 USC 1163)

AR 4154 (c)
4254
~~4354~~

HEALTH AND WELFARE BENEFITS (continued)

Continuation coverage shall be terminated in accordance with the district's insurance plan and in accordance with federal and state law (26 USC 4980B and 26 CFR 54.4980B.6; Health and Safety Code 1373.261; Insurance Code 10116.5).

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

The Superintendent or designee shall notify covered employees and qualified ~~beneficiaries~~ dependents of the availability of conversion and continuation coverage. This notification shall include the statement in Labor Code 2800.2 encouraging individuals to examine their options carefully before declining such coverage. (Labor Code 2800.2)

D. Benefits

The benefits provided under continuation health coverage shall be the same as provided to other employees and their dependents under the group benefit plan.

E. Benefit Continuation Period

1. Eligibility for continued coverage under the district's group health insurance plans shall be for:
 - a. 18 months for employees whose coverage would have ended due to termination of employment or reduction in assigned hours per day, or until the employee obtains coverage under another group health plan, becomes eligible for Medicare coverage, or ceases to make timely premium payments, whichever occurs sooner;
 - b. 36 months for the spouse/domestic partner who lost coverage due to divorce or legal separation, or the death of the employee, or until the spouse obtains coverage under another group health plan, becomes eligible for Medicare coverage, or ceases to make timely premium payments, whichever occurs sooner; and
 - c. 36 months for the former dependent child, or until he/she obtains coverage under another group health insurance plan or ceases to make timely premium payments, whichever occurs sooner.

AR 4154 (d)

4254

~~4354~~**HEALTH AND WELFARE BENEFITS (continued)****F. Disability Due to a Violent Act While Working**

1. When disabled by an injury resulting from a violent act sustained while performing his/her job duties within the scope of employment and performing creditable employment, a certificated or classified employee may continue in the district health and dental care plans upon meeting criteria specified by law. The employee shall pay all employer and employee premiums and related administrative costs. (Education Code 7008)

Regulation


approved: November 7, 2001
revised: September 14, 2005
revised: August 22, 2007
revised: November 19, 2010
revised: _____, 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: January 19, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **January 28, 2015**

ITEM: Consider approval of the following revised Exhibit.

PURPOSE: The following Exhibit reflects changes (see underlined and strikeouts) that are necessary to align with the California Professional Standards for Educational Leaders (CPSEL), as adopted by the Commission on Teacher Credentialing (CTC) in February 2014, which describes the knowledge, skills, and abilities needed by school administrators.

- E 4319.21 – Professional Standards (revised)

FISCAL IMPACT: None.

RECOMMENDATION: Approve.

Certificated Management Personnel

E 4319.21 (a)

PROFESSIONAL STANDARDS**CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS**

~~Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.~~

~~A school administrator is an educational leader who promotes the success of all students by:~~

~~Standard 1: Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community~~

Standard 1. Development and Implementation of a Shared Vision: Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

- ~~1. Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.~~
- ~~2. Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.~~
- ~~3. Use the influence of diversity to improve teaching and learning.~~
- ~~4. Identify and address any barriers to accomplishing the vision.~~
- ~~5. Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.~~
- ~~6. Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.~~

1A. Student-Centered Vision: Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

1B. Developing Shared Vision: Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

1C. Vision Planning and Implementation: Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

~~Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth~~

PROFESSIONAL STANDARDS

Standard 2. Instructional Leadership: Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

- ~~1. Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.~~
- ~~2. Promote equity, fairness, and respect among all members of the school community.~~
- ~~3. Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.~~
- ~~4. Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.~~
- ~~5. Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.~~
- ~~6. Create an accountability system grounded in standards-based teaching and learning.~~
- ~~7. Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.~~

2A. Professional Learning Culture: Leaders promote a culture in which staff engages in individual and collective professional learning that results in their continuous improvement and high performance.

2B. Curriculum and Instruction: Leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

2C. Assessment and Accountability: Leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

~~Standard 3: Ensuring management of the organization, operations, and resources for a safe, efficient and effective learning environment~~

Standard 3. Management and Learning Environment: Education leaders manage the organization to cultivate a safe and productive learning and working environment.

- ~~1. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.~~
- ~~2. Utilize effective and nurturing practices in establishing student behavior management systems.~~
- ~~3. Establish school structures and processes that support student learning.~~

PROFESSIONAL STANDARDS

- ~~4. Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.~~
- ~~5. Align fiscal, human, and material resources to support the learning of all subgroups of students.~~
- ~~6. Monitor and evaluate the program and staff.~~
- ~~7. Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.~~

3A. Operations and Facilities: Leaders provide and oversee a functional, safe, and clean learning environment.

3B. Plans and Procedures: Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

3C. Climate: Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

3D. Fiscal and Human Resources: Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

~~Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources~~

Standard 4. Family and Community Engagement: Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

- ~~1. Recognize and respect the goals and aspirations of diverse family and community groups.~~
- ~~2. Treat diverse community stakeholder groups with fairness and respect.~~
- ~~3. Incorporate information about family and community expectations into school decision-making and activities.~~
- ~~4. Strengthen the school through the establishment of community, business, institutional, and civic partnerships.~~
- ~~5. Communicate information about the school on a regular and predictable basis through a variety of media.~~
- ~~6. Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.~~

4A. Parent and Family Engagement: Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

E 4319.21 (d)

PROFESSIONAL STANDARDS

- 4B. Community Partnerships: Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.
- 4C. Community Resources and Services: Leaders leverage and integrate community resources and services to meet the varied needs of all students.

~~Standard 5: Modeling a personal code of ethics and developing professional leadership capacity~~

Standard 5. Ethics and Integrity: Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

- ~~1. Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.~~
- ~~2. Protect the rights and confidentiality of students and staff.~~
- ~~3. Use the influence of office to enhance the educational program, not personal gain.~~
- ~~4. Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.~~
- ~~5. Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.~~
- ~~6. Demonstrate skills in decision-making, problem-solving, change management, planning, conflict management, and evaluation.~~
- ~~7. Reflect on personal leadership practices and recognize their impact and influence on the performance of others.~~
- ~~8. Engage in professional and personal development.~~
- ~~9. Encourage and inspire others to higher levels of performance, commitment, and motivation.~~
- ~~10. Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.~~

- 5A. Reflective Practice: Leaders act upon a personal code of ethics that requires continuous reflection and learning.
- 5B. Ethical Decision-Making: Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.
- 5C. Ethical Action: Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication necessary to consistently make fair and equitable decisions on behalf of all students.

PROFESSIONAL STANDARDS

~~Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context~~

Standard 6. External Context and Policy: Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

- ~~1. Work with the Governing Board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.~~
- ~~2. Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.~~
- ~~3. Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.~~
- ~~4. Generate support for the school by two-way communications with key decision-makers in the school community.~~
- ~~5. Collect and report accurate records of school performance.~~
- ~~6. View oneself as a leader of a team and also as a member of a larger team.~~
- ~~7. Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.~~

6A. Understanding and Communicating Policy: Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

6B. Professional Influence: Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead all students to graduate ready for college and career.


6C. Policy Engagement: Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

~~Source: California Professional Standards for Educational Leaders by California School Leadership Academy at WestEd and the Association of California School Administrators. Reprinted with permission. Intended for use with the descriptions of practice in Moving Standards into Everyday Work, available from WestEd.~~

Exhibit	HANFORD ELEMENTARY SCHOOL DISTRICT	
adopted:	November 28, 2012	Hanford, California
revised:	_____, 2014	

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department

AGENDA REQUEST FORM

TO: Dr. Paul Terry
FROM: Jaime Martinez 
DATE: January 19, 2015
RE: ☒ Board Meeting
☐ Superintendent's Cabinet
☐ Information
☒ Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **January 28, 2015**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Temporary Employees/Substitutes/Yard Supervisors

- Kayla Burkett, Substitute Yard Supervisor, effective 1/12/15; Short-term Yard Supervisor – 1.75 hrs., Hamilton, effective 1/12/15 to 3/27/15
- Selena Flores, Substitute Yard Supervisor, effective 1/16/15; Short-term Yard Supervisor – 2.0 hrs., Lincoln, effective 1/20/15 to 3/27/15
- Veronica Garcia, Substitute READY Program Tutor, effective 1/12/15
- Hector Hernandez Garcia, Short-term Yard Supervisor – 1.0 hr. (T, Th), Washington, effective 1/20/15 to 6/4/15
- Robert Ibarra, Short-term Yard Supervisor – 1.0 hr. (T,Th,F), Washington, effective 1/20/15 to 6/4/15
- Tiffany West, Yard Supervisor – 3.25 hrs., Roosevelt, effective 1/13/15

b. Resignations

- Amalia Cavazos, Yard Supervisor – 3.0 hrs., Simas, effective 12/19/14
- Sarah Hoisington, Teacher on LOA, effective 1/5/15
- Matthew Huerta, READY Program Tutor – 4.5 hrs., King, effective 1/23/15
- Marie Tinoco, Substitute Yard Supervisor, effective 11/17/14

c. Retirement

- Kathy Barcellos, Teacher, Washington, effective 6/5/15

d. Leave of Absence

- Amy Arevalo, Teacher, Washington, effective 1/20/15 to 4/21/15, baby bonding
- Miranda Mendoza-Robinson, Teacher, Hamilton, effective 1/12/15 to 2/27/15, baby bonding
- Elizabeth Sasselli, Teacher, Lincoln, effective 2/3/15 to 2/27/15, baby bonding

e. Volunteers

<u>Name</u>	<u>School</u>
Dayne Chapman	Simas
Erika Iniguez	Simas

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Dr. Paul J. Terry

FROM: Nancy White

DATE: January 20, 2015

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: January 28, 2015

ITEM:

Consider acceptance of District Audit for the Fiscal Year ended June 30, 2014.

PURPOSE:

Our District Audit for the year ended June 30, 2014, has been submitted to the State by our auditors Vavrinek, Trine, Day & Co., LLP. The report was submitted in conformance with the reporting standards required by the State Controller's Office. Samantha Moore, a senior staff member from the audit firm, will be at the Board meeting to present the audit to the Board.

FISCAL IMPACT:

None.

RECOMMENDATION:

Accept the District Audit for the Fiscal Year ended June 30, 2014.

